

**DISTRICT PRIMARY EDUCATION PROGRAMME
GENDER STUDIES**



District Sirsa

DEPARTMENT OF WOMENS STUDIES

National Council of Educational Research and Training

Sri Aurobindo Marg, New Delhi-110016

1994

DPEP Gender Studies

National Team

Project Director and
Member, National Core Group : Usha Nayar

Consultant : Sarojini Bisaria

Member Core Group Gender
(Incharge) : Janak Duggal

Professional Assistants

Harish Tyagi
Anita Nuna
Rajendra Pal

Satpreet Chetrath
Mohd. Yunus
Ziauddin

State Team : District Sirsa

Ajay Bharadwaj

Hemant Lata

Computer Analysis: Vijay Kulkarni

DPEP Gender Studies

National Team

Project Director and
Member, National Core Group : Usha Nayar

Consultant : Sarojini Bisaria

Member Core Group Gender
(Incharge) : Janak Duggal

Professional Assistants

Anita Nuna
Harish Iyagi
Rajendra Pal

Satpreet Chatrath
Mohd. Yunus
Mohd. Ziauddin

State Team : District Sirsa

Ajay Bharadwaj

Hemant lata

Computer Analysis : Vijay Kulkarni

- 54550211
372
NA T-D

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No
Date:

DISTRICT PRIMARY EDUCATION PROGRAMME GENDER STUDIES

District Sirsa

NIEPA DC



D08231

DEPARTMENT OF WOMEN'S STUDIES

National Council of Educational Research and Training

Sri Aurobindo Marg, New Delhi-110016

1994

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational
Planning and Administration,

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC. No. D-8231

Date..... 28-9-94

C O N T E N T

	Page
Introduction	1 - 64
Chapter	
I District Sirsa: An Overview	65 - 93
II The Study Locale : Observation & Interaction	94 - 132
III Analysis of Data	133 - 197
3.1 The House Hold Context	133 - 148
3.2 Analysis of the Dropout Girl Schedule	149 - 159
3.3 Analysis of Non-Enrolled Girls Schedule	160 - 165 160 - 165
IV Major Findings and Recommendations	198 - 211
Programme Areas	212
Appendices	
Bibliography	

DPEP DISTRICT : GENDER STUDIES

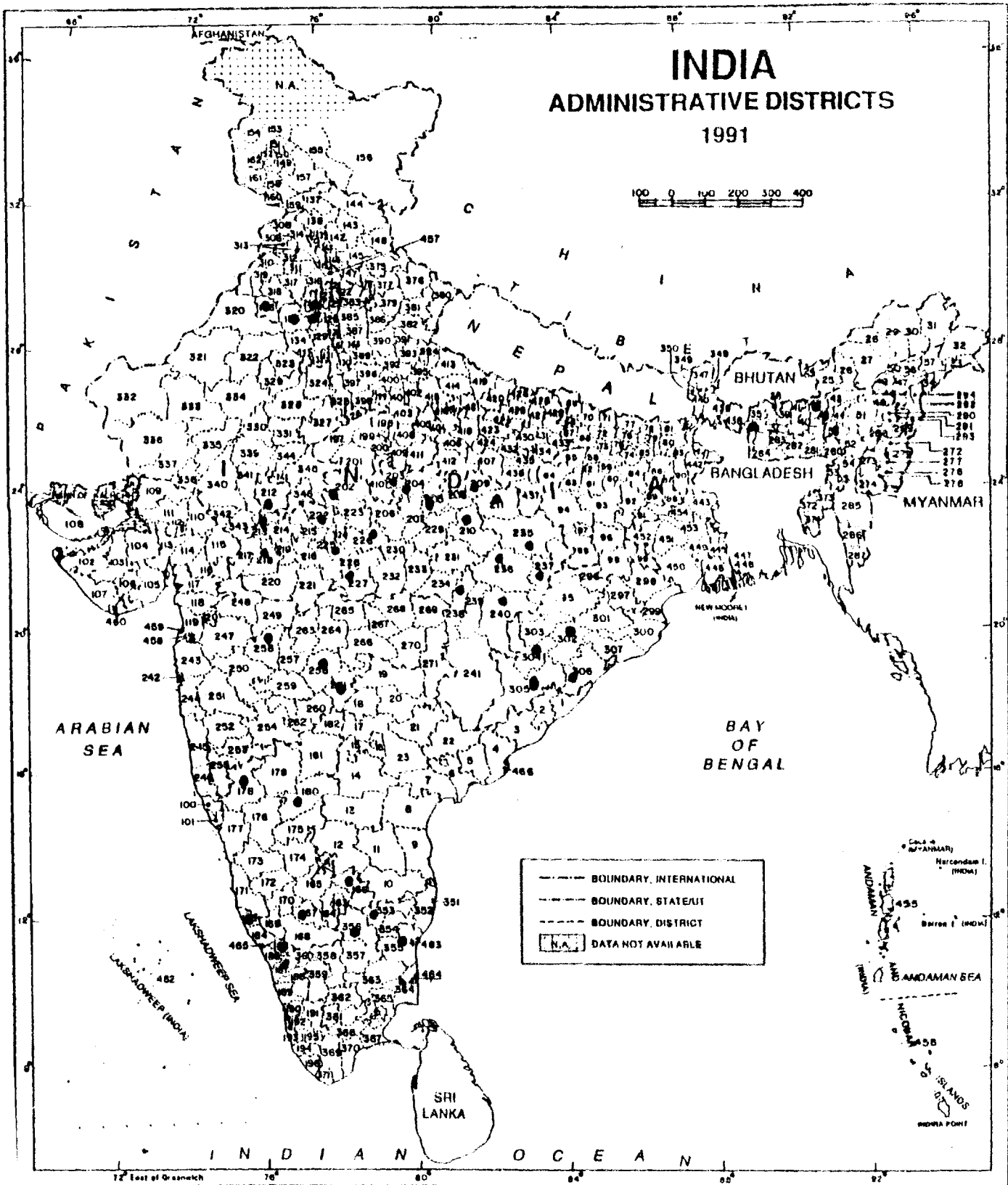


Fig. 1

Note: The dotted areas indicate districts taken for Gender Studies

INTRODUCTION

DPEP Gender Studies : An Overview

The Constitution of India recognizes education as a basic right of every child and enjoins on the State to provide free and compulsory education to all children upto the age of fourteen. (Article 45).

Universalisation of Elementary Education (UEE) consisting of five years of primary and three years of upper primary education was launched as a major educational programme in the First Five Year Plan and has continued to be a priority area for planners. The National Policy on Education 1986 (updated in 1992) and its Programme of Action (POA) reaffirms India's commitment to UEE which implies not only universal access and enrolment but a substantial improvement in quality of education to enable all children to achieve essential levels of learning.

It is increasingly recognized that the goal of UEE is educating us largely on account of the failure of the system to enrol and retain girls and children belonging to historically deprived castes and communities residing in rural/remote areas, certain minority groups and urban slums. This calls for decentralized participatory planning and management taking into account local area specific and group specific needs and requirements. Gender disparities cut across caste, class, region and religion and are thus to be addressed as a major barrier to UEE and societal development in general.

Two major set of events mark the last two decades in India: among others

- (a) emergence of district as a meso unit of socio economic

planning and

(b) emergence of the women's question.

In India States are organized on linguistic basis and vary tremendously in physical, social and cultural characteristic as well as population size. The intra state diversities and disparities are extremely large with greater cultural continuity in districts across state boundaries. India can be better understood in terms of its districts which are more homogeneous cultural units, more viable for effective development planning and even day to day planning.

We notice a gradual movement from macro-agregative to disaggregating decentralized 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 micro level participatory planning at the block and village level.

Analysis of the existing researches shows that girls education is inextricably linked with the status of women, which is location and culture specific. Planning of any intervention strategies for girls' education has therefore to be based on indepth study and involvement of specific situations, cultures and communities.

Although the Indian Constitution provides for equality between sexes, and protective discrimination in favour of women and girls, major questions regarding unequal physical and social position of women were raised in a big way in post 1971 Census period with the setting up of the Committee on Status of Women in India (CSWI) which gave its report "Towards Equality" in 1974. The declining sex ratio, higher female mortality and morbidity,

declining workforce participation rate and poor political participation of women were issues which were brought to the fore by the CSWI and formed the basis of sustained action during the United Nation Development Decade. Although male/female disparities were recognized and attempts made to address them within education, female lag was noticed at all levels and in all types of education. The women's question was squarely addressed by social scientists and women activists resulting into the growth of a large body of research in Women's Studies state action and led to modifications and passing of several new laws and formulation of a large number of women/girls centred policies and programmes.

Several EFA initiatives have been taken in the 1990s to include: Bihar Education Project, Andhra Pradesh Primary Education Project, Uttar Pradesh Basic Education Project, Lok Jumbish in Rajasthan and Total Literacy Campaigns (TLC) in more than 200 districts, with focus on girls education and women's empowerment. The experience gained in these on going projects has been utilized in formulating one of the largest primary education programme, namely, the **District Primary Education Programme (DPEP)**.

Major features of DPEP

- i. Holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed to achieving UEE in the specific context of the district;
- ii. This holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE.

- iii. Addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children,
- iv. Improving school effectiveness,
- v. Strengthening the alternatives to schooling, particularly the non-formal education system,
- vi. Stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness,
- vii. Toning up teacher competence, training and motivation,
- viii. Stressing learning competence and achievement,
- ix. Overhaul of planning and management in respect of both routine and innovative areas,
- x. Convergence between elementary education and related services like ECCE and school health.

The DPEP further emphasises:

- i. Local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- ii. Greater rigour and infusion of professional inputs in planning and appraisal.
- iii. More focussed targetting in that the districts selected to be on:
 - (a) educationally backward districts with female literacy below the national average; and
 - (b) districts where TLCs have been successful leading to enhanced demand for elementary education.
- iv. More focussed coverage in that the Programme would be on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage, support has been considered for the upper primary stage.

The Programme has attempted to develop and implement in the districts selected a replicable, sustainable and cost-effective programme:

- i. to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent;

- ii. to reduce overall primary dropout rates for all students to less than 10 percent;
- iii. to increase average primary learning achievement by 25 per cent over measured baseline levels; and
- iv. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

The Programme aims to strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

In keeping with the objectives of the Programme the formulation of the district plans was expected to be through a process of capacity building rather than by entrusting the job as a turnkey assignment to consultants, institution or individual. Taking cognizance of the scarcity of project formulation skills the Programme envisages particular measures for strengthening state level resource institutions and DIETs, networking of these institutions with NCERT and NIEPA on the one hand and with state level social Sciences research organisations/IIMs/University/departments on the other. Hitherto, the state level resource institutions were strengthened mainly with reference to teacher training. Hereafter equal emphasis would be laid on administration and management training for educational functionaries, NGOs and members of the VECs, district and sub-district project structure.

Programme Criteria and Evidence for Appraisal of Projects

Criteria	Evidence
Equity focus	Focus on districts with low female literacy rates Baseline beneficiary studies Specific strategies for girls, SC/ST students
Decentralisation	Action plans and budgets developed at the district level Investment in district-level institutional capacity
Participatory Planning	Village leadership, NGOs, District, Block and School level personnel involved in program planning through consultations and workshops
Technical Feasibility	Strategies are based on empirical evidence or experience, preferably in India
Managerial Feasibility	Implementation by a registered society empower to make financial, staffing and project design decisions Plan for MIS development that meets GOI requirements Acceptable plans for development of enhanced state capacity for textbook development, teacher training, management training, student learning assessment, and programme evaluation.
Financial Feasibility	Programme resources are a <u>net addition</u> to normal growth of State Plan allocations for education as a whole and primary education Full annual programme costs are included in annual State budgets. Annual recruitment costs of the investment are shown to be sustainable on State Non-Plan budgets at the end of the project.

Gender Perspective in National Policy of Education

The National Policy on Education 1986 is a major landmark in the evolution of the status of women in India. The NPE goes substantially beyond the equal educational opportunity and social justice (equity) approach and expects education to become an instrument of women's equality and empowerment. (Paras 4.2 and 4.3).

The Programme of Action (POA) as revised in 1992 clearly spells out the need for the entire educational system to be alive to gender and regional disparities. Gender sensitivity is to be reflected in the implementation of educational programmes across the board. Education for Women's Equality (EWE) is considered too important to be left to individual commitments or proclivities of persons in charge of implementing. The POA makes it incumbent on all actors, agencies and institutions in the field of education to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

To this effect all educational institutions have to plan and act. All educational personnel, therefore, need to be sensitized on gender issues so that the country can move from gender neutral, often gender blind educational planning and implementation to gender aware, gender sensitive, gender inclusive education.

There is gradual realization that men and women play an overlapping variety of roles which complement one another. A change for one inevitably brings a change for the other. A balanced gender aware approach would be the best way to

implement development programmes. Expecting a country to develop towards modernization with the female half of its population unable to take full part in the process was asking someone to work with one arm and leg tied up behind their back.

Sex and Gender

The former is biologically determined whereas the latter imputes values on biological differences. One is born female or male but it's one's culture which makes you masculine or feminine.

Gender is, thus, the cultural definition of behaviour defined as appropriate to the sexes in a given society at a given time. Gender roles are hard to change but as they are socially/culturally created, they are changeable. Sex is not.

Gendering

Gender roles are a learned behaviour. These roles in their social, economic and political dimensions vary across cultures. These roles are internalized very early in life. There is non-conscious internalization of the gender role ideology (how labour, power and resources get distributed among sexes) during early childhood and school does little to modify or change this. Infact, education further strengthens the familial gender based division of labour and resources through inequitable distribution of resources and a gender discriminatory transaction of the curricula. The main actors of gendering in school are the policy makers, the planners, the teachers and the teacher educators, as much the curriculum developers and the text book writers. And, they all emerge from the same society and have internalized (unequal) gender roles.

The purpose of the present exercise would be to help educational personnel:

- i. to analyse the content of the social roles/gender roles of women and men for helping them see and feel the need for gender justice;
- ii. to deconstruct gender roles, especially those aspects like immutable differences, myths, beliefs of male superiority and female subordination;
- iii. to reconstruct gender roles corresponding to the needs of a new social and technological social order based on equality and justice through curriculum and educational programmes. It is only after unlearning some of the prejudices and stereotypes, an administrator, a text book writer, can become a source of women's empowerment or gender equality.

"All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programme will be designed with the assistance of concerned organizations and women's groups".

Additionally, mobilise women and all sections of population for promoting girls education by arranging orientation programmes for educational functionaries such as state level planners, district educational planners, teachers, administrators, members of village education committees, voluntary organisations, Mahila Mandals and the functionaries of other development agencies/departments working in the area.

"The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in this area of developing gender sensitive curriculum, remove sex bias in text books and training of trainers/teachers. SCERT and concerned State Level Boards and institutions will initiate similar work".

In the area of girls education and women's empowerment, significant research and development work was done for operationalizing UN's Commitment to Education for Women's Equality after 1986. Considerable data based analysis pointed to the general educational and social lag of women and girls especially those belonging to rural areas. The most significant contribution of these field based empirical studies was to highlight the regional and gender disparities and helped in identifying districts which were backward in female literacy and schooling. This formed the basis for girls/women focussed EFA programme and the Eighth Five Year Plan (1990-95) focussed on issues of rural girls and women from disadvantaged groups.

The 1980s are a significant period when issues of sex-bias in curriculum and its transaction were raised and tools were developed to analyze ~~text~~ *Text* Books and other learning methods from point of view of gender equality, and later from ^{18.9.89} women's empowerment. This was also a time when teacher education curriculum was revised from gender perspective and teacher *Handbooks* ^{w.e.c.} prepared for making education a powerful vehicle of women's empowerment.

The DPEP is a path breaking programme in that it is not only utilizing existing educational research evidence in its project formulation but is understanding a set of studies in some of the focal areas in every DPEP districts.

Following studies were carried out:

- i) Base Line Survey
- ii) Gender Studies
- iii) Tribal Studies
- iv) Text Book Production and Distribution
- v) State Finance
- vi) Teacher Education

Against the backdrop of educational and social lag of women and girls and as a required input into District Primary Education Programme, Gender Studies were taken up in 43 districts of the States 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 and group discussions were carried out in addition to secondary data obtained from the State, districts, blocks and sample villages. Field observation was employed to support strengthen data obtained from secondary sources and through individual/group interviews.

In rural and urban slum settings, there is no concept of household privacy.

Household interviews in villages and urban slums were a family/community affair. Each interview turned into a mini discussion group with the male household head as chief respondent but household women, mother, wife, daughter all participating. The responses registered are to be seen as parental responses as both male/female parents or occasionally a grand father or a grand mother had their pieces to say, neighbours did not stay away either.

Goals of Gender Studies

(GOALS (IMMEDIATE))

- Gender Aware 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.
 - Making the content and process of education gender bias free and gender inclusive
 - Gender sensitization of all educational personnel, parents and community.
 - Monitoring progress towards gender equality
- Generating Demands: Social Mobilisation: awareness generation, consciousness raising, advocacy, campaigns for survival, protection and development of the Girl Child Education and key input.

- Women's Empowerment : Energising existing women's groups
 - Organising new groups
 - Supporting action by women and the community to raise status of women.
 - Reconstruction and deconstruction of gender roles.

GOALS (LONG TERM)

- When being a man or a woman works neither to the advantage nor to the disadvantage of a person.
- It is noted that gender roles are socially created and hence are not immutable.

SPECIFIC OBJECTIVES OF THE STUDY

- (1) Mapping out gender disparities in access, enrolment, retention (and achievement, which is being handled under base line studies).
- (2) Identify causes for non enrolment and drop out of girls and propose effective districts/local specific strategies for improved enrolment, retention and achievement among girls.
- (3) Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
- (4) To collect information on gender bias in (a) text books, (b) teacher training, (c) teachers attitude, (d) curriculum transaction, and (e) administrators' attitudes.
- (5) To identify supportive community structures such as women's groups, V.E.Cs, Panchayats, P.T.As, Teacher Organisations, Youth Clubs for developing effective strategies of UPE among girls.
- (6) Identifying 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.

Secondary Data was collected on the following:

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

Sources of Secondary Data

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

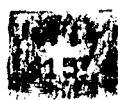
Secondary Data had to be utilized for preparation of

- i. State status paper on Girls' Education.
- ii. District Profiles

Primary Data

Primary data has been collected through group discussions, field observation and interviews with parents, teachers, administrators, community leaders and girls themselves. The purpose has been to identify the issues connected with the following.

- i. Reasons for continuance of girls in schooling.
- ii. Reasons for discontinuance of girls from schooling.
- iii. Reasons for non enrolment of girls
- iv. Perceived Utility of Girl's Education
- v. Perception of Gender Equality and Gender Discrimination.
- vi. Proposed strategies for UPE of Girls' and Women's Empowerment.
- vii. Role of parents, community leaders, administrators, teachers in UPE for Girls.



Interview Schedules

- 6.5.1 : District Schedule
- 6.5.2 : Village/Urban Slum Schedule
- 6.5.3 : Household Schedule
- 6.5.3.2 : Dropout Girl Schedule
- 6.5.3.3 : Never Enrolled Girl Schedule
- 6.5.4 : Teacher Schedule
- 6.5.5 : Institutional Schedule
- 6.5.6 : Community Leader Schedule
- 6.5.7 : Educational administrator's

Group Discussions: Interacting sessions with Community Leaders, Parents, Youth, Teachers, Administrators were to be organised.

The Sample Design

The districts selected under the SSN Project are low female literacy districts. Originally, it was proposed to conduct the gender studies in two blocks one with relatively high female literacy and the other with low female literacy rate. Later, on the advice of the National Core Group, it was decided to select one of the Base Line Survey Blocks only for gender studies also.

In each block 6 villages were selected for collection of primary data to represent:

- a) Villages having no school
- b) Villages having a primary school only
- c) Villages having middle school
- d) Villages having secondary or higher secondary
- e) One/two urban slum communities

In an earlier study on continuance Discontinuance of Girls in Elementary Schooling Villages and households were selected on the basis of population size using stratified random sampling. This study showed that girls participation was contingent on availability of educational infrastructure to a great extent.

Therefore, in the present study villages with varying levels of educational infrastructure were selected from lists of such villages provided by the Block Education Officers.

Considering that the villages will vary in population size, a minimum number of 30 households and a maximum of 50 households were to be approached for interviewing. Also households from 30-50 from one or two urban localities were also to be interviewed.

In each block approximately 30 teachers were to be canvassed interview schedule.

As many as possible educational functionaries at the block and district level as well as the DIET were to be interviewed. In each village an indepth group discussion was to be organised.

Location and Personnel

The study was located in the Department of Women's Studies (DWS), the NCERT, Head, DWS acted as the Project Director. Members of the National Core Group (Gender Planning) comprised the national advisory body for the project. These members were assigned the responsibility for initiating and assisting the State and District level action in the area of Gender Planning and Gender Studies.

At National level one Consultant and Six Professional Assistants formed the support structure.

The States identified the following:

- i) State Coordinator - 1
- ii) District Coordinator - 1
- iii) Professional Assistant - 2 for each District
- iv) State Advisory Team - Five to seven members
- v) District Advisory Team - Five to seven members

The study Design

The study has adopted a combination of quantitative and qualitative methods of social science research. The emerging social anthropological technique of participatory research was followed. The departures in participatory approach compared to conventional approach are indicated below:

Conventional Approach

Top down
Theoretical

Method Oriented
Status quoist
Assumptions based on
existing knowledge
Reliance on generalizations

Vertical relationship between
the researcher and researchee

Preconceived notions of problems,
needs, issues & their resolution

Limited perceptions, often
truncated and sectoral

School as an entry point

Building of theory

Participatory Approach

Bottom up
Process Oriented

People Oriented
Change Oriented
Knowledge created in
participatory mode
Validity of Specificities

Horizontal, equalitarian
relations, blurring
of identities

Identification of problem
issues, needs by the
people

Wholistic, seeing a vill-
age or a community as
a gestalt - organic
links of intersecting
structures - physical,
developmental, social;
seeing education as a
sub system of the
social system in cont-
inuous interaction with
other sub systems.

Household and Community
as the entry points,
users needs articulated
by them selves, solut-
ion also offered by
them.

Arising out of and culmi-
nating into action

Major Departures

- The study is innovative in several dimensions such as :
- Household and the village community were used as the entry point instead of the school.
 - The phenomena of drop-out and non-enrolment of girls were studied separately. The two phenomena are some what similar in nature but not exactly the same. While drop-out occurs once a child has actually been enrolled, non-enrolment can be due to several reasons including absence of a school within a convenient distance or at convenient time.
 - Since the education of girls is inextricably linked with the immediate socio-economic and cultural context, the study adopted the anthropological method of taking village as a unit of study. As it is well established now primary education really belongs to people, and should be their concern, each villager needing to develop a stake in its implementation. These villages studies have followed the wholistic intersectoral and multi-disciplinary framework. They provide location specific analysis and intervention strategies, taking into account the interactive social structures and the development infrastructure, as it impinges on education.
 - Instead of a team of educationists only, the study was an interactive process among the following:

- | | | |
|--------------------------|---|---------------------|
| Persons from Disciplines | - | Sociology |
| | - | Social Anthropology |
| | - | Women Studies |
| | - | Education |

- Zoology
- Political Science
- Home Science
- Economics
- Psychology

- Practitioners
- Education Commissioner
 - S.C.E.R.T.
 - Director Primary Education
 - D.I.E.T.
 - District Primary Education Officers
 - Block Education Officers
 - Head Teachers
 - Teachers
 - Community Leaders
 - Parents
 - Women
 - Girls
 - Deprived Groups

- Arising out of the above, the study was process oriented, change oriented, people oriented. The net result has been the achievement of common perceptions and commonality of action. The study left non unchanged. Infact it now provides a framework for action by policy planners, administrators, teachers, teacher educators and the community.

The Process

- i) Review of earlier studies and methodologies
- ii) Exploratory visits to some study locations
- iii) Designing strategies and tools

- Sampling
- Interview Schedules
- Guidelines for investigators for observation of physical, natural, cultural and social context including developmental infrastructure.
- Quality of physical infrastructure of school, curricular processes, text-books, class-room interaction, pupil teacher interaction and school community interaction.
- iv) Field study in 8 villages & 2 urban locations in each distt.
- v) Analysis of Data, Report Writing.
- vi) Feeding of Research Gain into: (a) DPEP Project Formulation (b) The Content and Process of Education (c) Multilevel Integrated Gender Training (d) Awareness Building amongst parents and communities.

Earlier Studies

The girls suffer from abnormally high incidence of drop-out. Infact a large majority of them consist of 'pullouts' who are pulled out of the educational system by sheer force of socio-economic and cultural compulsions. Then, there are educational system, like irrelevance of curriculum, discriminatory attitudes of teachers, parents and community regarding the value of education particularly to girls who are forced to quit without completing the primary stage of education.

The situation among rural girls was found to be much worse in 1976. According to a national study conducted in 13 major states, the drop-out rate for girls in rural areas was 65.6% compared to 22.3 percent in urban areas. The high rate of drop-

out of girls in rural girls was 52% compared to 44% for urban girls. (NCERT, Study, 1976)

The 1976 NCERT study reflected that there were more repeaters than premature withdrawals contributing to the overall drop-out in a particular batch. Further, the high rate of drop-out was more in earlier classes i.e. between Class I and II and the enrolments stabilized in later classes. It was also found that states in which the primary stage constituted Classes I-IV the drop-out of girls was very high, and was higher among the rural girls. (52% for rural girls compared to 44.1% for urban girls).

Causes for High Drop-out of Rural Girls

Reasons for high drop-out among girls given by the parents, the community, the girls themselves, the educational practitioners are, poverty, early marriage, helping parents with house work and agricultural work, unattractive school environment, parents illiteracy and indifference, lack of a positive educational climate, neglect of studies leading to repeated failure and finally withdrawal from schools. Girls join very late and are withdrawn at the onset of puberty. Parents do not see any benefits of girls continuing in school and are in a hurry to marry them off so that a liability is shed.

Findings of a national study (NCERT Study, 1993) show a striking difference in the self perception of staying and drop-outs, the former had a relatively higher self image and very supportive family environment by and large. There were however cases where girls showed great determination and were doing well inspite of several odds. By and large, drop-outs were from relatively poorer households who may initially register the girls

in school but, later, withdraw them on account of economic compulsions of work at home and may times on account of lack of clothes and extra-tuition costs. Girls if they do not fare well repeatedly are withdrawn whereas boys are made to continue. Girls get much less time for studying at home, and, leisure and play are remote events in their lives. Boys have the liberty to play and even while away their time as it is considered natural that they are playful.

It may be pertinent to point out that though enrolment ratios of girls in primary and upper primary are very high in the north eastern states, the drop-out rates of girls are equally high and field studies and field observation show that though gender discrimination is not prominent in other aspects like food, health, personal freedom, girls are held back for working on the fields and looking after animals and little use is seen by the parents of formal education for them.

Reasons for Low Enrolment of Rural Girls

The reasons assigned for non-enrolment of rural girls are a combination of educational and extra educational factors, where low and inadequate provision (supply) compound the socio-economic disadvantage of rural girls:

- i) Low access and provision of educational facilities
- ii) Lack of adequate support services of child care, medical and health care.
- iii) Lack of access to convenient sources of water, fodder and fuel.
- iv) Low female literacy and associated low status of women.

- v) Low parental education and apathy to education of daughters.
- vi) Low valuation of female life itself and discriminatory attitudes towards female child in access to food, health care education and leisure.
- vii) Early marriage of girls hinders their educational chances.
- viii) Keeping poverty as a constant, in poorer households the burden of male unemployment is passed on to women and children, particularly girls. Daughters attend to domestic chores and sibling care. Hence they either do not join school or drop-out. This trend will continue unless employment is assured for one adult. (Raj., 1985)
- ix) Women's and girl's work is considered interchangeable but boys work and hence the perceived opportunity costs for girls are higher than those for boys (Chamie, 1983:32). An Indian study, shows that a 10% rise in female wages reduced girls' school attendance by 5%. (Rosenzweig, 1980:18)
- x) Girls in poorer families labour pool significantly improve the amount of schooling which male children receive. (Ashby, 1985)
- xi) The large size of poverty households is a deterrent to female education, as girls from such households are required at home for sibling care and for domestic work, in addition to helping the parents on family farms and household industry/labour
- xii) However, the number of female children enrolled in schools, rise with rise in the levels of household income (Shrestha, 1983; Nayar 1988); Khan 1989; parental education, especially father's education, (Shah, 1989); the size of land holdings (Rosenzweig, 1980).

xiii A recent study has found a positive relationship between the per capita household expenditure (PCHH) and production of children at school. With the increase in PCHH, the enrolment of girls catches up fast. The enrolment rate for girls and boys equalises when the average per capita household expenditure of is Rupees 225 per month. (Jalaluddin, 1990)

The Process

One of the objectives of DPEP is Capacity Building and creating a culture of field Research. The National Core Group Gender (NCGG) met in a workshop to discuss the first proposal for Gender Studies from June 1 to June 3, 1993. The proposal was sent to MHRD on the 4th June 1993.

The NCGG strengthened itself. Each NCGG member who had the responsibility of looking after a state fully participated in selection & training of project personnel. He/She was accompanied by two/three members of the NCGG team. Project Director participated in all the training programmes and introduced the concept and method of DPEP, Gender Equality & Gender Studies. She also met state/district officials for seeking their support and participated in fieldwork in several districts. One Consultant and six Professional Assistants were appointed to assist National Core Group-Gender (NCGG) with effect from 19th August 1993. The Professional Assistants were oriented on the concept and modalities of DPEP at NCERT during the last week of September 1993. They were trained in the methodology of collecting data from secondary sources. Each one of them was assigned one state for detailed study on educational and other indicators. They were exposed to the seven interview schedules, individual and group interviews, techniques and methods of field observation for collection of primary data. Alongwith all the NCGG members, State Coordinators (Gender Studies) participated in the review of schedules and development of coding and tabulation plan.

The Department of Women's Studies had conducted a national study on Factors Responsible for Continuance and Discontinuance of Girls in the Schooling with focus on rural, SC, ST and urban slum populations. The schedules used in that study were modified after field testing in some locations. Meanwhile the NCGG revised the project proposal and despatched it on 29th June in accordance with the requirement of MHRD.

An orientation programme for coordinators of the project from the DPEP states was held during 8th & 9th July. The participants modified the schedules. State coordinators were also requested to identify their teams of researchers and prepare a status paper. They were informed that workshops for the orientation of their District Coordinators and Professional Assistants were to be held soon.

National Workshop on "Elimination of Gender Bias from Text Books and Providing Inputs into Primary Teacher Education curriculum" was held between 25th and 27th August. Coordinators and curriculum experts from DPEP states participated in the workshop. Text Books were reviewed and primary Teacher Education curriculum was scanned through. The outcome of the workshop would be utilized in the preparation of DPEP Gender Studies Report at the state level.

Selection of Project Staff and Training

After feed back from the field work in four villages of Kaithal, Haryana and four villages from Tikamgarh, Madhya Pradesh during the 3rd and 4th week of September, the Project Director and the Consultant in consultation with other members of NCGG

revised all schedules between 1st and 4th October 1993.

During 30th September to 30th of October 1993, selection, appointment and training of Professional Assistants was carried out by all the DPEP States with the exception of Orissa. NCGG members and the project Director toured extensively and organized the training of Professional Assistants in these seven states. Orissa started over late, the orientation programme was held and was followed by fieldwork. Field work was held in district with the help of the National Core Group project staff. Fieldwork is on in the other districts.

Initial training of Professional Assistants lasted three days of intensive interaction among NCGG members, state coordinators & professional assistants on conceptual issues and field work methodology. Major components of this training consisted of:

- i) Gender sensitization and discussion on status of women on the basis of state status paper.
- ii) DPEP framework & Gender Studies
- iii) Exposure to interview schedules and forming of a battery of supplementary questions.
- iv) Mock interviews - individuals and group.
- v) Formation of teams following the mode of dyad technique: all individual and group interviews to be conducted a twosome with one person keeping the discussion going and the second taking notes (on schedules/diaries). The role of the discussant and the reporter to be interchangeable.

- vi) Methodology of field observation: Maintenance of daily diary for subsequent content analysis and reporting
- vii) Planning of field work, logistics & time schedule.
- viii) Actual exposure to field situations.

It was found impractical to train Professional Assistants and other state personnel in the highly specialized clinical psychology/psychiatric technique of focussed group discussion. Also the feed back from Kaithal and Tikamgarh field work indicated that assembling of homogeneous discussion groups in the villages or in the slums is not feasible. The moment you enter a community, people just flock in and it becomes difficult to separate them into their homogeneous groupings. You have to respond to their curiosity and enthusiasm by making them a part of the discussion. It was, therefore, decided that the NCSSB members of the state/district coordinators would themselves undertake group discussions initially so that the professional assistant acquire the working level competency.

This multi-tier field based training resulted in formation of highly motivated competent field teams. This is a point for enormous satisfaction considering that DPEP is a process directed at generating and developing National/State/District level capacities for gender studies and gender training. These groups have developed a great potential for carrying out further work in the area.

DIET GENDER STUDIES: ORIENTATION PROGRAMMES AND WORKSHOPS

Sl.No.		Orientation
1.	State Coordinators, Gender Studies	8-9 July 1993
2.	Assam	6-8 October, 1993 Prof. Usha Nayar, Dr. K.C. Nautiyal Ms. Gauri Srivastava, Dr. S.C. Nuna
3.	Haryana	30 Sept.-3 October 1993 Prof. Usha Nayar, Prof. S. Bisaria, Dr. K.C. Nautiyal, Dr. J. Duggal, Harish Tyagi, Mohd. Yunus, Anil Kumar, Rajindra Pal
4.	Kerala	19-21 October 1993 Prof. Usha Nayar, Dr. K. Devendra Mohd. Yunus, Anil Kumar
5.	Madhya Pradesh	11-12 October 1993 Prof. Usha Nayar, Prof. S. Bisaria
6.	Maharashtra	22-23 October 1993
7.	Orissa	22-23 February 1994 Prof. Usha Nayar, Dr. S.S. Jaineth, Ms. Satpreet Chatrath, Mr. Md. Yunus, Mr. Harish Tyagi, Mr. R. Pal
8.	Tamil Nadu	13-15 October 1993 Prof. Usha Nayar, Dr. Raj Rani, Mohd. Yunus, Anil Kumar
9.	Karnataka	27-29 October 1993 Prof. Usha Nayar, Dr. K.C. Nautiyal
10.	Workshop of State Co-ordinators for Removal of Gender Bias from Text Books & Inputs into Primary Teachers' Education	25-27 August, 1993 DWS Faculty, NCSE members, Experts
11.	State Coordinators' Workshop on Report Writing	18-24 January 1994

5. Field Work

Six DPEP States completed field work by December, 1993. Field Work in Madhya Pradesh (19 Districts) finished in March 1994 and field work in one district in each state was initiated by a member of the NCBG responsible for the state along with the State Coordinator. NCBG members and research staff participated fully in data analysis and report writing.

Difficulties faced in Project Implementation

1. Project proposal was sent to MHRD on 4th June 1993. Revised proposal was sent on 29th June 1993. However, the project funds were received by NCERT on 3rd September 1993. The funds were released to States on the 21st of September 1993. The States did not take any step for the appointment of the project staff till they received the funds. The selections and appointment and training of the project staff had, therefore, had to be carried over to October 1993. In September, the states appointed state co-ordinators.

The aforementioned circumstances caused a total delay of three months.

2. No required additional infrastructure to include room space for project personnel, and extra equipment like a PC, copier etc. were provided to the department. Therefore, there was external congestion and heavy dependence on outside facilities to cope with the pressure and quantum of work.

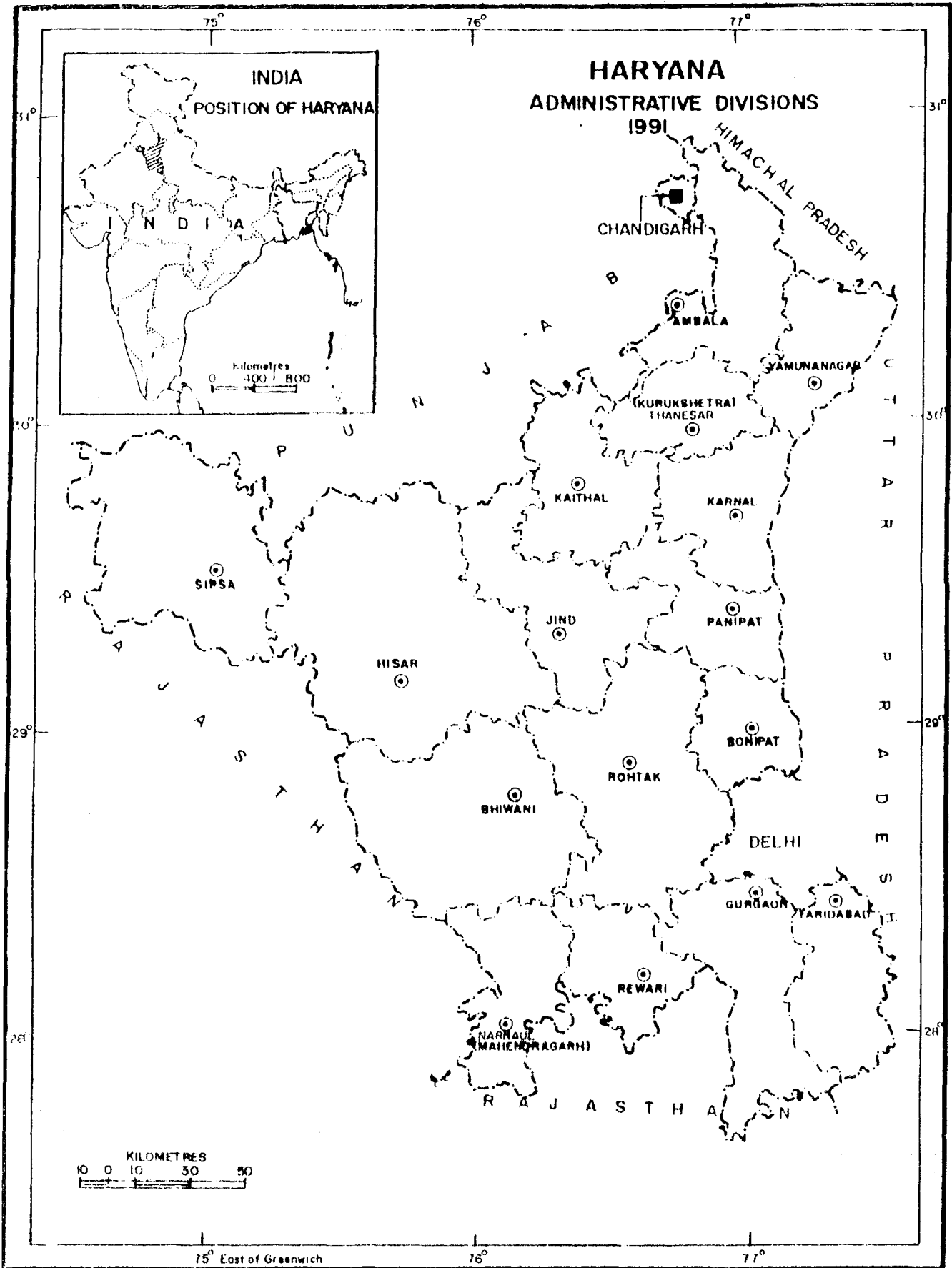


Figure 2

GIRLS AND WOMEN IN HARYANA

Haryana is one of the smaller states in India, both in terms of area and population. Haryana has made rapid strides on the economic front and at present has the second highest per capita net domestic product amongst all the states of India. Haryana is rapidly urbanising with 25 per cent of its population presently living in the urban areas. According to the 1990-91 census, nearly 59 per cent of its workers were in the primary sector. However, there is a considerable shift of worker population away from the agriculture to the industrial sector. The economic pace of development of the State is, however, asymmetrical to social basic needs and human resource development. Indicators display a marked gender - discriminatory 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 surveyed. The female IMR is as high as 102 per thousand and maternal mortality rate (1990) is 4 per thousand live births. Though, the female literacy has now improved from 14.9% in 1971 to 40.47% in 1991, it still needs a lot of attention.

Sharp sex-differentials persist in all indicators relating to health, education, participation in work-force, skills training, access to skills, credit and assets, discriminatory social practices aimed at women in general and the girl child in particular; overburdening of the woman as a domestic, agricultural, familial workers without reward or remuneration to the detriment of her health without leisure, self esteem and dignity. A pervasive oppressive social climate which constantly marginalizes and isolates women; those belonging to certain castes and communities are particularly prone to domestic and other types of exploitation and violence.

The basic issues in this area are those which impinge on survival and dignity of the woman as an individual, and as a member of different social units such as family, economic, polity.

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.

It is not sure how Haryana acquired its name. According to the Imperial Gazetteer, the name is derived from 'Hari' meaning green in Ancient Times. H.R. Gupta claims

that Haryana is the corrupt form of Aryana, the abode of Aryans. Rahul Sankratayan thinks that Haryana owes its name to Haridhyarak a word used for it in ancient literature.

Population

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. Hissar district continues to occupy the first place in the state by recording the highest population in 1991 census. Also, the newly created district of Rewari is the least populated district.

Table 1

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

Source: Census of India

Note : Sex Ratio is defined as numbers of females per 1000 males.

LIBRARY & DOCUMENTATION CENTRE
 National Institute of Educational
 Planning and Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC. No. D-8231
 Date 28-9-94

Table 2

Haryana•Population of the Districts (1991)

S. No.	Name	Total Population	%	Rural Population	%
1.	Ambala	1116878	6.78	719884	64.45
2.	Yamunanagar	821880	4.99	544953	66.31
3.	Kurkshetra	641943	3.90	487809	75.99
4.	Kaithal	820685	4.98	700048	85.30
5.	Karnal	985797	5.38	642574	72.54
6.	Panipat	833501	5.06	607156	72.84
7.	Jind	963104	5.85	797560	82.81
8.	Sonapat	754866	4.58	576841	76.42
9.	Rohtak	1808606	10.98	1423133	78.69
10.	Faridabad	1477240	8.97	759727	51.43
11.	Gurgaon	1146090	6.96	913366	79.70
12.	Rewari	623301	3.79	528101	84.73
13.	Mahendgarh	681869	4.14	597225	87.59
14.	Bhiwani	1139718	6.92	943150	82.75
15.	Hisar	1844634	11.20	1455081	78.88
16.	Sirsa	903536	5.49	712336	78.84
	Haryana	16463648	1.96	12408904	75.37
	India (Excluding J&K)	838583988		622812376	74.27

Source : Census of India, 1991

Seventy five per cent of the people of Haryana live in rural areas. Mahendgarh, Kaithal, Bhiwani, Jind and Rewari have more than 80 per cent of their population living

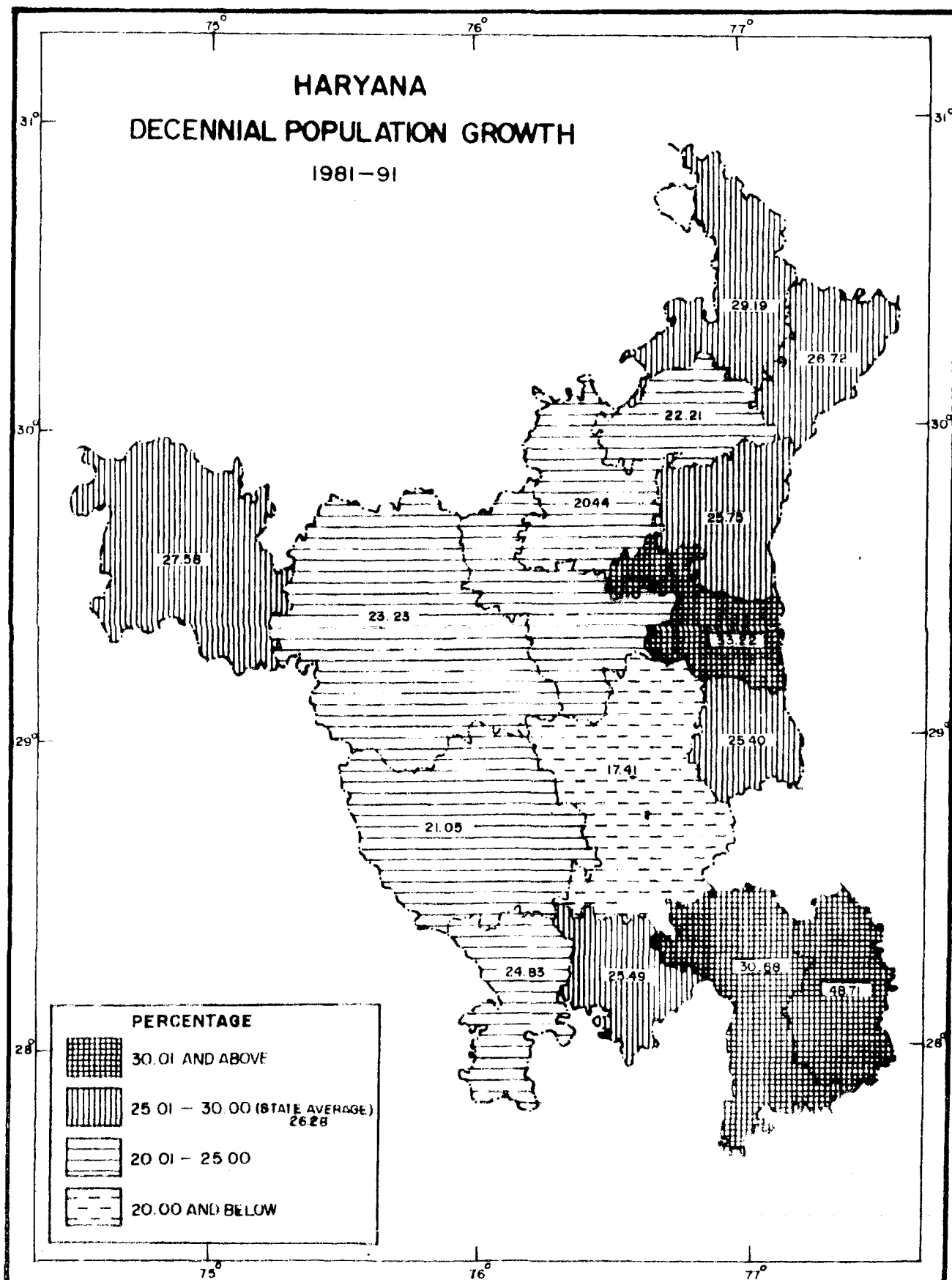


Figure 3

in rural areas. 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 Sirsa has the lowest density of 211 persons per sq.km.

Decadal Growth Rate of Population

Haryana registered a decadal growth rate of 27.41 per cent during 1981-91 compared to all India figures of 23.85 per cent and 14.32 per cent for the State of Kerala.

Total Fertility Rate

For Haryana, the rate was 4.5 in 1981; 4.9 for rural areas and 3.3 in urban areas. Total fertility rate is inversely related to female literacy and education, the TFR for Kerala for instance was 2.4 in 1981; 2.5 in rural areas, 2.1 in urban areas.

Infant Mortality Rate:

In 1988 the IMR was 102 for females compared to 80 for males. This sharp differential is different from the All India figures of female IMR 93 and male IMR at 95. In case of Kerala, the female IMR is only 27 and is 5 points lower than male which is 32.

IMR is above state average in three districts, Jind, Gurgaon and Mahendragarh which are also low female literacy districts.

Female Child Deaths by Age 2 years

It is as high as 151 in Gurgaon and is above 100 in almost all the districts.

Excess of Female Child Death over Male Child Deaths above 5 Years

As is evident in table 3, the excess of female child deaths over male child death over 5 years is 37.50 in Jind and lowest in Sirsa 7.41.

Table 3

Vital Statistics - 1981

State/District	Infant Mortality Rate	Female Child Death by Age 2	Excess of female Child death over by age 5
HARYANA	94	127	22.40
1. Ambala	78	105	17.14
2. Kurukshetra	91	140	31.62
3. Karnal	94	125	18.42
4. Jind	109	164	37.50
5. Sonapat	91	120	18.25
6. Rohtak	98	124	17.69
7. Faridabad	98	134	28.36
8. Gurgaon	116	151	22.84
9. Mahendragarh	114	133	23.61
10. Bhiwani	86	112	17.24
11. Hisar	90	115	20.16
12. Sirsa	97	103	7.41

Child Mortality Rate:

Female child mortality rate is higher in Haryana (+20), than the national average (+10) which shows neglect of female children (Mode, 1991) 96.5% child births take place at home; of these 75.4% by untrained dais.

CHILD MORTALITY RATE BY EDUCATIONAL LEVEL OF MOTHER : 1981

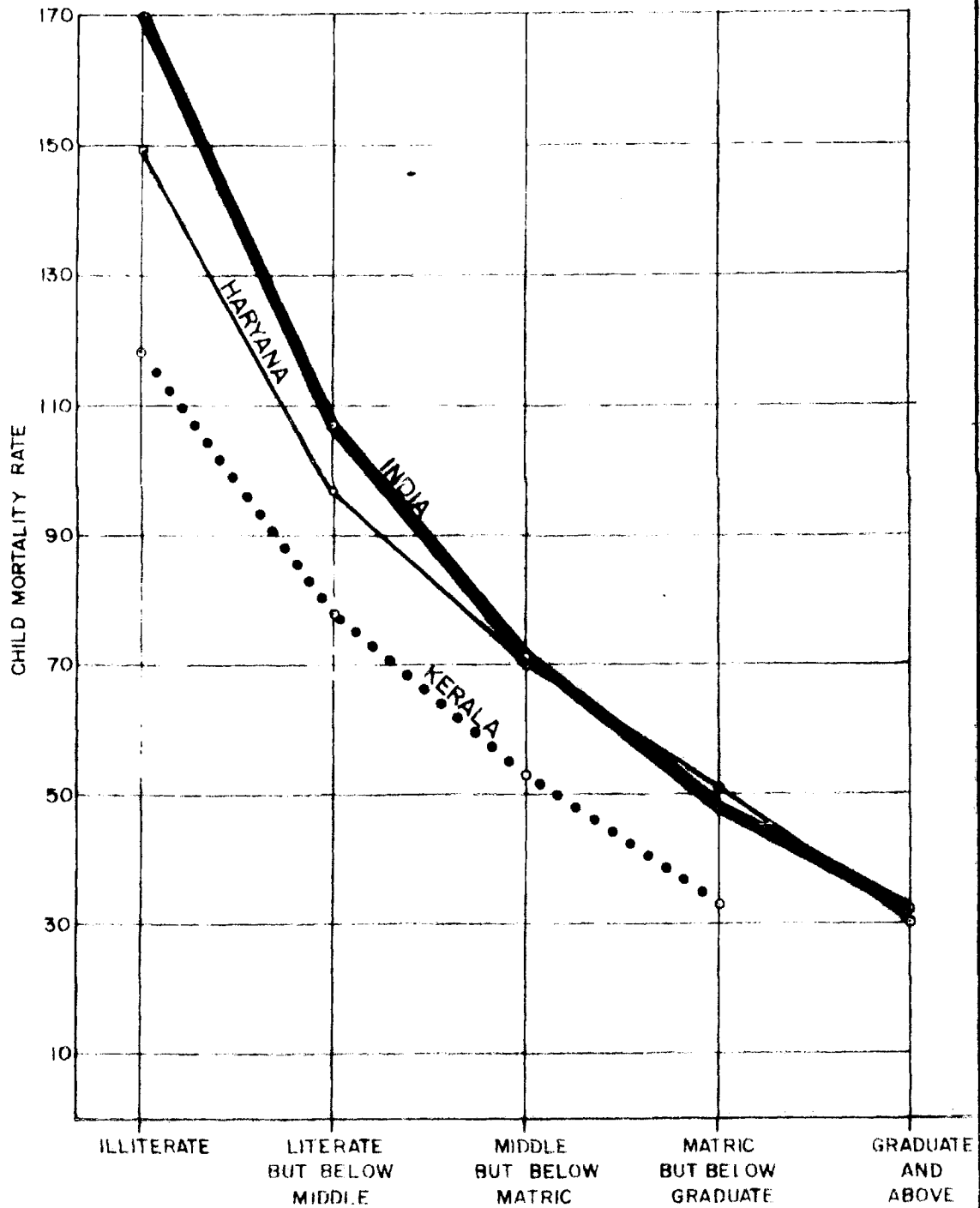


Table 4

Child mortality Rate by Educational Level of Mother - 1981

State	Illiterate	Literate below middle	Middle below matric	Matric below graduate	Graduate and above
HARYANA	149	97	70	51	30
KERALA	118	78	53	33	NA
INDIA	170	107	71	48	32

As table 4, figure.1 shows child mortality rate goes down with every successive higher level of education. Child mortality rates in Kerala are substantially lower than in Haryana.

Age Specific Death Rates

Female mortality rates are higher in Haryana. The excess of female deaths over males by age 5 in Haryana is the highest in the whole of India. Figures range from 7.41 in Sirsa to 37.50 in Jind. No denying that females suffer from gross neglect as is evident from the fact that Haryana is the lowest in sex ratio among the 15 major States of India. There is an overwhelming son preference amongst women in major communities. The most potent manifestation of this preference is the practice of selective abortion of the female foetus. The sex determination tests have recently become very widespread in the state. Maternal mortality is also a serious problem so is frequent pregnancies.

Female Mean Age at Marriage

Ranges from 15.70 in Jind to 17.80 in Ambala. Jind which has the lowest literacy rate has as many as 69% married females in the age group 15-19, the lowest being 21% in Ambala.

Table 5

Nuptiality and Fertility 1981

State/Districts	% Married females in age group 15-19	Mean age at marriage of currently married females	Crude Birth Rate	General Marital Fertility Rate	1988 Couple protection Rate
HARYANA	47.62	16.70	37.48	204	56.40
1. Ambala	20.63	17.80	36.10	209	55.80
2. Kurukshetra	36.41	17.20	38.70	215	52.80
3. Karnal	43.62	17.00	37.90	211	52.40
4. Jind	69.08	15.70	38.50	198	59.10
5. Sonapat	49.70	16.70	36.50	194	48.40
6. Rohtak	48.52	16.60	36.80	201	51.80
7. Faridabad	53.56	17.00	36.70	195	55.70
8. Gurgaon	52.25	16.60	37.10	200	58.30
9. Mahendragarh	56.26	16.20	35.90	186	53.10
10. Bhiwani	64.07	16.10	39.40	211	57.70
11. Hisar	55.79	16.50	37.80	203	62.00
12. Sirsa	37.27	17.40	38.40	215	59.70

Source: Census of India, 1981

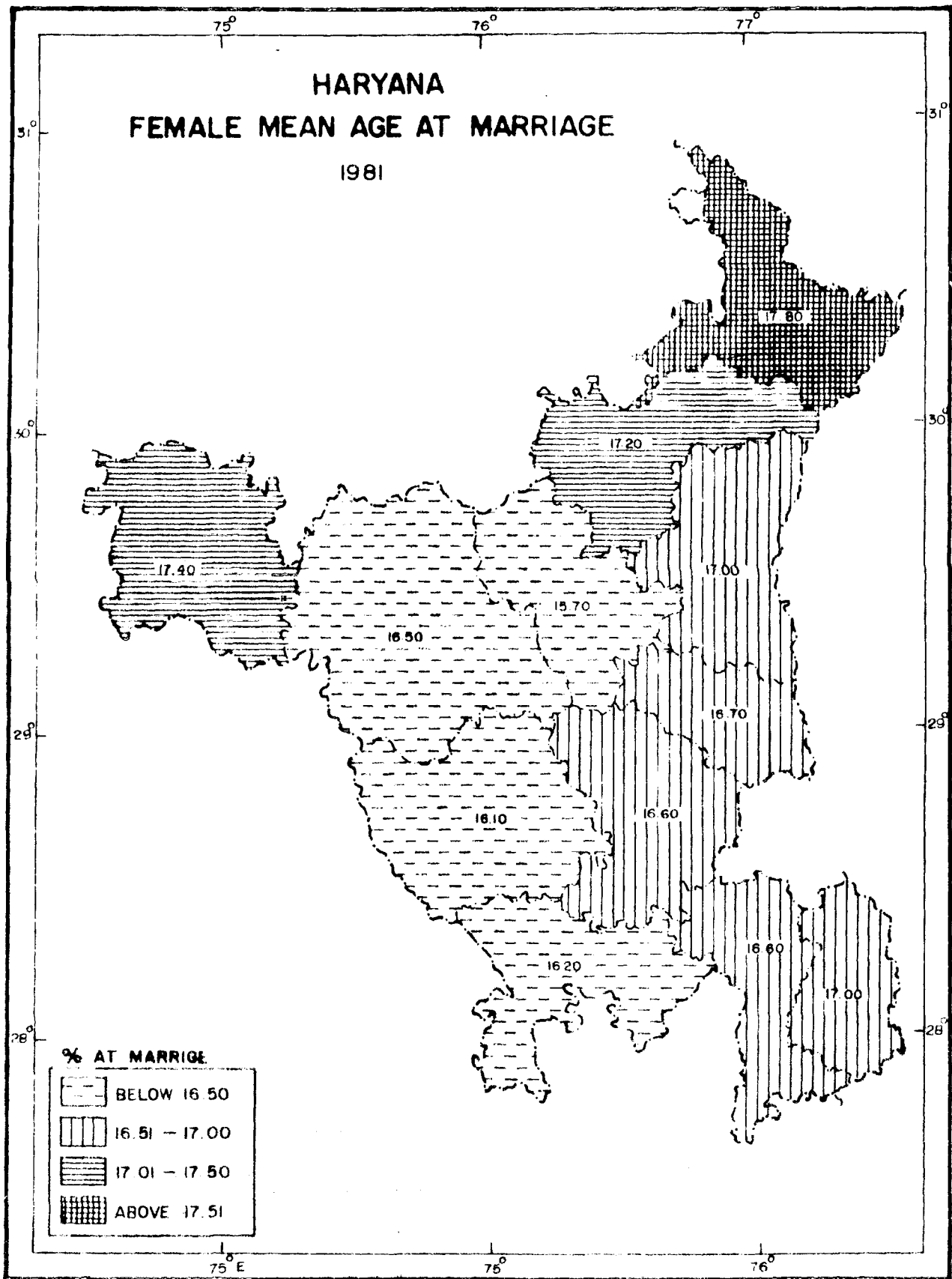


FIGURE 7

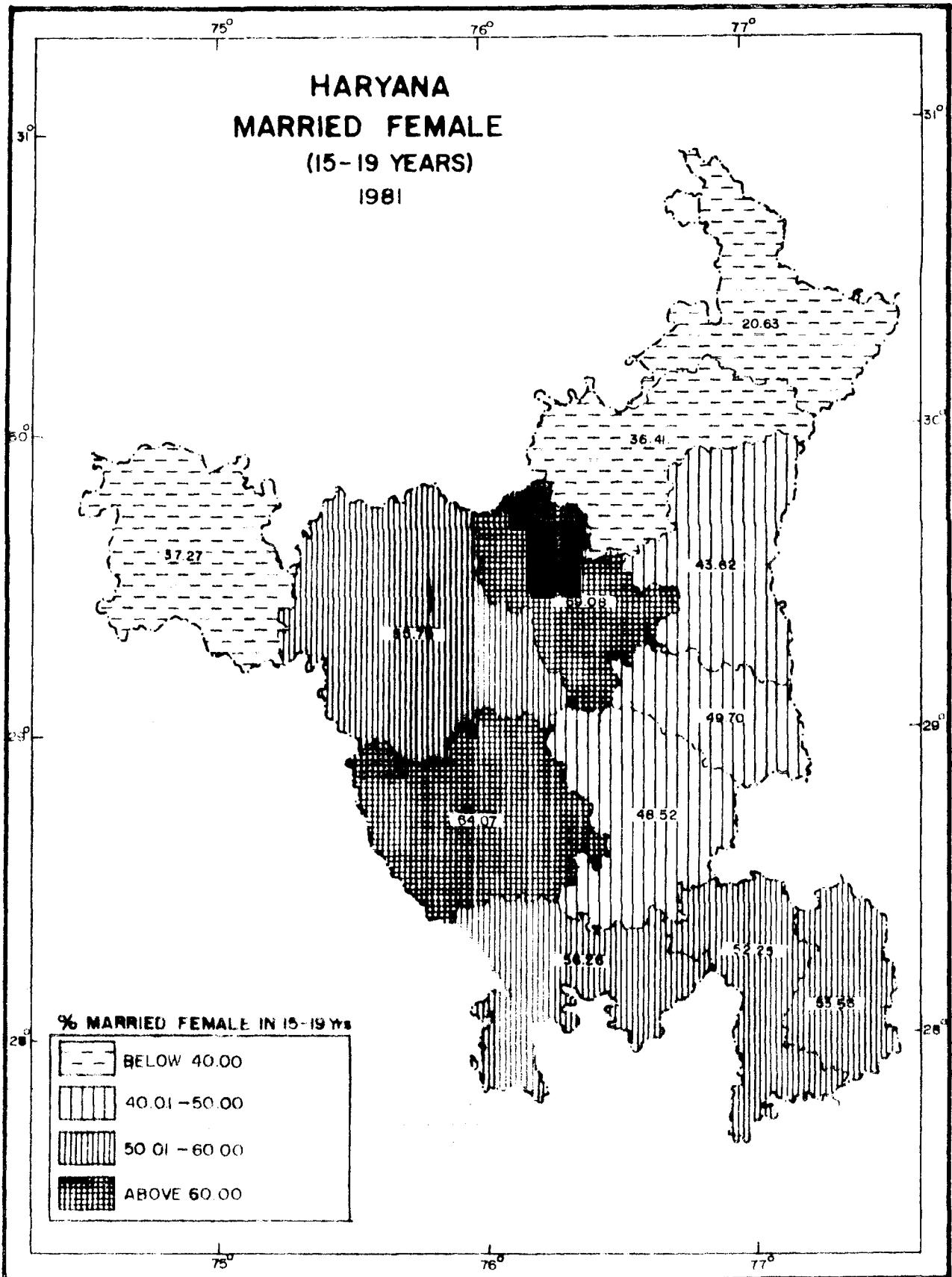


Figure 6

Sex Ratio

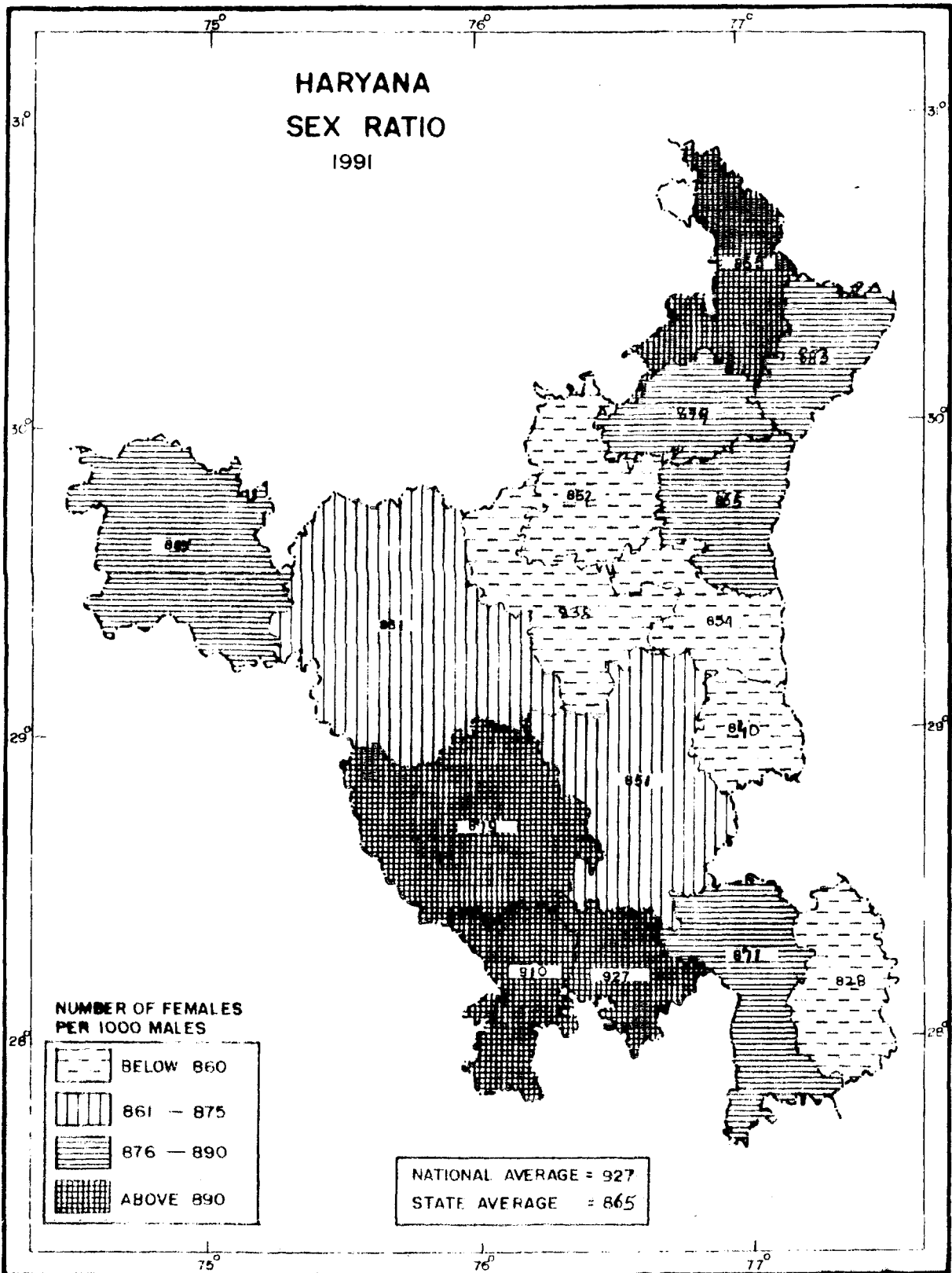
The 1991 Census reveals sex ratio of 865 females as against 1000 males in Haryana as compared to 927 females per 1000 males in India. The sex ratio in Haryana was 870 in 1981 as against 934 for the country as a whole and 1025 in Kerala.

Table 6

Sex Ratio, Haryana - 1991

State/Districts	Population			Population 0-6 years		
	Males	Females	Sex Ratio	Males	Females	Sex Ratio
HARYANA	8827474	7636174	865	1663350	1461823	879
1. Ambala	592538	524340	885	97879	86950	888
2. Yamunanagar	436415	385465	883	76311	67808	889
3. Kurukshetra	341612	300331	879	60885	52775	867
4. Kaithal	442019	377666	852	83504	71335	854
5. Karnal	475056	410741	865	89496	78321	875
6. Panipat	449504	383997	854	88098	77651	881
7. Sonapat	410133	344733	840	76107	66929	879
8. Rohtak	977075	831531	851	174822	153104	876
9. Faridabad	808223	669017	828	159106	140602	884
0. Gurgaon	612620	533470	871	133460	119418	895
1. Rewari	323460	299841	927	61553	55010	894
2. Mahendragarh	357004	324865	910	70771	63111	892
3. Bhiwani	606378	533340	880	116856	103503	886
4. Jind	524014	439090	838	99483	85376	858
5. Hisar	999016	853618	854	186981	162206	867
6. Sirsa	479407	424129	885	88038	77724	883

Source: Census of India, 1991



Practices Derogatory to Dignity of Women

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 inculcate 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 alien 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 alongwith 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.

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 6 universities in Haryana.

The State is determined to universalise primary education and achieve total literacy by the end of the Eight 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 ofcourse two fold (a) to universalise primary education and (b) to attain universal literacy through a voluntary based Total Literacy Campaign (TLC) in each district

Table 7
Number of Schools in Haryana
1966-91

Year	Primary	Middle	High	Senior Secondary
1966-67	4447	735	597	---
1970-71	4204	760	975	---
1975-76	5149	758	1129	---
1980-81	4934	861	1473	100
1985-86	5078	1121	1946	132
1992-93	4915	1481	2106	478

Table 8
Literacy Rates for Haryana 1961-91

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

Source: Census Reports, Office of the Registrar General, Census of India

Note: Data for 1971 is inclusive of all age groups, whereas figures of 1981 and 1991 show percentage of literates to estimated population aged 7 years and above.

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 26.93 to 40.47 (14 percentage point increase) compared to 58.51 to 69.10 (8 percentage point increase) for males. In order to accelerate the pace of literacy it is essential, to stem the phenomenon of drop out and make universal achievement a target along with universal enrolment. It needs to be highlighted that for building permanent literacy primary education or its equivalent is a minimum necessary input.

Rural Urban Divide

Table 9

Literacy Rate - Haryana - 1991

District		Percentage of Literacy Rate		
		Total	Male	Female
HARYANA	T	55.85	69.10	40.47
	R	49.85	64.78	32.51
	U	73.66	81.96	64.06

Source: Census of India 1991

Note: Literacy Rate excludes 0-6 age groups.

Table 10

Literacy Rates in Haryana 1991

State/Districts	Literacy Rates		
	Persons	Male	Females
HARYANA	55.85	69.10	40.47
	49.85	64.78	37.51
1. Ambala	73.66	61.96	64.06
	66.41	75.08	56.62
2. Yamunanagar	58.03		
	81.28	69.76	50.07
3. Kurukshetra	60.53		
	38.78	69.23	46.94
4. Kaithal	42.59	54.71	28.31
5. Karnal	56.15	67.02	43.54
6. Panipat	55.17	67.04	41.17
7. Sonapat	64.06	77.20	48.27
8. Rohtak	62.24	76.19	45.74
9. Faridabad	59.77	74.15	42.12
10. Gurgaon	52.61	67.87	34.94
11. Rewari	64.77	82.16	46.18
12. Mahendragarh	57.87	77.17	36.75
13. Bhiwani	54.18	70.93	35.10
14. Jind	47.00	61.07	30.12
15. Hisar	47.87	61.41	32.12
16. Sirsa	46.32	57.21	34.02

Source: Census of India, 1991

As is evident in table 9, rural females are worst off. It may also be noted that urban females are better off 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 along with that of institutions is given below:

Table 11

Increase in Number of Teachers and Students in Schools (In Lakhs)

(1967-1990)

Year	No. of Students			No. of Teachers		
	Male	Female	Total	Male	Female	Total
1967	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	0.025

Progress of Girls Education at Elementary Stage

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 populations with GER of 94% at primary level due to incentive schemes specially directed at them.

Table 12

Enrolment Ratio in Class I-V, VI-VIII

		Population (100)	Enrolment	Enrolment
		6 - 11 Years	Class I-V	Ratio
Total	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

Source: Selected Educational Statistics (1992-93), MHRD, Govt. of India, New Delhi, 1993.

Table 13

Rural Urban Divide

i) Gross Enrolment Ratio of Girls during 1978-86

	Primary (I-V)		Upper Primary (VI-VIII)	
	1978	1986	1978	1986
Rural	41	80	19	31
Urban	31	69	70	72
Rural & Urban	39	78	32	40

ii) Gross Enrolment Ratio at Elementary Stage in 1986

	Primary (I-V)		Upper Primary (VI-VIII)	
	Female	Male	Female	Male
Rural	80	103	31	73
Urban	69	69	72	86
Rural & Urban	78	96	40	76

iii) Age Specific Enrolment Ratio in 1986

	6 - 11 Years		11 - 14 Years	
	Female	Male	Female	Male
Rural	69.81	89.52	34.08	71.39
Urban	58.66	59.43	68.94	78.11

iv) Percentage of Girls to Total Enrolment in 1986

	I - V	VI - VIII	IX - X	XI - XII
Rural	40.03	27.46	20.35	13.88
Urban	47.72	49.78	37.15	34.83

Project Population - Total School Going in Haryana
(As on 1.3.1993)

Analysis

i) There is evidence of significant improvement in girls enrolments at the primary stage both among rural and urban

HARYANA RECOGNIZED INSTITUTIONS

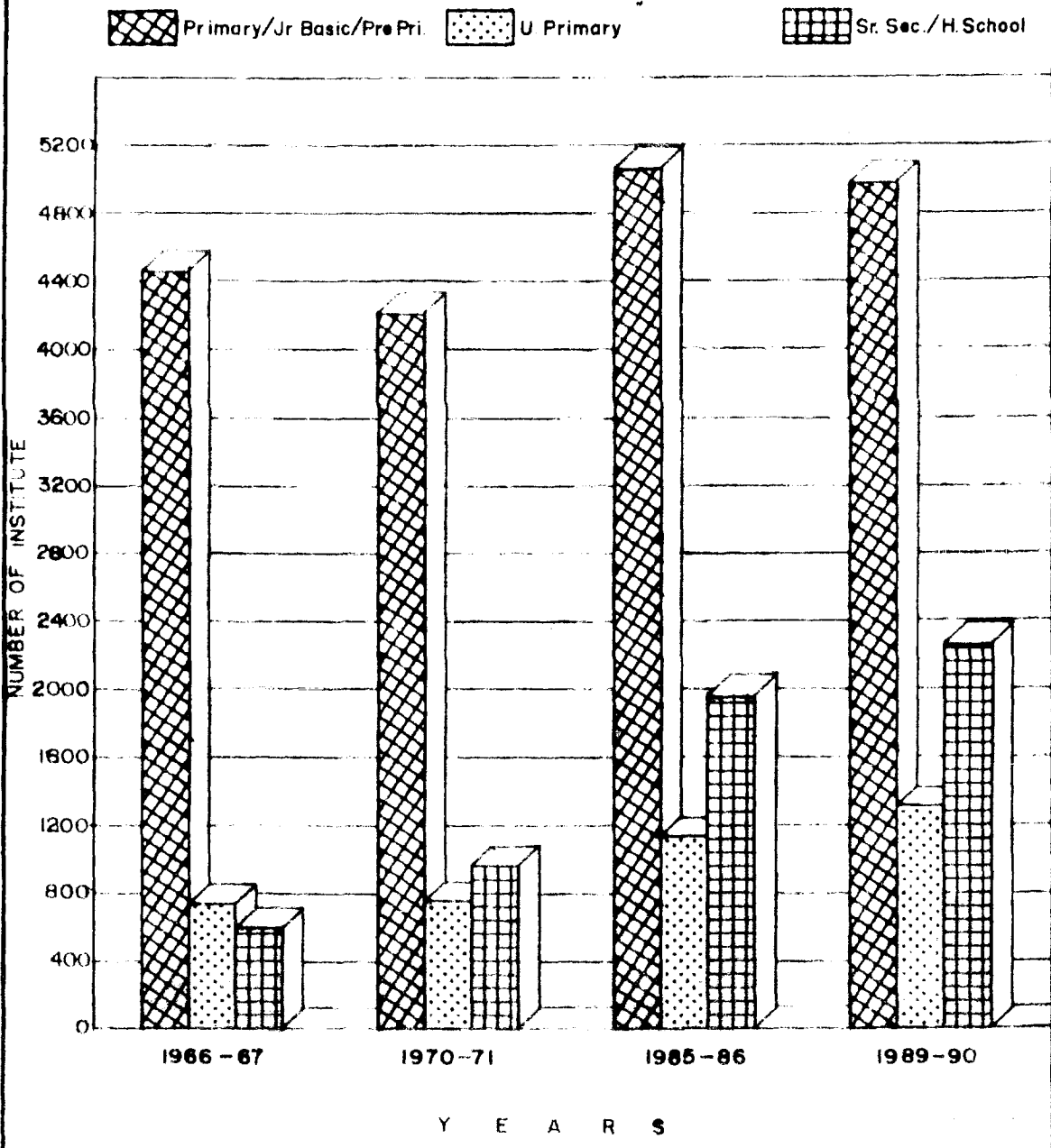


Figure 1

HARYANA
TRENDS IN SCHOOL ENROLMENT
 1970-71 TO 1990-91

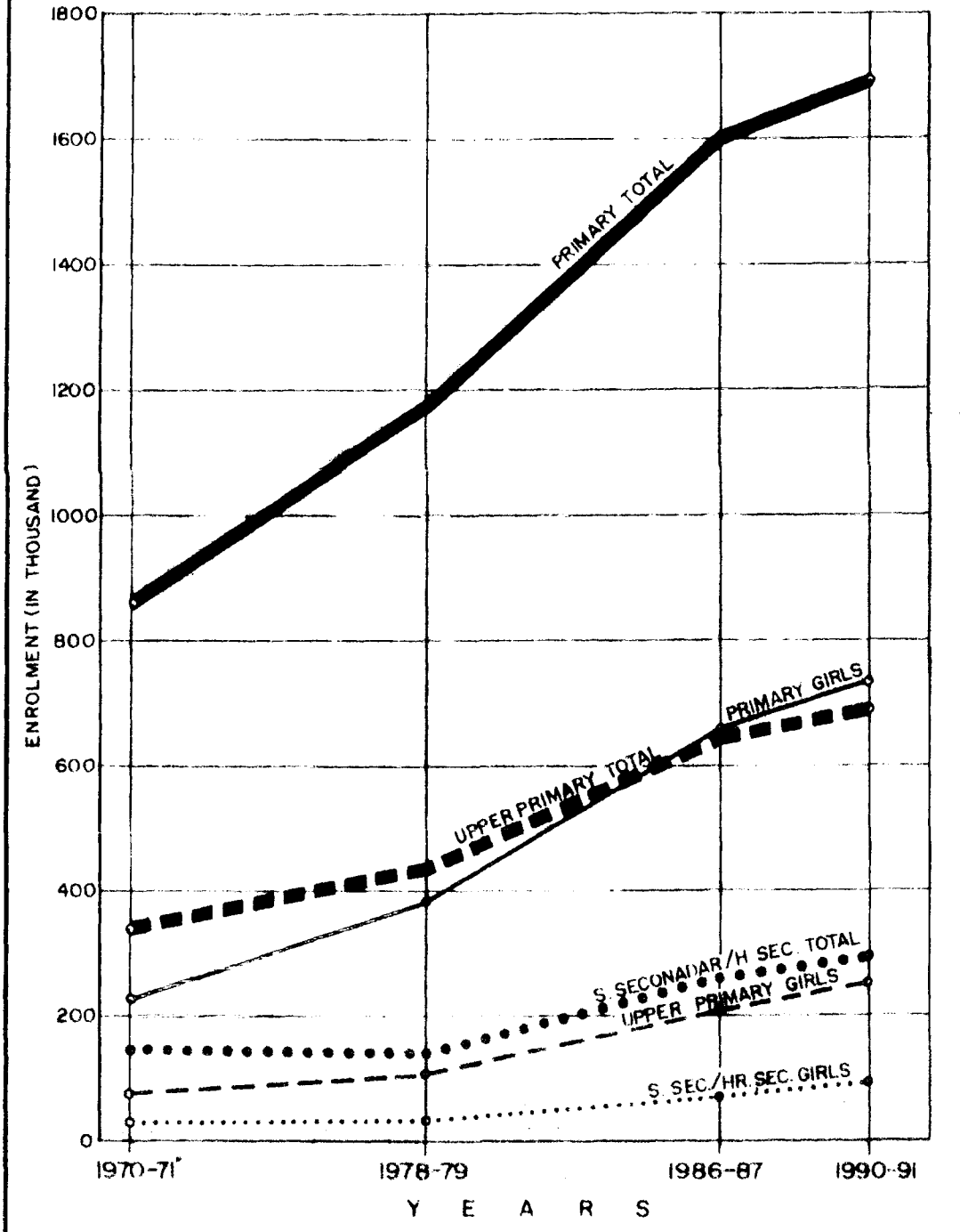


FIGURE 15

HARYANA
GROSS ENROLMENT RATIOS PRIMARY & U. PRIMARY

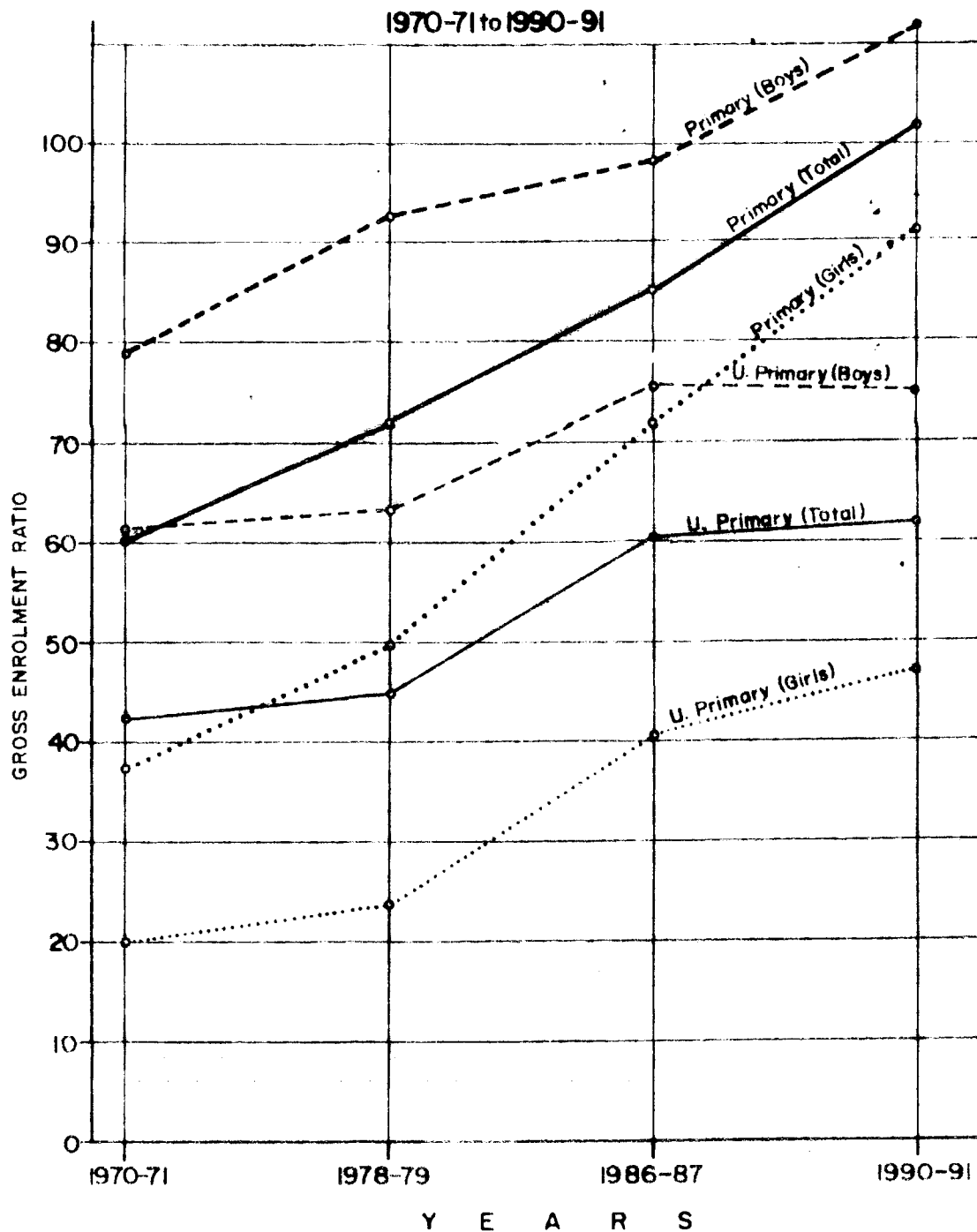


Figure 14

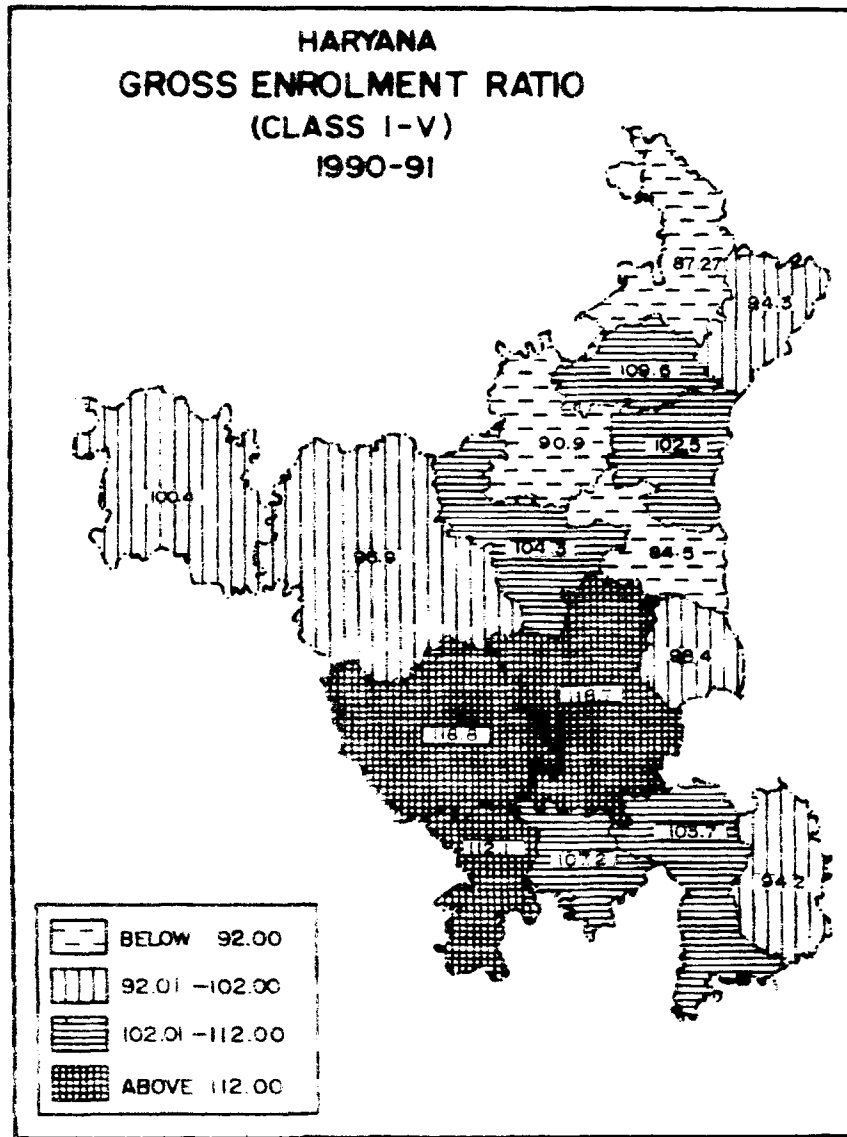


Figure 15

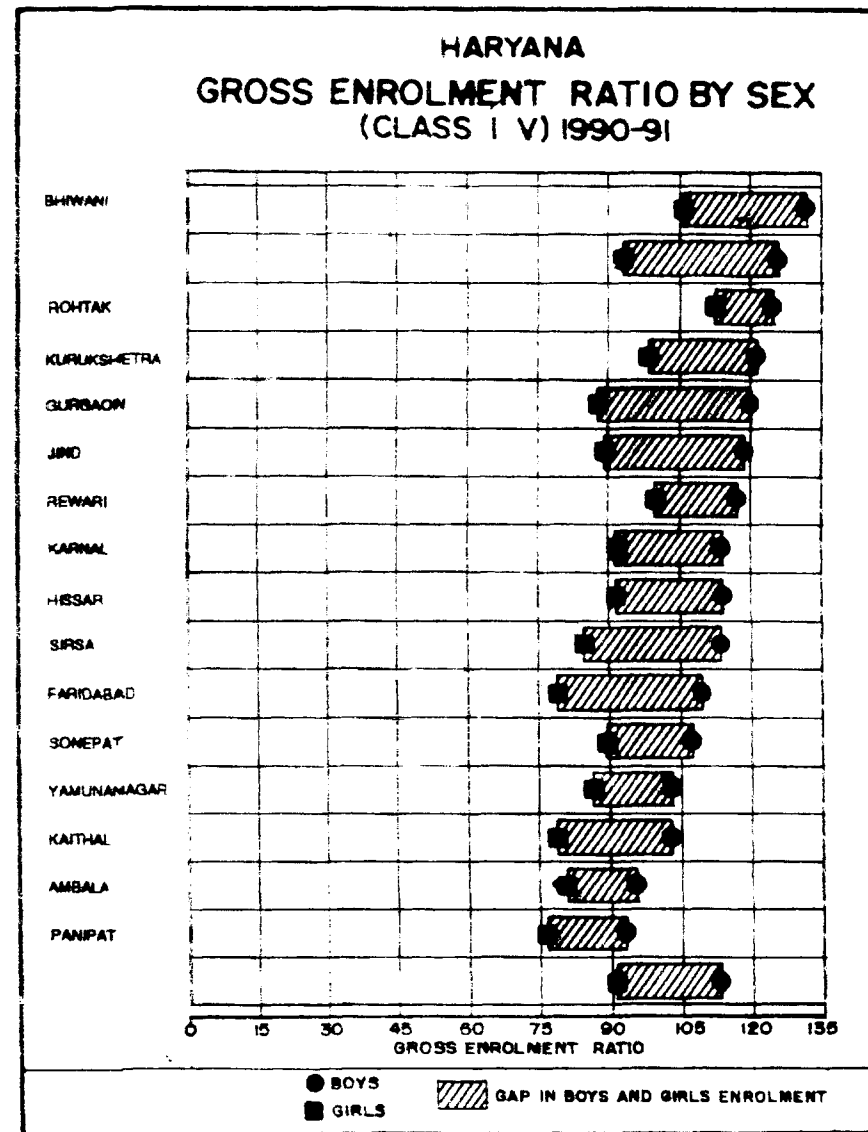


Figure 16

HARYANA
WOMEN TEACHER AT SCHOOL STAGE
1970-71 TO 1990-91

PRIMARY
 UPPER PRIMARY
 HR. SECONDARY

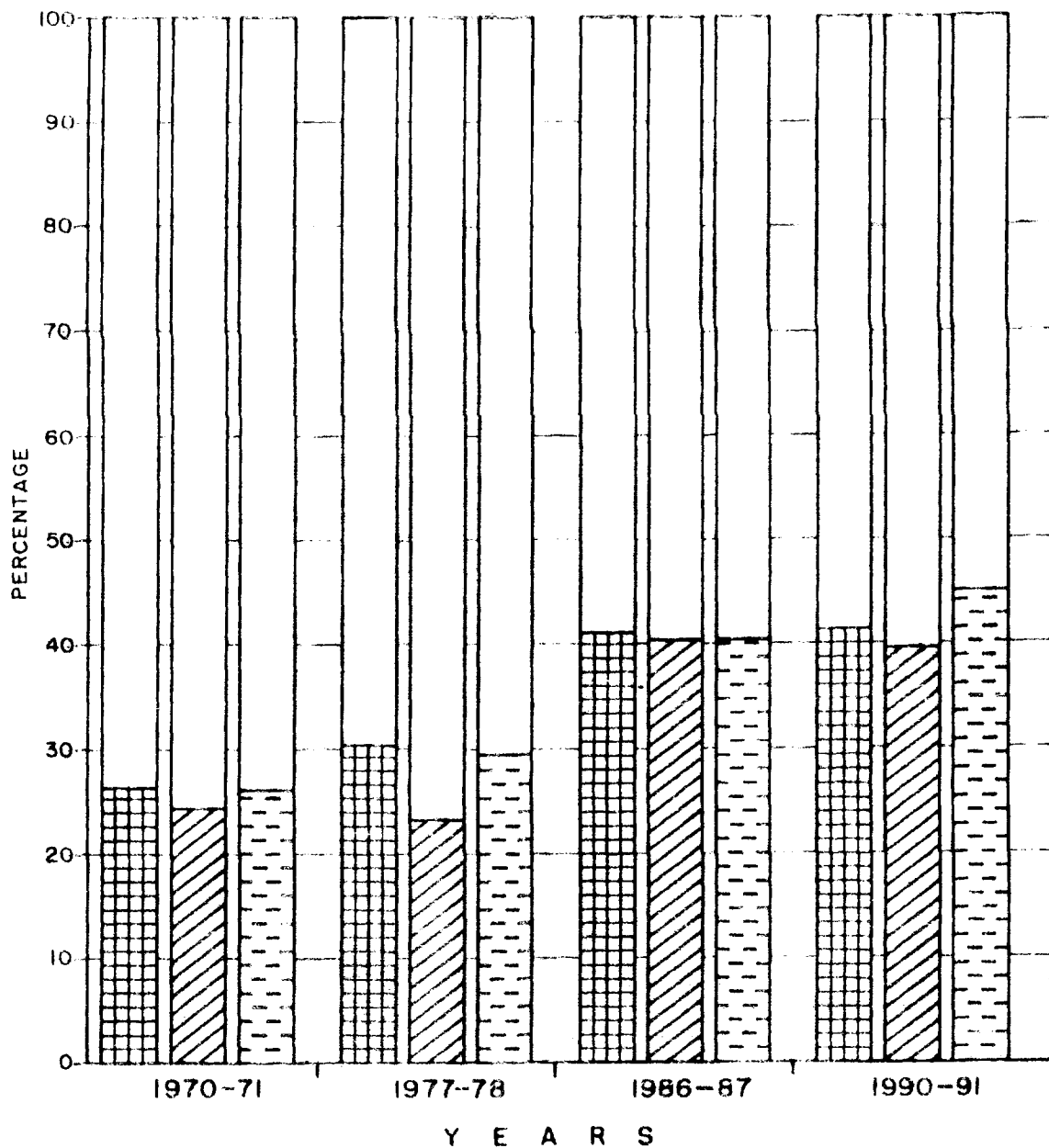


Figure 17

girls. However, the progress of rural girls at the upper primary stage is far from satisfactory and far lower than that for urban girls.

ii) Male-female gaps in enrolments are closing in urban areas but continue to be large and even wider in rural areas.

Women Teachers

There has been a sufficient amount of increase in the number 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.

Table 14

Women Teachers as Percentage to
Total Teachers at School Stage

	<u>Primary</u>	<u>Upper Primary</u>	<u>Secondary</u>	<u>Hr. Secondary</u>
Rural	34.25	36.22	29.22	25.77
Urban	74.77	78.79	65.46	47.33
Rural & Urban	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

HARYANA
PERCENTAGE GIRLS TO TOTAL ENROLMENT
OF GIRLS IN CLASS-I 86 - 87

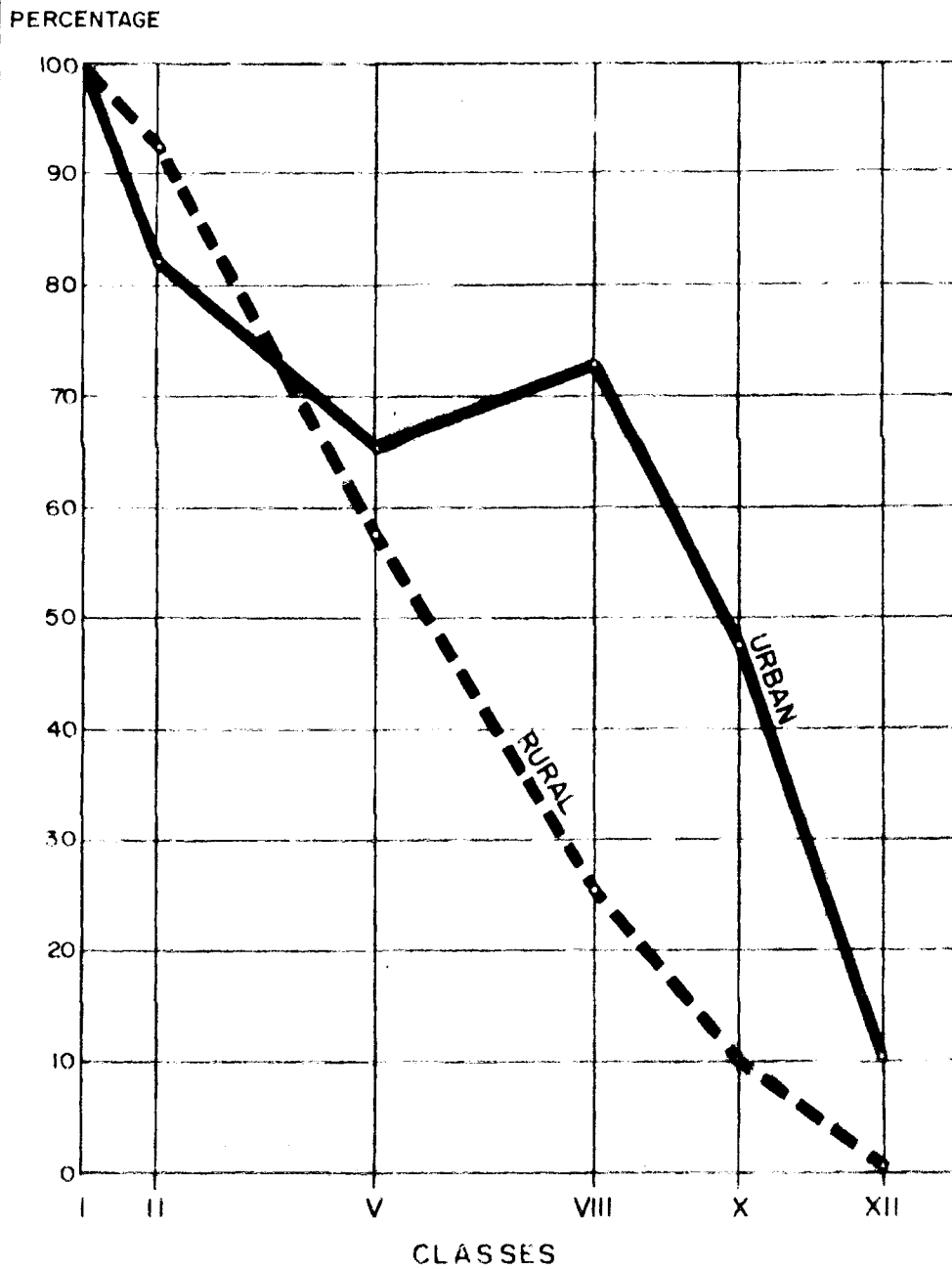


Figure 1B

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. Therefore, the phenomenon of urban areas overflowing with women teachers and rural areas with high premium on gender segregation continuing to face shortage of female teachers. There is more sense in going back to the recommendation of the Indian Education Commission of 1962 (known as Hunder's Commission) to identify rural girls at primary and middle levels and support them for general education and teacher training in Sandwich Courses (General and Professional) or in existing institutions through stipends, bursaries, fellowships.

Completed elementary education improves the chances of women to gain access to general and technical second and third level education. Studies show that education and employment of women in non-agricultural occupations tends to lead to a smaller family size. In this context, literacy and skill development among so far disadvantaged rural girls and women becomes an imperative for all development.

Table 15

The Out of School Girls in 19866-11 Years

	<u>Girl Child Population</u>	<u>Percentage of Girls Enrolled</u>	<u>No. of Girls not Enrolled</u>
Rural	653,050	69.81	197,178
Urban	181,160	58.66	74,933
Total	834,210	67.37	272,111

11-14 Years

Rural	396,598	34.80	261,426
Urban	108,782	67.36	35,511
Total	505,380	41.24	296,937

In 1986, there were a total of 569,048 girls in the age group 6-14 years who were outside school in Haryana. Of these, 81% girls were rural and 19% urban.

This number is likely to have come down by 1991. Pending availability of census data on single year age data on school enrolment, it is still necessary to mark out this over half a million girls for immediate attention in order to see they do not join the huge stream of adult illiterates.

The State needs to launch a major NFE programme for out of school girls in the age group 6-16 for ensuring five to eight years of schooling or its equivalent with a strong input of economic skills, health inputs and population education. This would have to be a multi-sectoral programme, creating a common point for convergence of all above mentioned services.

Failing to educate one generation has obvious repercussions for the next. If we miss these half a million or so girls now, we shall have them as part of adult illiterate group 15-35 years who are in the prime of their productive and reproductive period.

This programme can help raise the age at marriage of girls.

Both budgeted expenditure on education to total budget (revenue account) and per capita expenditure on education in Haryana is among the lowest in the States and Union Territories.

Considering the State has the third highest GDP per capita among different States, there is a definite indication for reallocation of budgeted expenditure and raising per capital expenditure on education.

Special note needs to be taken of close to 2 million absolute poor in the State. Education must be made cost free for children of such poverty households especially girls on a priority basis. As close to 90% of the poor are in rural areas and girls in these highly gender discriminatory social context are worst hit, RURAL GIRLS become the priority group for UEE by all yardsticks.

The total strategy would include (a) improving access of rural girls to primary, upper primary and secondary/higher secondary education at par with their urban counterparts and, (b) relocating training/institutions in rural areas.

Currently, in Haryana, there are 6,931 rural primary schools/sections and 2,613 upper primary schools/sections catering to 6,664 villages and 7,577 habitations. Only 6,333 habitations with population 300 or moree have a primary school within one km. distance. There are thus over a hundred habitations with more than 300 population that have no school within 1 km. distance and thus, also leaving out 1,244 habitations without such a facility. This affects rural girls adversely at the primary level. The sheer drop in availability of upper primary schooling or its equivalent to girls in rural areas account for drop out girls after the primary stage. In rural areas, effectively there is only one upper primary school for every three primary schools whereas in urban areas, the position is more favourable with 881 primary schools/sections against 627 upper primary schools/sections.

Complete middle schools need to be located within each village to achieve UEE among girls. Additionally, support services like ECCE, drinking water, cheap fodder, fuel needs to be provided in rural habitations to release girls from domestic chores and sibling care. The SAARC DECADE OF THE GIRL CHILD should focus on the Rural Girl Child and, of

course, the urban poor girl for education, health and nutrition as a major intervention strategy for raising the status of women. Haryana has a great possibility of attaining UEE by 2001 with just some more considered effort.

UEE: The Choice of a Programme

Universalisation of elementary education (UEE) is a non-negotiable priority and more urgently universalisation of primary education targeted on rural girls and urban poor because:

1. Five years schooling or its equivalent is essential for building permanent literacy of populations.
2. UEE is the only development programme for children aged 6-14 years and can be made the focal point for delivery of education, health and nutrition programmes.
3. There is fall in fertility rates with every successive year of female education; this fall is dramatic after eight years of education. Education is, therefore, the best pill.
4. This programme could be employed for promoting equality between sexes through suitable interventions in curriculum and teacher education.

Girls Education

Various steps have been taken by the Haryana Government not only to attract more girls to educational institutions but also to retain them. The details of schemes to boost-up women education are as follows:-

Table 16

1. Primary Education

Sr. No.	Schemes	Amount in Lakhs 1992-93	Number of Students Benefitted
1.	Free Uniforms to SC and Economically Weaker Sections Girls	102.50	141425
2.	Free Stationery	60.00	400000 (Boys & Girls)
3.	Attendance Prize to SC Girls	180.00	150000
4.	Attendance Prize to Nomadic Tribes Children	50.00	20833 (Boys & Girls)
5.	Free Text-books to SC and Weaker Sections 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)

The earlier policy of the State Government was to recruit female and male teachers in the ratio of 40:60, which has recently been changed to 60:40 in respect of women and men teachers, respectively.

The State Government is determined to universalise Primary Education before the end of the current 8th Five Year Plan. More emphasis is now being laid on the enrolment of girls in the age group of 6 to 11 years. 500 new primary schools were opened exclusively for girls in the 7th Five

Year Plan. A similar number of schools again exclusively for girls, is proposed to be opened during the 8th Five Year Plan. With a view to enrolling and retaining more and more girls particularly those belonging to scheduled castes and other weaker sections, a number of incentive schemes are being implemented. The State Government is providing over Rs.4.25 crores annually under various incentive schemes.

Table 17

2. Secondary Education

Sr. No.	Schemes	Amount in Lakhs 1992-93	Number of Students Benefitted
1.	a. Free Uniforms for SC/BC Girls	36.55	68733
	b. Free Uniforms for Economically backward class girls	38.75	63000
2.	a. Free stationery to SC boys and girls	65.00	98000
	b. Free stationery to Economically backward class girls	40.00	86500
3.	Free books for SC boys and girls (6th to 8th Class @ Rs.40/- per year and 9th to 10th class @ Rs.60/-)		
4.	Opportunity costs to SC students reading in classes 6th to 8th Rs.15/- per month	161.50	10.76 lakhs
5.	Scholarships <u>Vimukti</u> and <u>Tappas</u> children from 6th to 8th class @ Rs.15/- per month and 9th to 12th classes @ Rs.10/- per month	5.50	3,700

6.	Scholarship to SC girls passing in middle examination	8.00	560
	10 Sch. per district		
	Rate: 9th Class Rs.80/- p.m.		
	10th Class Rs.100/- p.m.		
	11th Class Rs.120/- p.m.		
	12th Class Rs.140/- p.m.		
7.	Stipend to SC girls 9th to 12th Class Rs.20/- p.m.	130.00	35000
8.	Free Education for all girls in private schools	55.00	35401

Table 18

3. Higher Education

Sr. No.	Scheme	Amount in Lakhs	Number of Students Benefitted
1.	Free Education to Girls upto graduate level	100.00	45000
2.	State Government merit Scholarship Scheme in Colleges for General Education	2.47	237
3.	Haryana State Silver Jubilee Scholarships	1.48	100

Many other steps have been taken by the State Government to encourage women education.

1. Colleges for women have increased from 7 in 1966 to 36 in 1991-92.
2. The Government has adopted a liberal attitude in granting recognition in private managements to start girls colleges.

3. Subjects such as Home Science, Fine Arts etc. especially for girls have been started, in several colleges.
4. One cell for women studies has been established in Kurukshetra University with the assistance of UGC.
5. There are two NCC battalions exclusively for girls. Girls also participate in NSS activities.

HARYANA DPEP GENDER STUDIES : Sample Villages/Slums

Category of Selected Villages	Distt. HISAR Block HISAR I		Distt. JIND Block JIND		Distt. KAITHAL Block RAJALIND		Distt. SIRSA Block SIRSA II	
	S.N. Villages	Schools	S.N. Villages	School	S.N. Villages	School	S.N. Villages	School
1. Villages having single/two teacher primary schools	1. DHANI JAINAL	Govt. Primary School Single Teacher	1. KARANSARH	Govt. Primary School 2 Teacher	1. KHURDA	Govt. Primary School 2 Teacher	1. DHANI SUCHAN	Govt. Primary School Single Teacher
	2. TALWANDI RUKKA	Govt. Primary School 2 Teacher	2. KHERA RAM RAI	Govt. Primary School 2 Teacher	2. NARVAL	Govt. Primary School 2 Teacher	2. SALARPUR	Govt. Primary School 2 Teacher
2. Village having Primary Schools	1. BALANAS	Govt. Primary School	1. JIAS	Govt. Girls Primary School	1. RAJALIND	Govt. Primary School	1. CHAKRIAN	Govt. Primary School
	2. NALWA	Govt. Girls Primary School	2. TALODA	Govt. Primary School	2. RAMANA RAMANI	Govt. Primary School	2. CHAK-KASABAN	Govt. Primary School
3. Village having Middle Schools	1. BHODJAI	Govt. Middle School	1. BISTPUR	Govt. Middle School	1. BIRBANGRA	Govt. Middle School	1. MODIA KHERA	Govt. Middle School
	2. DAHIMA	Govt. Middle School	2. GHIMANA	Govt. Middle School	2. TITRAM	Govt. Middle School	2. MORIWALA	Govt. Middle School
4. Village having High Schools Sr. Secondary School (with primary attached)	1. DABRA	Govt. High School (primary attached)	1. MANOHARPUR	Govt. High School (primary attached)	1. BAKAL	Govt. Sr. Sec. School (primary attached)	1. BHAVDIN	Govt. Girls High School (primary attached)
	2. NIANA	Govt. High School (primary attached)	2. NIRJAN	Govt. High School (primary attached)	2. JANHAULI	Govt. Sr. Sec. School (primary attached)	2. MANGALA	Govt. Sr. Sec. School (primary attached)
5. Urban/Rural having SLIMS	1. DURGA COLONY	NIL	1. BALAJI MANDIR COLONY	NIL	1. SILLIGARH & BAWALPIA COLONY	NIL	1. J.J. COLONY	NIL
	2. THANDI SARAK	Govt. Primary School	2. INDIRA COLONY	Govt. Primary School	2. BAKAL & BIRBANGRA	Govt. Sr. Sec. School, Govt. Middle School	2. SHIV NAGAR	NIL

Operational Details

In Haryana, four districts viz Hisar, Jind, Kaithal and Sirsa were selected for DPEP Project. These districts have the lowest female literacy rates in the state.

Identification of Blocks

Under the Base line study of DPEP two to three blocks were identified in each DPEP district. Keeping in view the limitation of time and resources it was decided to conduct Gender Studies only in one of the Base line blocks in each of the four sampled districts.

Identification of Villages

In each block, eight villages were selected out of list of villages and schools in consultation with the Block Education Officers. The villages were selected on the following basis:

- i) Two villages with no school or single/two teacher school
- ii) Two villages with primary school only
- iii) Two villages with middle school only
- iv) Two villages with secondary-higher secondary school
- v) Two urban slums were included in each block/district

In all 32 villages in four districts, viz Hisar, Jind, Kaithal and Sirsa, were selected for study. In addition, a total of 8 urban slum communities two in each district were selected for intensive study in the four DPEP districts.

Identification of Households

The households were selected on a random basis. Households without girls were excluded in a household if there were more than one drop-out or never enrolled girl, only one each was interviewed from a household.

Table 19

The following 9 schedules were canvassed for the collection of data.

S.No.	Name of Schedule	Code No.
1.	District Schedule	GS 1
2.	Slum/Village Schedule	GS 2
3.	Household Schedule	GS 3.1
4.	Drop-out Girl Schedule	GS 3.2
5.	Never Enrolled Girls Schedule	GS 3.3
6.	Teacher Schedule	GS 4
7.	Institutional Schedule	GS 5
8.	Community Leader Schedule	GS 6
9.	Educational Administrators Schedule	GS 7

Collection of Data

For each district a research team consisting of 6 persons was formed. A three days orientation programme was organised for the research team to acquaint them with the basic concept DPEF Gender Studies and methodology of field work.

Schedule GS 1 and 2 were filled up on the basis of secondary data obtained from district/block authorities, personally. The data for schedules GS-3.1 to GS-7 was collected through personal interviews with Parents, Drop-out and Non-enrolled Girls, Teachers, Head Teachers, Community Leaders and Educational Administrators. The research team depended to a great extent on personal observation and group discussions with the communities. Details of the data collected from different sources is given in the following table:

Table 20

District	Village	HH	DOB	NEB	INS	EA	Tr	CL	GD	Part.
Bissar	B+2 Slum	219	57	52	8	10	28	42	10	158
Jind	B+1 Slum	241	42	47	8	11	28	43	10	64
Kaithal	B	254	102	103	8	8	30	33	8	97
Sirsa	B+2 Slum	236	60	71	8	10	26	37	10	94
Total	38	950	261	283	32	39	112	155	38	413

Limitations of the Study

- This was the first exposure of State Project field research.
- Frequent transfers of the members of the State Project team from one programme to another affected the quality and time completion of the study.
- Haryana being a highly sexual state, the education of the field work was expected to be an uphill task. However, all concerned officials and non-officials took keen interest and gave their support.

Gains of the Study

- The study has made the State Government aware of the dire need to collect gender segregated data and to undertake special programmes for UPE of girls and their empowerment.
- State Education Department has been sensitized to a great extent to take up intensive studies at the grass-root level for the upliftment and empowerment of girls and women.
- The study has been helpful in doing spade work for gender related implementation of DPEP at least in 32 villages and 8 slum locations.

In sum, the study has been able to build state level capabilities in gender studies.

The entire process was a great learning experience for the NCERT, SCERT faculty and researchers. The SCERT team is now in a position,

- (a) to undertake further research and action projects
- (b) to prepare local specific gender sensitization materials
- (c) to plan and carry out awareness generation, advocacy campaigns and gender sensitization of officials at all levels, communities, VEDs and panchayats, teachers and teacher educators.

Proposed Frame Work for DPEP Implementation (contd.)

Deptt of WCD	NCERT/NIEPA	National Core Group	National Project Implementation Unit
DWCD	SCERT/SI	State Core Group	State Rural Regd. Society/ State Project Implementation Unit (Development, Primary Edn.)
WCD	DIETs	District Planning Committees	District Implementation Unit (D.E.O.s office)
WCD	BRCs	Block Edn. Committees	Block Education Office
Mahila Mandals		Village Education Committees	
		Community	Edn. Techn. Mass Media
Woman/Groups	Youth Groups	Panchayat Teachers Organisation	N.G.O.s

CHAPTER I DISTRICT SIRSA : AN OVERVIEW

Physiography

Sirsa is the Western most district of the State of Haryana. The district lies between 29 14' and 29 59' North latitude and 74 27' and 75 18' East Longitude. The district is bounded by Punjab state in the north and north-east and by Hisar district of Haryana in the east, and by the state of Rajasthan in the south and south-west.

The district covers an area of 4276 sq. kms. Sirsa is comparatively very hot and dry. The district is a part of the alluvial Ghaggar-Yamuna plains and its southern and western portions, merge into the Great Thar Desert resulting into extremes of temperatures and scanty rainfall. Thunder storms occur throughout the year with greater incidence during the monsoon months. Dust storms occur round the year. Mean daily temperature varies from 41.5°C to 41.1°C during May-June with max. temperature rising to 49°C. Kankar and Salt petra are only minerals found in the district. Plant life consists of trees like masquit, farash, jaal, sheesham, and Toot. These are found in irrigated and moist areas; in sandy areas ghand and bahool are found. Medicinal herbs like sansa, asgandh, glo, lakh, shakra and dhatara are commonly found.

Administrative Set up

District Sirsa has 307 villages, 4 towns, 3 subdivisions, 7 community development blocks and 6 educational blocks (Table 1.4)

Table 1.1

District Sirsa (1991) CD Block-wise, Village-wise Distribution of Households

S. No.	Name of Community Development Blocks	Area (sq. km.)	No. of villages	No. of house holds	No. of occupied residential houses
1	2	3	4	5	6
1.	Dabwali	824.68	47	19163	17515
2.	Odhan	455.89	35	11098	10608
3.	Baragudha	515.29	40	12241	12083
4.	Sirsa C.D.	544.70	47	19936	19558
5.	Nathusarai chopta	734.29	50	17180	16773
6.	Rania	576.11	44	18085	17062
7.	Ellenabad	551.38	44	13581	12510
Total			307		

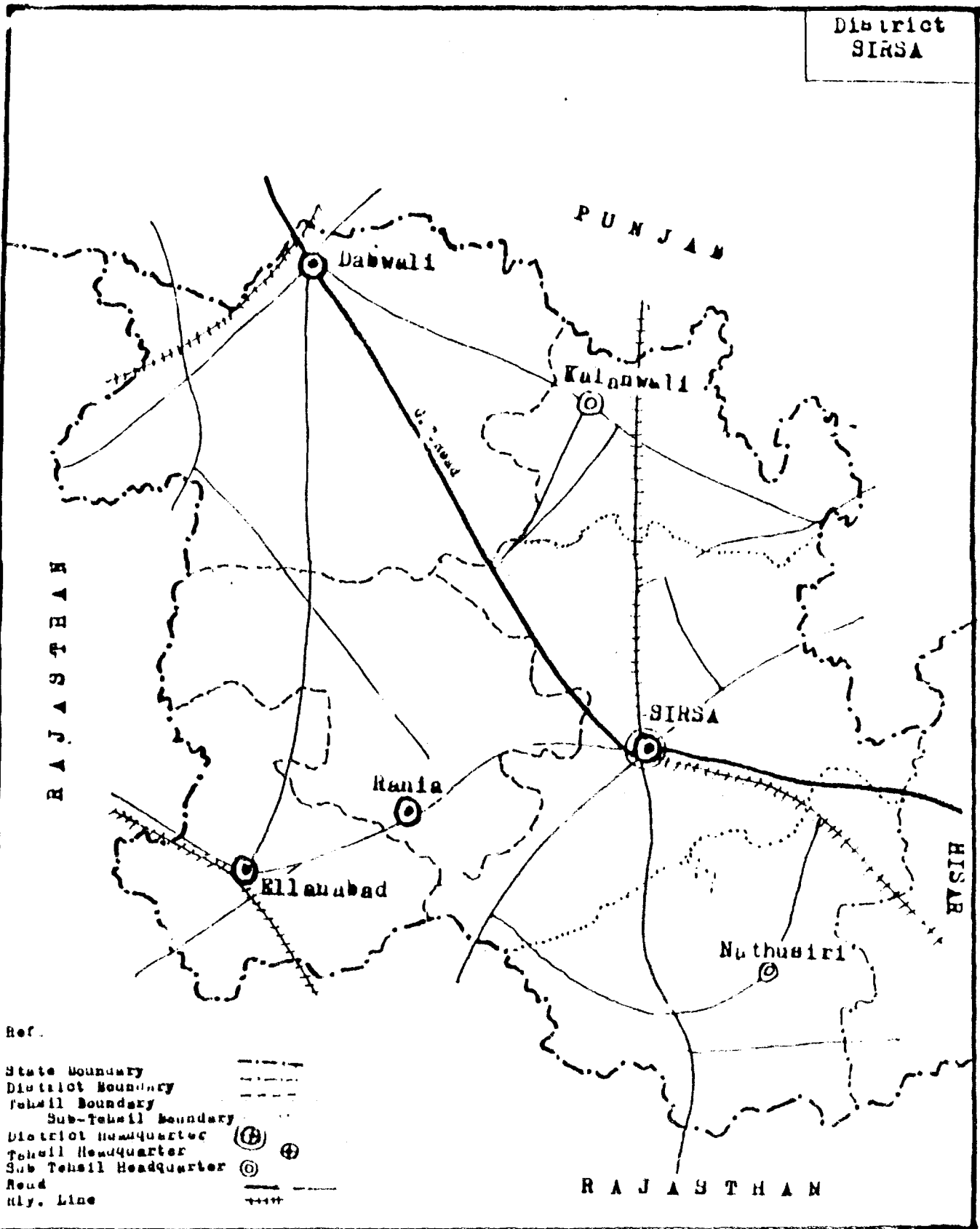
NIC: Sirsa - 1993

Educational Blocks

However, for purpose of educational administration, these CD blocks have been grouped into educational blocks as follows:

1. Sirsa I
2. Sirsa II
3. Rania
4. Baragudha
5. Dabwali
6. Kalanwali

District
SIRSA



- Ref.
- State Boundary
 - District Boundary
 - Tehsil Boundary
 - Sub-tehsil Boundary
 - District Headquarter (⊕)
 - Tehsil Headquarter (⊙)
 - Sub Tehsil Headquarter (⊙)
 - Road
 - Rly. Line

Figure 20

Population

The total population of district Sirsa accounts for 5.49 percent of the total population of the state. At 1991 census the population totalled 903,536 out of which 46.94% were females. The population of the district is largely rural, only 2 out of 10 persons reside in urban areas. Scheduled Caste number - 240793, constitute 26.65 percent of the total population of the district compared to 19.75 percent for Haryana as a whole.

Table 1.2

Block-wise Population & its Distribution - 1991

S. No. District/ Block	Population		Density of pop. per sq.km.	Sex Ratio	% rural pop.	% SC
	Male	Female				
SIRSA	T	479407	211	885	78.84	26.65
	R	377510		887		28.32
	U	101897		876		20.44
1. Dabwali	64837	57812	149	892	68.6	33.89
2. Odhan	38543	33540	158	870	100	29.14
3. Baragudha	42016	36716	153	874	100	32.66
4. Sirsa CD	64219	57480	223	895	49.7	29.21
5. Nathusarai Ch.	59917	52565	153	877	100	19.80
6. Rania	60989	54841	201	899	100	26.67
7. Ellenabad	46989	41672	161	891	79.9	27.81
<u>Total Urban</u>						
Mandi Dabwali I	18927	17270		412		
Kalanwali MC II	10521	9329		867		
Ellenabad MC III	11876	10436		879		
Sirsa MC IV	60573	52263		863		
HARYANA	8827474	7636174	372	865	73.37	19.75
INDIA	435216358	403367630	273	927	73.87	16.73

Source : Census of India - 1991

As is evident from Table 1.2 above, there is heavy concentration of scheduled caste population in these blocks ranging from 20 percent to 34 percent. Any district specific strategy would need to take note of the high preponderance of scheduled caste population, who are also likely to be landless labourers & families with no assets.

Population Density

The population density for the district is 211 compared to 372 for the state of Haryana and 273 as a whole. Maximum density is in Sirsa C.D. block (223 per sq. km.) and minimum is in Dabwali block (149 per sq. km).

Low density of population is a major challenge for delivery of all development services including education. Scattered populations inhibit girls participation in education. Provision is low and distance becomes a barrier for girls.

Sex Ratio

Sex Ratio is a powerful indicator of value accorded to female life. For the district of Sirsa, sex ratio (females per 1000 males) is 883. Although this is higher than the state average of 865, it is obvious that female survival is a major issue as regards status of women in Haryana. As is evident from the figures, sex ratio ranges from 874 in Gudha block to 899 in Rania. The situation is equally alarming in the age group 0-6 years (Table 1.3) where sex ratio ranges from 858 in Nathusarai Chopta to 903 in Rania. The block selected for Gender Studies, Sirsa C.D. has an overall sex ratio of 895 and 899 for the age group 0-6 years.

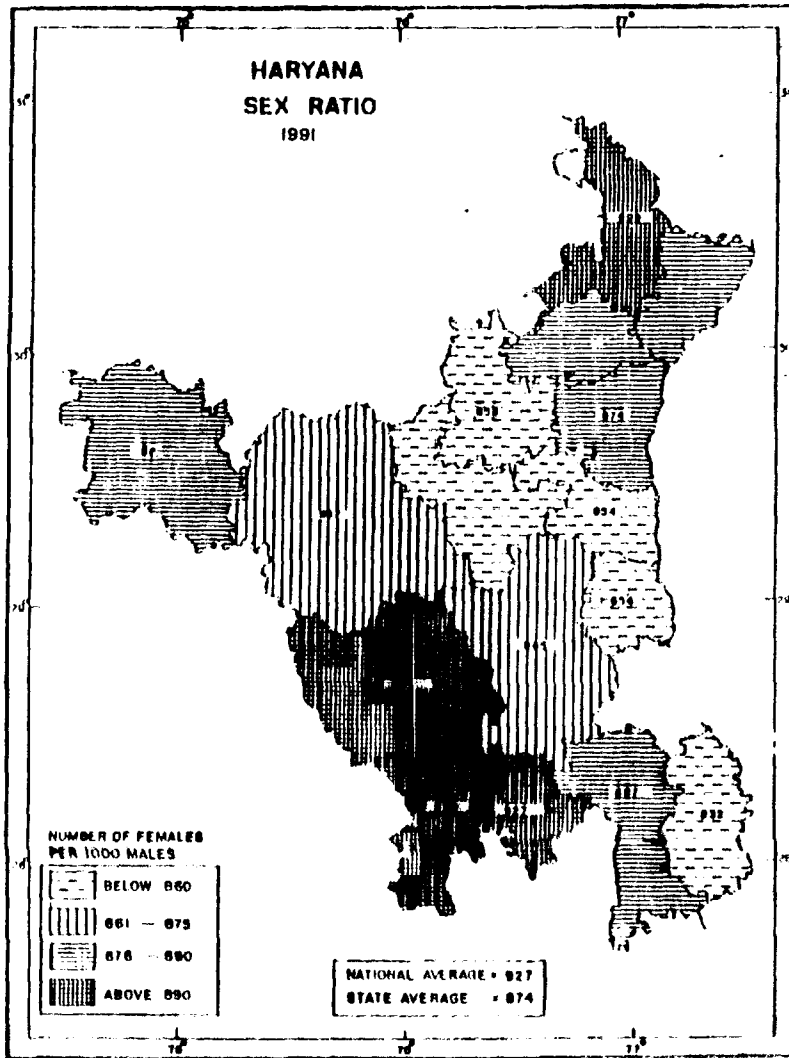


Figure 21

SEX RATIO : AGE 0-6 YRS. 1991

BLOCK, DIST & INDIA

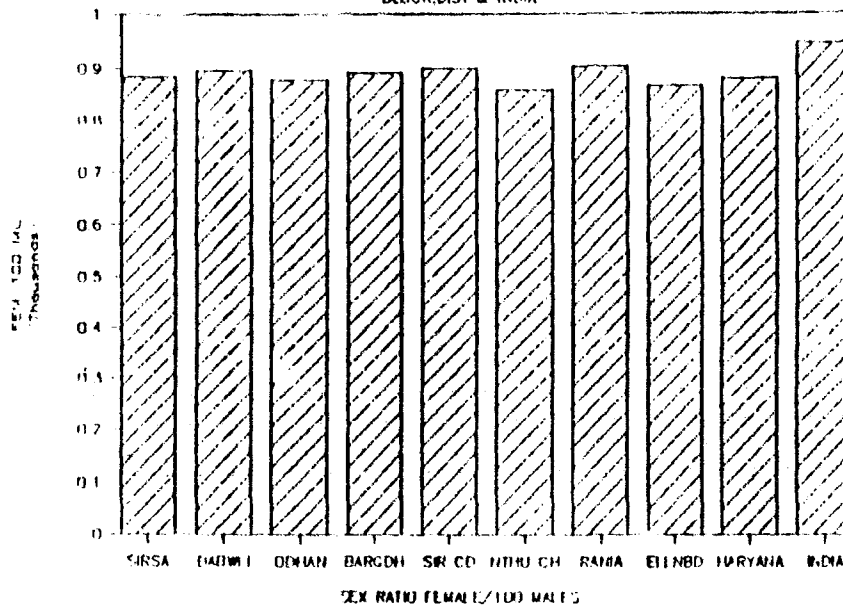


Figure 22

Table 1.3

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

5. Name of Community		Males	Females	Sex-Ratio (females per 1000 males)
No.	Development Blocks			
1	2	3	4	5
	SIRSA	88038	77724	883
1.	Dabwali	12007	10742	895
2.	Odhan	6488	5693	877
3.	Baragudha	7289	6495	891
4.	Sirsa C.D.	12208	10975	899
5.	Nathusarai Ch.	11692	10028	858
6.	Rania	11738	10595	903
7.	Ellenabad	8888	7701	866
8.	HARYANA	1663350	1461823	879
9.	INDIA	77322151	73099024	945

Source : Census of India - 1991

* Figure excludes J & K

Population Growth Rate

During 1981-91 district Sirsa registered population growth of 27.79 percent as against 27.40 percent for the State of Haryana. As is evident, the population growth for the district and the state is higher than national population growth of 23.85 during this period.

Vital Statistics

Infant Mortality Rate in Haryana in 1991 was 68.0 (SRS estimates). However latest information shown in table 4 shows considerably reduced IMR, CBR and CDR. Rural Urban contrasts are substantial.

Table 1.4

Vital Statistics

S. District No. Sirsa (1991-92)	Rural	Urban	Total
1	2	3	4
5			
1. Crude Birth Rate	26.0	27.0	26.3 (per thousand)
2. Crude Death Rate	5.6	6.2	5.7 (per thousand)
3a) Infant Mortality Rate	31.4	2.2	29.5 (per thousand)
b) Excess of Female Child Deaths over Male Child Death by Age 5 (1981)	--	--	7.41
c) Female Child Deaths by Age 2 (1981)	--	--	103
4. Mean Age at Marriage (1981)	--	--	17.4 years
5. Couple protection Rate (1991-92)	55.3	42.0	52.5 percentage
6. Percentage of births attended by trained dias/medical personnel	--	--	68.3

Source: Office of the Chief Medical Officer, Sirsa, 1993.

Table 1.4 reveals that 68 percent of the births are attended by trained dias/medical personnel. The couple protection rate for the district is 52.5% .

Excess of female child deaths over male child deaths by age 5 was found to be 7.41 per thousand in 1981. The mean age at marriage in 1981 was 17.4 for girls and 37.27 percent of girls in age group 15-19 were found married.

Economy

Agriculture and Live Stock

Sirsa is one of the most agriculturally developed districts in the state of Haryana. Extension of irrigation facilities, electrification of rural areas and provision of roads and a large number of rural and agricultural development programmes of the government of Haryana have transformed this district which was earlier marked by droughts and famines. The district is now a part of the cotton, rice and wheat belt of Haryana.

Animal Husbandry plays a vital role in district economy next to agriculture. Recurring famines and the shrinking of grazing land due to increase in cultivated areas, did not deterioration in cattle feed to any noticeable extent. The buffalo and cow are the most indispensable members of Zamindar household. Buffalo milk and ghee are the major source of economy in times of scarcity.

The government is executing dynamic programmes in the district to develop cattle wealth for the economic prosperity of the cattle breeders.

Industries

So far as industries are concerned, Sirsa remains an industrially backward district. There are some traditional industries which are hereditary in character and are carried on, while rural and urban artisans are unable to meet the local needs.

Service Sector

In this sector, all central and state government departments are in the service of the people, but some departments of ICDS as Balwadi, Mahila Mandal, Anganwadi, District Council of Child Welfare, Deaf and Dumb Society and State Corporation for Weaker Section are doing good work for women's welfare and child development. In the villages, Mahila Mandals organize monthly meetings to discuss and chalkout further programmes for the welfare of women.

As noted above the economy of the district is primarily agricultural. At the time of 1991 census, there were 30.82 percent main workers to the total population of the district and 3.63 percent marginal workers; 42.64 percent are cultivators to the total main workers of the district and 27.68 percent are agriculture labourer (1991).

District Sirsa has 6.36 percent female main workers and 7.39 percent marginal workers to the total female population. Distribution of workers by sex in rural-urban areas in Sirsa, shows substantially higher proportion of female non workers compared to males (1991) (Table 1.5). Field observations do not support this picture and it appears women's work remains undercounted and unrecognized. Field studies show females of all ages above 5 years working in various tasks from child rearing, cattle rearing, agricultural work, construction work, cowdung management and fetching water, fodder and fuel in addition to participating in agricultural activities. (Blockwise Participation of females workers ranges from 3.21% in Odhan to 15.40% in Nathusarai Chopta

Table 1.5

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

Category	Male			Female		
	Rural	Urban	Total	Rural	Urban	Total
1	2	3	4	5	6	7
DISTRICT						
Main Workers	53.01	50.47	51.44	07.12	03.50	28.53
Marginal	00.35	00.08	04.58	09.35	00.08	00.08
Non workers	46.64	49.45	63.98	83.53	96.42	71.40
Total Popu.	100.00	100.00	100.00	100.00	100.00	100.00
STATE						
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 Popu.	100.00	100.00	100.00	100.00	100.00	100.00

Source : Census of India - 1991

Table 1.6

Blockwise Participation of Female Population in Workforce - 1991

S. Blocks No.	Total female population	Total female main workers	% Female main workers to female population	% Female main workers to total workers
1	2	3	4	5
1. Dabwali	57812	3391	5.87	8.81
2. Odhan	33540	1078	3.21	4.71
3. Baragudha	36716	1505	4.10	6.09
4. Sirsa C.D.	57480	3001	5.22	8.08
5. Nathusarai chopta	52565	8096	15.40	21.08
6. Rania	54841	3446	6.28	9.96
7. Ellenabad C.D.	41872	3330	7.95	11.99

Source: NIC, Haryana

DIST. OF FEMALE WORKERS

SIRSA 92-93

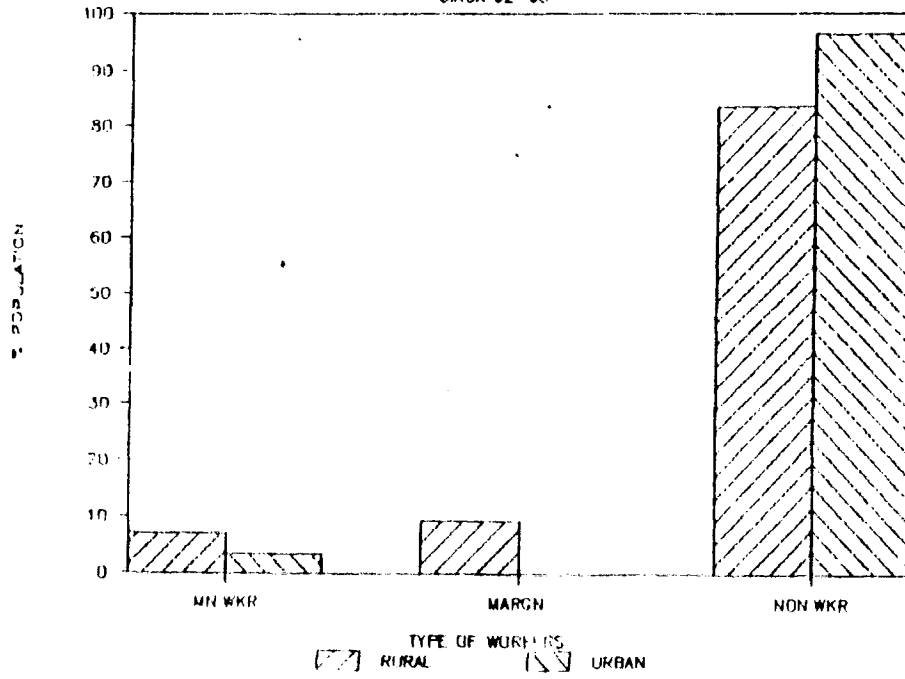


Figure 23

DIST. OF MALE WORKERS

SIRSA 92-93

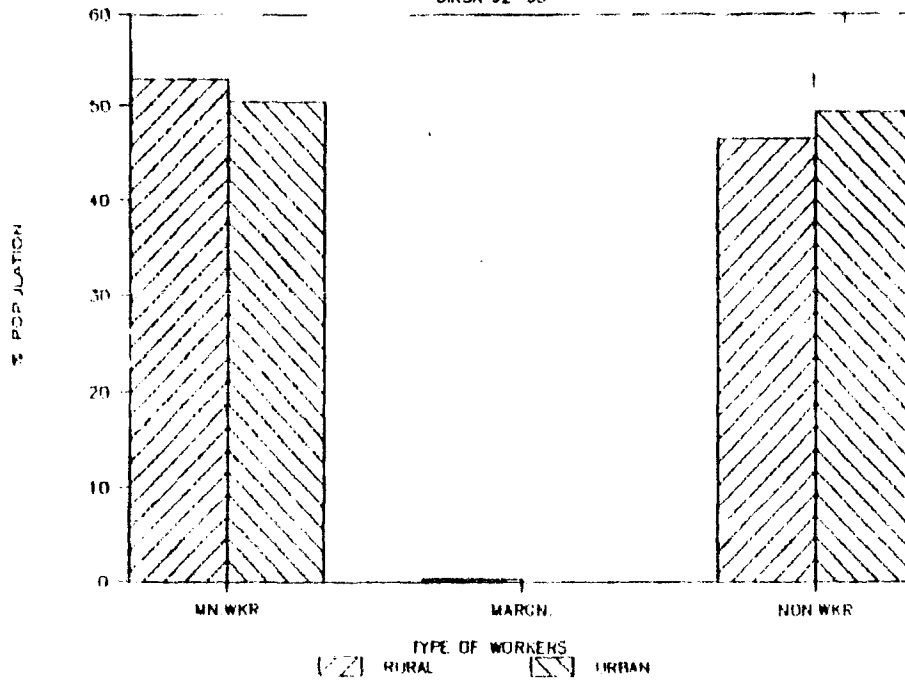


FIGURE 24

Table 1.7

Block-wise and Categories-wise share of Females in Workforce - 1991

S.No.	Dadwail	Odhan	Baragudha	Sirsa C.D.	Nathusarai Ch.	Rania	Ellenabad	District Sirsa	
1	2	3	4	5	6	7	8	9	10
1. Total Female main workers	3391 (8.81)	1078 (4.71)	1505 (6.05)	3001 (8.08)	8096 (21.08)	3446 (9.96)	3330 (11.99)	23847 (10.65)	
2. Cultivators	1238 (36.51)	303 (28.11)	392 (26.05)	727 (24.22)	5602 (69.19)	1608 (46.66)	1246 (37.42)	11116 (46.61)	
3. Agr. Labours	1810 (53.38)	406 (37.66)	908 (60.31)	1658 (55.25)	2010 (24.83)	1472 (42.72)	1889 (56.73)	10153 (42.58)	
4. Live Stock	5 (0.15)	2 (0.18)	4 (0.27)	7 (0.23)	5 (0.06)	5 (0.14)	4 (0.12)	32 (0.13)	
5. Mining & Quarrying	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	
6. Processing in Household Ind.	29 (0.85)	18 (1.67)	10 (0.66)	66 (2.20)	18 (0.22)	39 (1.13)	20 (0.60)	200 (0.84)	
7. Processing other than H.H. Ind.	81 (2.39)	166 (15.40)	53 (3.52)	219 (7.30)	296 (3.66)	65 (1.89)	19 (0.57)	899 (3.77)	
8. Construction Workers	0 (0.00)	46 (4.27)	0 (0.00)	42 (1.40)	10 (0.12)	0 (0.00)	9 (0.27)	107 (0.45)	
9. Trade & Com.	11 (0.32)	11 (1.02)	11 (0.73)	17 (0.57)	11 (0.14)	9 (0.26)	11 (0.33)	81 (0.34)	
10. Transport	0 (0.00)	2 (0.18)	1 (0.07)	1 (0.03)	1 (0.01)	0 (0.00)	0 (0.00)	5 (0.02)	
11. Other Services	217 (6.40)	124 (11.50)	126 (8.37)	264 (8.80)	143 (1.77)	248 (7.20)	132 (3.96)	1254 (5.26)	

Source: NIC, Sirsa - 1991

District figures relate to Rural Workforce.
Figures in Paranthesis indicate percentages

Blockwise female share in workforce shows that females as cultivators have maximum share in the block Nathusarai Chopta

(69.19 percent) and minimum in the Sirsa C.D. block (24.22 percent) but female as agricultural labourers accounts for 55 percent in the Sirsa C.D. block. Their share in other sectors is very less (10 percent).

Literacy

Female literacy was 40.47% in Haryana in 1991. Rural-urban differences are very large even among women themselves. Scheduled Caste rural females have the lowest literacy rate of 22.48%.

Table 1.8
Literacy Rates in Haryana 1991 (7 Years+)

S.No.	Category	Persons	Male	Female
1	2	3	4	5
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

Sources:

Census of India, Series-1, Paper-2, 1992, Final Pop. Total 1993
Census of India, Union Primary Abstract Scheduled Caste, 1993
Census of India, Union Primary Abstract Scheduled Tribes, 1993

According to the 1991 Census, only 46 percent of the total population of Sirsa above 7 years of age were found literate. As is evident the female literacy rates for the district are substantially lower than that for males. The rural female is at the bottom of the ladder. It is significant to note that female literacy rates for urban women are higher than that of rural males.

LITERACY RATES IN HARYANA

ALL COMMUNITIES 1991

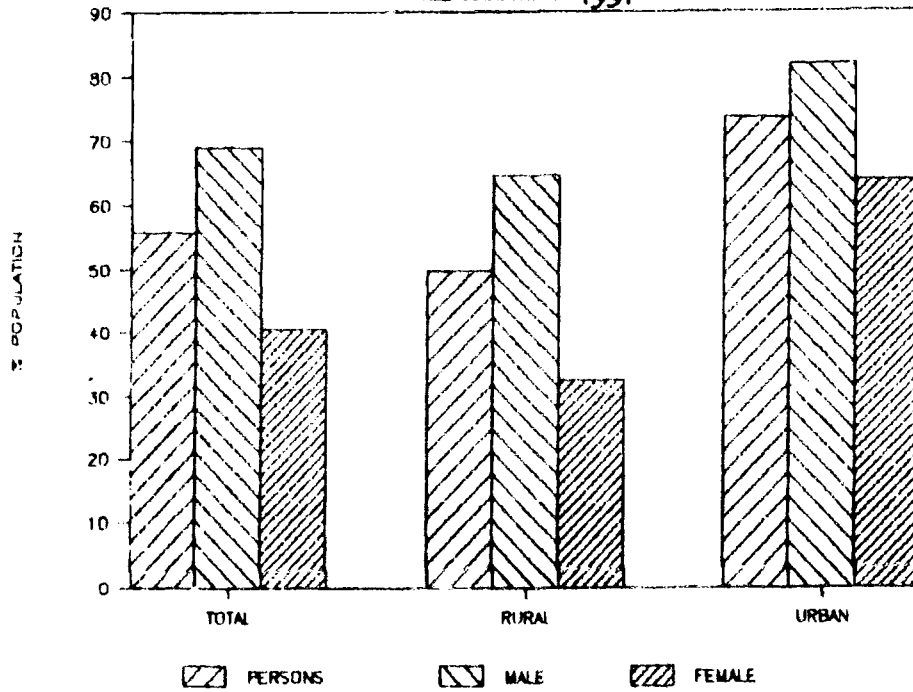


Figure 25

LITERACY RATES IN HARYANA

SCHEDULED CASTES 1991

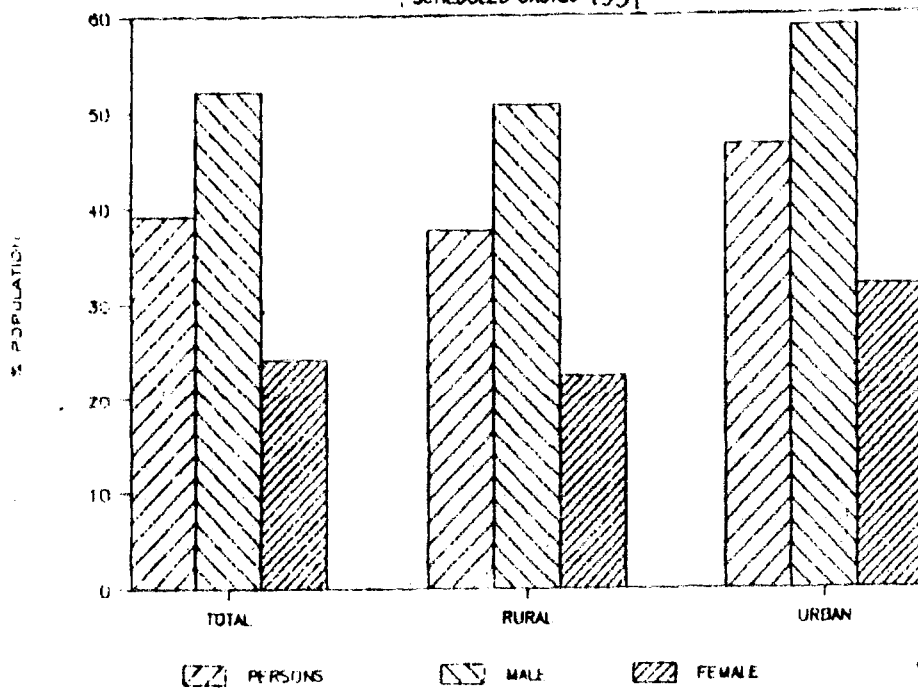


Figure 26

LITERACY RATES IN SIRSA

ALL COMMUNITIES 1981

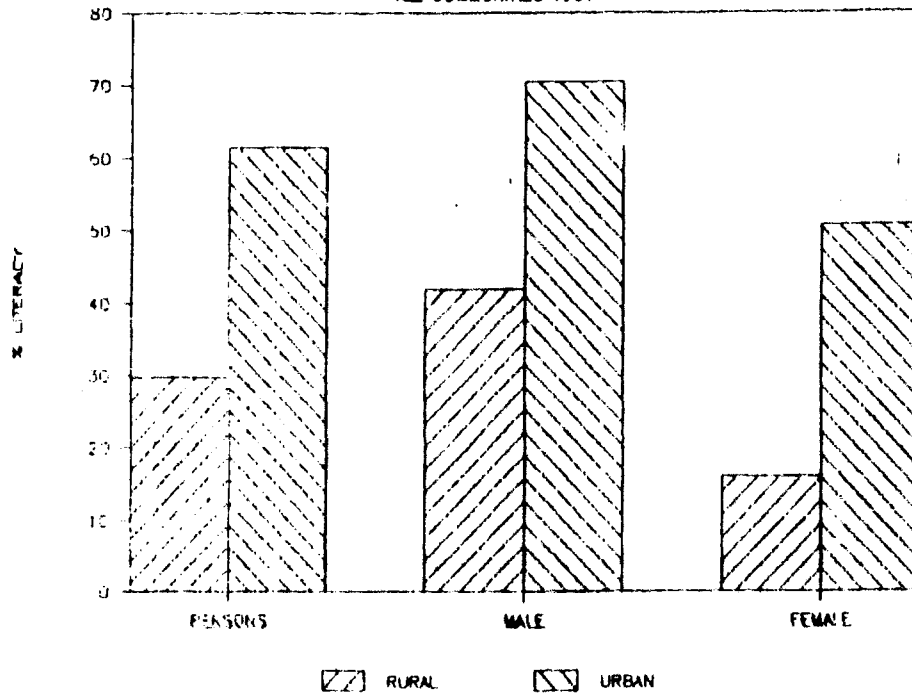


Figure 27

LITERACY RATES IN SIRSA

ALL COMMUNITIES 1991

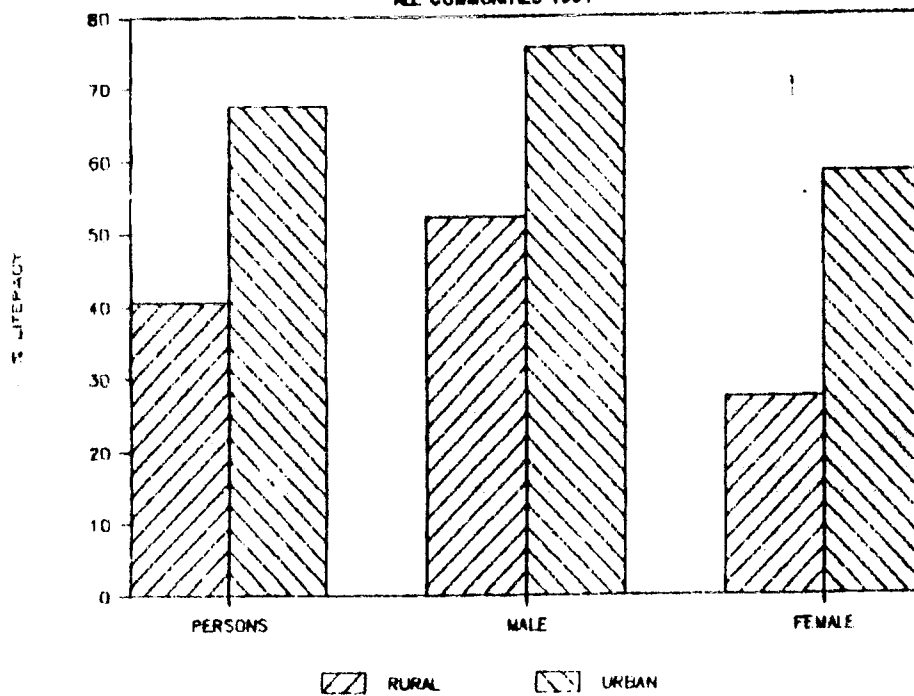


Figure 28

In District Sirsa female literacy in 1991 was 34%. Rural female literacy rate is less than half of its urban counterpart. (Table 1.9).

Table 1.9

Literacy Rates in Sirsa (7 Years +)

Area	Persons	Male	Female
All Communities (1991)			
Rural	40.55	52.19	27.43
Urban	67.51	75.54	58.35
Total	46.32	57.21	34.02
(1981)			
Rural	29.81	41.92	15.98
Urban	61.57	70.49	50.80
Total	36.36	47.93	22.98

Source: Census of India 1981, 1991

Block-wise female literacy rates range from 21.23% in Nathu-sarai chopta to 34.11% in Sirsa CD. Male female differentials are substantial. (Table 1.10).

BLOCKWISE LITERACY RATES : MALES

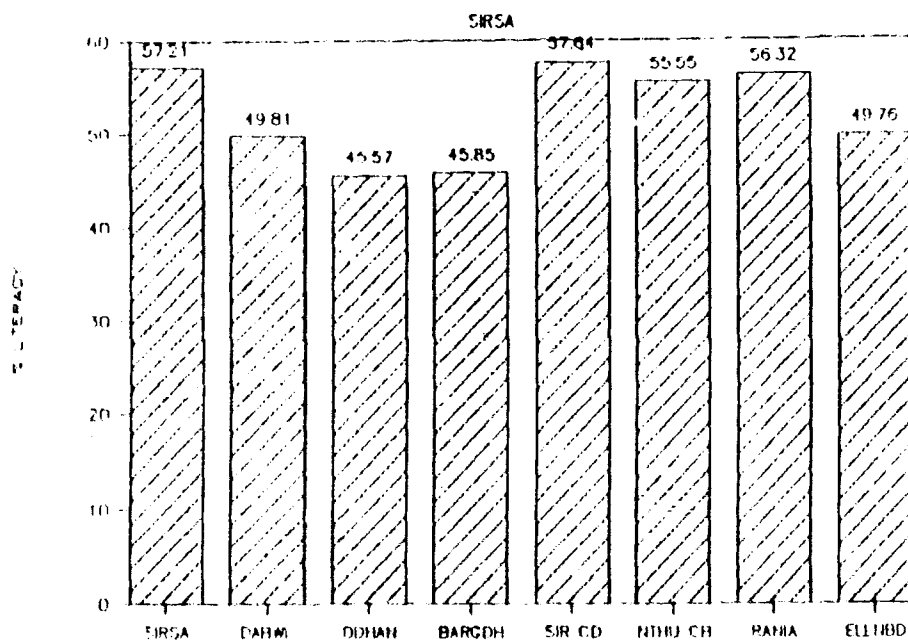


Figure 29

BLOCKWISE LITERACY RATES : FEMALES

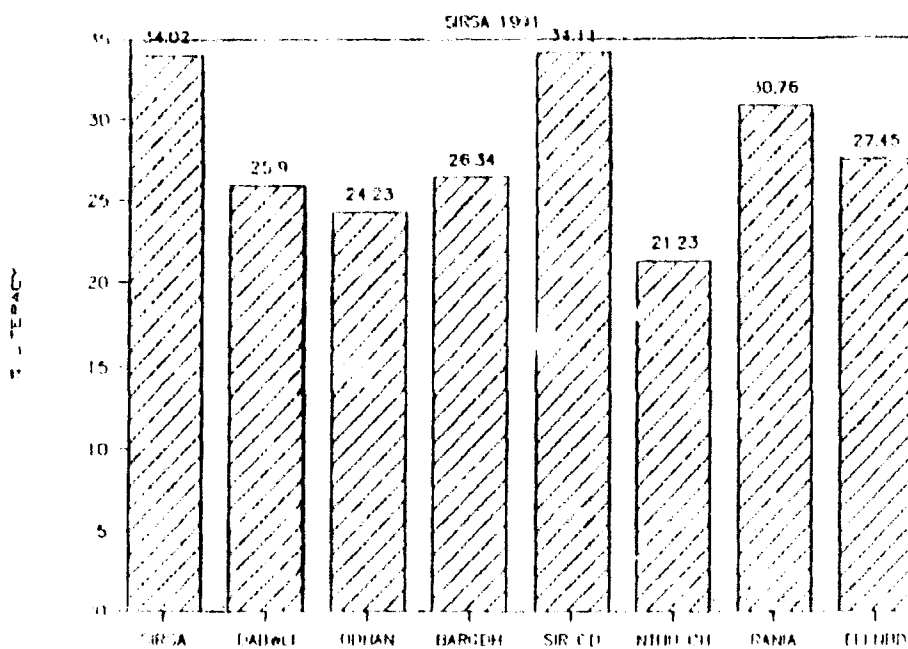


Figure 30

Table 1.10

Block-wise Literacy Rates in Sirsa 1991 (7 years+)

S. District/ No. Blocks		Population (7+)		Literates (7+)		Literacy Rates	
		Males	Females	Males	Females	Males	Female
1	2	3	4	5	6	7	8
	SIRSA	391369	346405	223896	117852	57.21	34.02
1.	Dabwali	52830	47070	26314	12189	49.81	25.90
2.	Odhan	32055	27847	14608	6748	45.57	24.23
3.	Baragudha	34727	30221	15924	7960	45.85	26.34
4.	Sirsa C.D.	52011	46505	29981	15864	57.64	34.11
5.	Nathusarai Chopta	48225	42537	26790	9032	55.55	21.23
6.	Rania	49251	44246	27738	13612	56.32	30.76
7.	Ellenabad	38101	34171	18958	9379	49.76	27.45

Source: Census of India - 1991

Scheduled caste literacy rate for the district was about 11 percent. Literacy rate for scheduled caste females was only 3.5 percent 2.5 percent in rural areas and 9.7 percent in urban areas (1981). In 1991, SC female literacy in Haryana has gone upto 24 percent largely on account of concerted state efforts for promoting education of girls especially those belonging to scheduled caste.

Table 1.11

Area-wise and Sex-wise Breakup of Scheduled Caste Literates in Sirsa - 1981

Area	Male	Female	Total
1	2	3	4
Rural	12180 (15.0)	1827 (2.5)	14007 (9.2)
Urban	4377 (16.0)	1107 (9.7)	5484 (20.0)
Total	16557 (17.3)	2934 (3.5)	19491 (10.91)

Source: Census of India, 1981. (figures in parenthesis show %).

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

Primary Education

There are in all 519 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 - 301
- b. Attached sections of Primary Classes with -
 - Government Middle Schools - 94
 - Government High Schools - 85
 - Government Senior Secondary Schools - 11
 - Total number of government primary schools/sections - 491
- c. Branch Primary Schools - 26
- d. Number of Privately managed and government aided primary schools/sections. - 2

Table 1.12

Blockwise Distribution of Primary Schools 1992-93

S.No.	Name of Block	Numbers
1	2	3
1.	SIRSA I	54
2.	SIRSA II	40
3.	RANIA	68
4.	BARAGUDHA	47
5.	DABAWAL	55
6.	KALANWALI	37
7.	TOTAL	301

Source : District Primary Education Office, Sirsa (1992-93)

In all there are 93 primary schools exclusively for girls. According to available information practically all villages of Sirsa have primary schooling facility within 1 km only 21 habitations (Dhanis) with a population of less than 300 persons do not have the facility within the habitation, although technically they are served by a primary school existing at one km. In these habitations it is noticed that girls are not sent for schooling outside the habitation. Opening of primary schools/branch schools in these habitations would help girls enrolment and retention.

Girls Enrolment at Primary Stage

Girls form 48 percent of the total number of children enrolled in primary classes in 1992-93, compared to 45 percent in year 1990-91. (Table 1.13). The percentage of scheduled caste girls to total scheduled caste students has grown from 43.6 percent, to 43.9 percent during this period (Table 1.14).

Table 1.13

Enrolment by Sex in Primary Schools/Section in Sirsa District

Years	Boys	Girls	Total	% of girls to total students
1	2	3	4	5
1990-91	45050	36174	81222	44.5
1991-92	45463	35224	80687	43.6
1992-93	47544	37051	84595	47.7

Source : Distt. Primary Education Office Sirsa, 1993

Table 1.14

Scheduled Caste enrolment by sex in Primary Schools/section in Sirsa District

Years	Boys	Girls	Total	% of girls to total students
1	2	3	4	5
1990-91	10439	8395	19145	43.9
1991-92	10937	8338	19275	43.2
1992-93	11858	9182	21040	43.6

Block-wise enrolment position is given in Table 1.15.

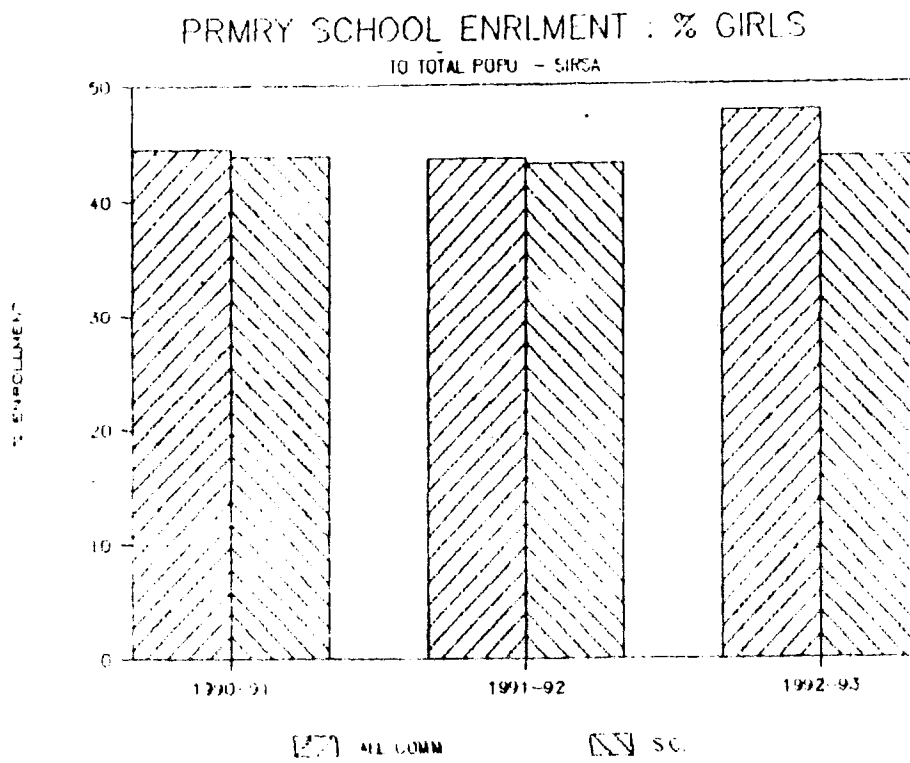


Figure 32

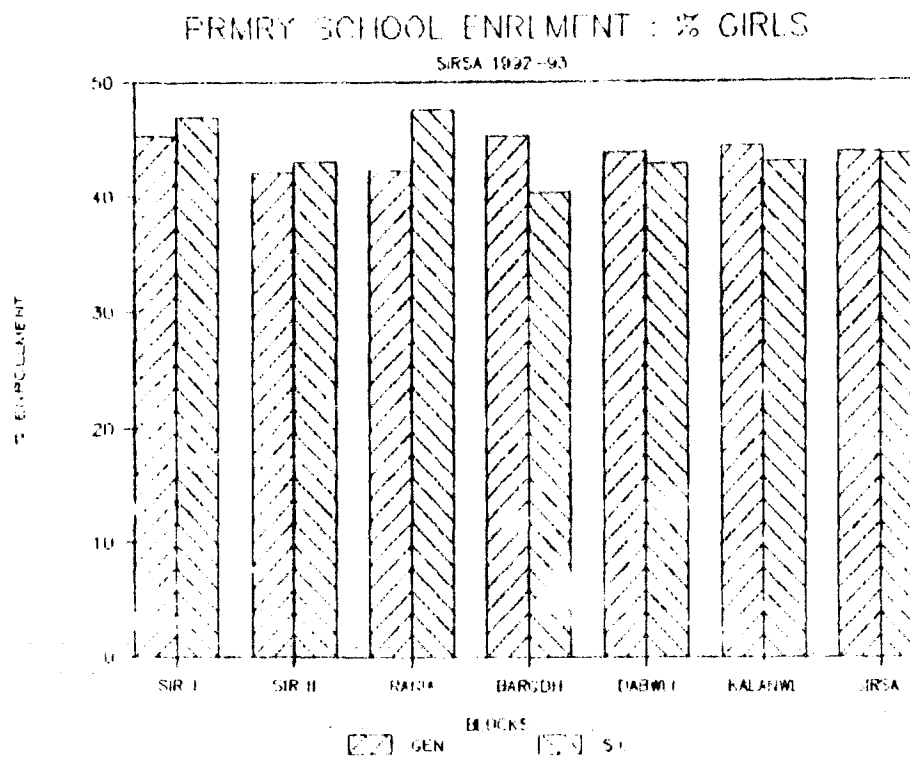


Figure 31

Table 1.15

Educational Block wise Distribution of Girls Enrolment in Primary Schools section in Sirsa District (1992-93)

District/ Blocks	General		Total	% of girls to total	Scheduled caste		Total	% of girls to tot
	Boys	Girls			Boys	Girls		
1	2	3	4	5	6	7	8	9
SIRSA I	8062	6653	14715	45.21	2418	2079	4497	46.95
SIRSA II	7987	5812	13799	42.12	1938	1459	3397	42.95
RANIA	8196	5998	14194	42.26	927	842	1769	47.60
BARAGUDHA	6837	5650	12487	45.25	1749	1178	2927	40.25
DABWALI	10079	7862	17941	43.82	2984	2236	5220	42.84
KALANWALI	6383	5076	11459	44.30	1840	1388	3230	42.98
SIRSA	47544	37051	84595	43.8	11858	9182	21040	43.60

Source: District Primary Education Office, SIRSA, 1993.

Considering the fact that females form only 44 percent of the total population in the district, the comparative participation of girls is heartening, atleast, at the level of enrolment. Although girls enrolment is not a major problem, but their retention is definitely an alarming issue as is evident from ensuing analysis.

Dropout/Retention

The drop-out rates for district Sirsa are much higher than that for the state as a whole. The drop-out rate for girls is higher than boys in all categories.

Table 1.16

Drop-out Rates for Classes I - V.

S. State/Sirsa No.		General Total	Boys	Girls	Scheduled Caste Total	Boys	Girls
1	2	3	4	5	6	7	8
1.	State	18.13	18.42	17.78	N.A.	27.11	35.71
2.	Sirsa	37.68	34.77	41.37	48.02	45.24	52.95

Source: 1. State figures are from state component under DPEP, Department of Primary Education, Haryana, Chandigarh - 1993.

2. District figures are calculated from class-wise enrolment for the five years (1988-89 to 1992-93) from District Primary Education Office, Sirsa - 1993.

The drop-out/retention rates as shown have been worked out based on enrolment data obtained from the State Education department for the years 1988-89 to 1992-93. For lack of data on number of repeaters only gross drop-out/retention rates could be worked out.

A ready reckoner of universal primary education would be stable enrolments in all five classes at a given point of time. Table 17 indicates the proportion of children in classes II, III, IV & V is continuously diminishing. The decline in proportion of girls is much higher than that for boys. For every 100 children in class I, there are only 55 children in class V (Table 1.17).

DROPOUT RATES FOR 1-5 STD

SIRSA 1992-93

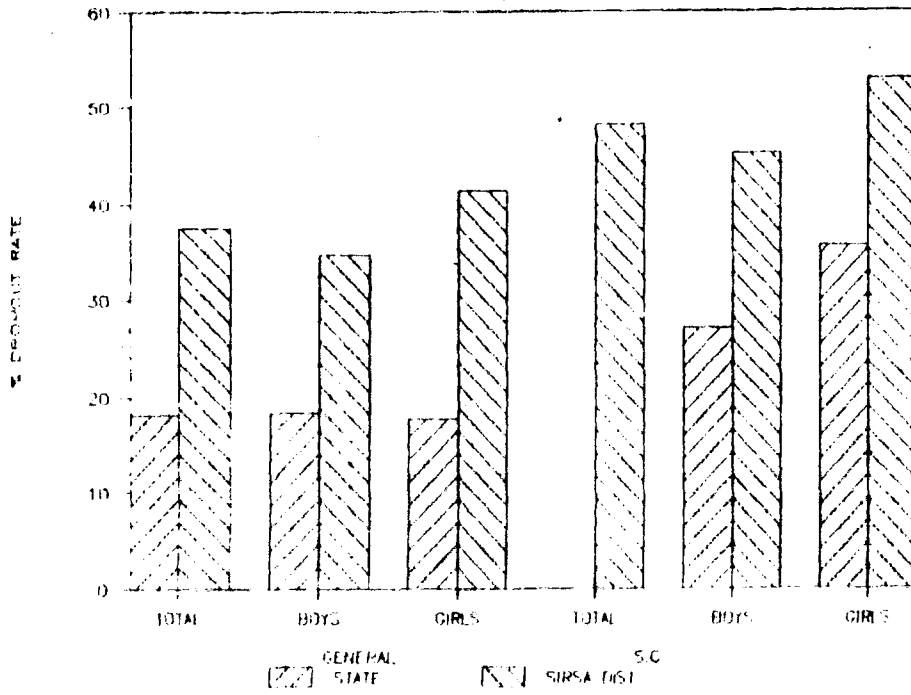


FIGURE 33

% TO TOTAL ENRLMNT IN CLASS 1-92-93

SIRSA 1992-93

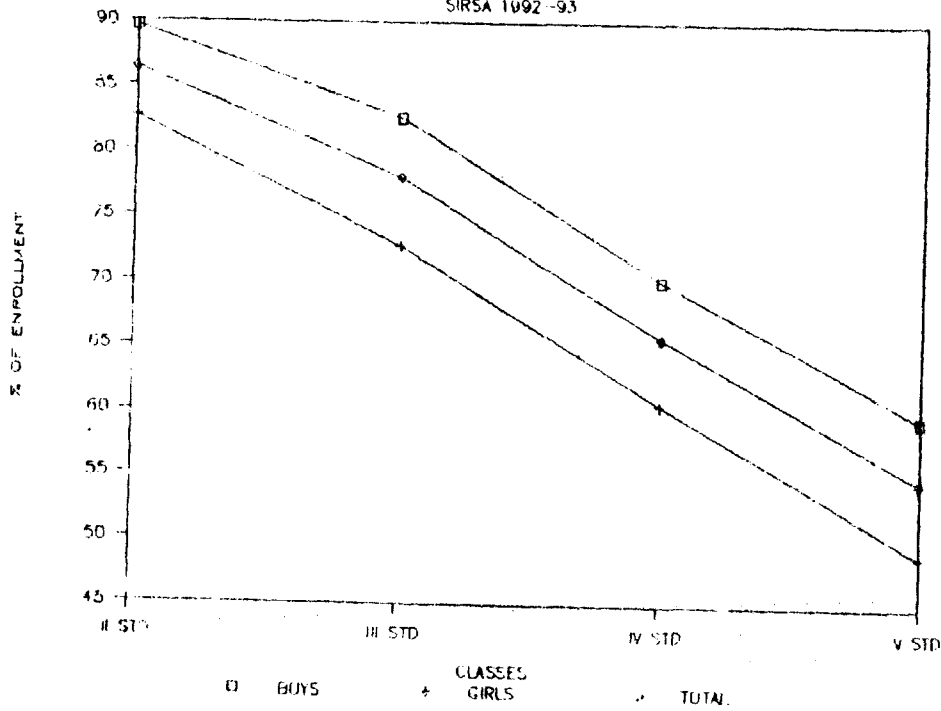


FIGURE 34

Table 1.17

Children in Classes II, III, IV & V as Percentage to Enrolment in Class I during 1992-93.

S. No.	Child- ren	Total No.	Class II	Class III	Class IV	Class V
1	2	3	4	5	6	7
1.	Boys	11831 (100.0)	89.60	82.56	70.19	59.51
2.	Girls	10151 (100.0)	82.64	72.78	60.52	49.03
3.	Total	21985 (100.0)	86.37	78.03	65.71	54.66

Source: District Primary Education Office, Sirsa, 1993

Teachers

According to available data, there are a total of 1512 JBT teachers in district Sirsa, of whom 60 percent are female, their proportion ranging from 45 percent in block Dabwali to 73 percent in block Kalanwali.

Teacher pupil ratio for the district as a whole is 1:56 and ranges between 1:52 in Dabwali to 1:61 in Rania. This is much higher than the existing norm of 1:45 in Haryana. (Table 1.18)

JBT TEACHERS BLOCKWISE

SIRSA 1992-93

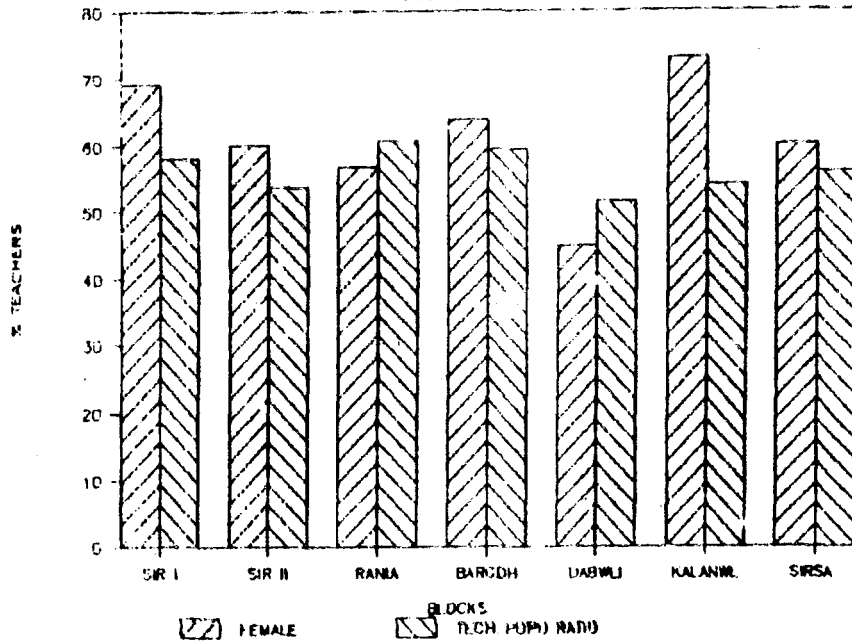


Figure 35
Table 1.18

Blockwise Position of JBT Teachers in District Sirsa, 1992-93

S. Block No.	Male	Female	Total	Female % to total	Teacher pupil Ratio
1	2	3	4	5	6
1. Sirsa I	78	175	253	69.17	58.16
2. Sirsa II	102	154	256	60.16	53.90
3. Rania	101	133	234	56.84	60.66
4. Baragudha	76	134	210	63.81	59.46
5. Dabwali	191	156	347	44.96	51.70
6. Kalanwali	57	155	212	73.11	54.05
Total	605	907	1512	59.99	55.94

Source: District Primary Education Office, Sirsa, 1993

Women Administrators: Sirsa

There is no female administrator at the district level. But at the block level, there is only 1 out of 5 at the class II level and 1 out of 13 at the class III level. There is no female among class IV.

At the school level, 72 out of 309 are female at the class III level and 3 out of 4 among the class IV.

Distribution of Women Administrators - Sirsa

Standard	Block Level		School Level	
	Total	Female	Total	Female
Class II	5	1	--	--
Class III	13	1	309	72
Class IV	6	--	4	3

Source: District Primary Education Office - Sirsa.

Table 1.19

Physical Facilities Available in Primary Schools Sections in District Sirsa

S. No.	Block	Total School	Boundary Wall	Play Ground	Toilet	Electricity	Drinking water
1	2	3	4	5	6	7	8
1.	SIRSA I	97	73 (75.25)	73 (75.25)	60 (60.85)	47 (48.45)	74 (76.28)
2.	SIRSA II	52	35 (67.30)	40 (76.92)	36 (69.23)	15 (28.45)	48 (92.30)
3.	RANIA	93	72 (77.41)	67 (72.41)	55 (60.21)	53 (56.99)	78 (83.87)
4.	BARAGUDHA	74	61 (82.43)	54 (72.97)	54 (72.97)	32 (43.24)	49 (66.22)
5.	DABWALI	94	76 (80.85)	71 (75.53)	72 (76.60)	49 (52.13)	75 (79.79)
6.	KALANWALI	60	55 (91.67)	49 (81.67)	51 (85.00)	22 (36.67)	53 (88.33)
SIRSA		470	372 (79.15)	354 (75.32)	329 (70.00)	218 (46.38)	377 (80.21)

Source: DPED, Sirsa 1993

In earlier studies, lack of separate toilets for girls and absence of boundary wall in the school have been seen as inhibiting factors by the parents. In Sirsa, 70% of the schools have toilets and 79% have boundary walls according to DPEO's office. Blockwise data is given in (Table 1.19).

Out of School Children

Despite large scale expansion there are a large number of children in age group 6-11 years who are out of school. It is estimated that about 31,000 children are outside the system and require alternate delivery system like the NFE programme of Government of India and Open School. Bulk of the out of school children are girls. Data from earlier studies show sibling care as a major barrier in enrolment and retention of girls. Provision of child care services in the form of creches, anganwadis and Balwadis are likely to boost enrolment and retention of girls.

Early Childhood care and Education (ECCE)

The nomenclature connotes 'care' and 'education' of the child. It is designed, also, as an intervention to poverty caused social and emotional deprivations of the child. Pre-school education and early childhood stimulation have acquired a critical dimension as a pre-condition for improving children's school performance, progress and as a desirable support structure for primary education. Anganwadi ICDS is one of the largest child development programmes in the world today. It is operating in the district. There is a system of Balwadis operating as well.

In district Sirsa, this scheme was started in 1978. At present 737 Anganwari Centres (AWCs) are being run by the Social Welfare Department in the district run under Integrated Child Development service programme covering 302 villages. Generally, there is a norm for providing one centre for 500 population.

As Table 1.20 shows, only 21 to 39% children of this age group are covered presenting in the block. These centres cover children in the age group 0-6 years only. Basic idea to open these centres was to look after the small children of working mothers of poor families and also for the children in the age group of 3-6 years to prepare them for school. It also serves as a school readiness programme.

It was noted that these centres were providing services in the fields/activities listed below.

1. Nutrition
2. Vaccination
3. Educational programmes
4. Growth Monitoring
5. Registration of Births and Deaths
6. Family Planning Programme

Table 1.20

Block-wise Distribution of Anganwadi Centres and Number of Beneficiaries under the Programme (1992-93)

S. No.	Name of C.D. Block	No. of Villages	No. of covered Villages	No. of Anganwadi	Children 0-6 yrs (1991)	No. of Beneficiaries	% of Beneficiaries
1	2	3	4	5	6	7	8
1.	Dabwali	47	47	124	22749	7378	32.43
2.	Odhan	35	35	72	12181	4257	34.95
3.	Baragudha	40	40	113	13784	5396	39.15
4.	Sirsa C.D.	47	47	177	23183	5266	22.71
5.	Nathusarai Ch.	50	47	88	11720	4621	21.27
6.	Rania	44	44	76	22333	4574	20.48
7.	Ellenabad	44	42	87	16589	4399	26.52

Source : ICDS Centre & Directorate of WCD - Sirsa, 1993
The figures are from monthly records of the scheme.

Table 1.21

Women Beneficiaries under ICDS

S. No.	Block	Total female population in 1991	No. of Women Beneficiaries	Percentage of Beneficiaries
1.	Baragudha	36716	18228	49.65
2.	Dabwali	57812	28068	48.55
3.	Ellenabad	41872	11760	28.09
4.	Nathusarai	52565	23688	45.06
5.	Odhan	33540	13596	40.54
6.	Rania	54841	14568	26.56
7.	Sirsa C.D.	57480	16284	28.33

Source: ICDS Centre - Sirsa

BLOCKWISE ANGANWADI CENTERS

SIRSA 92-93

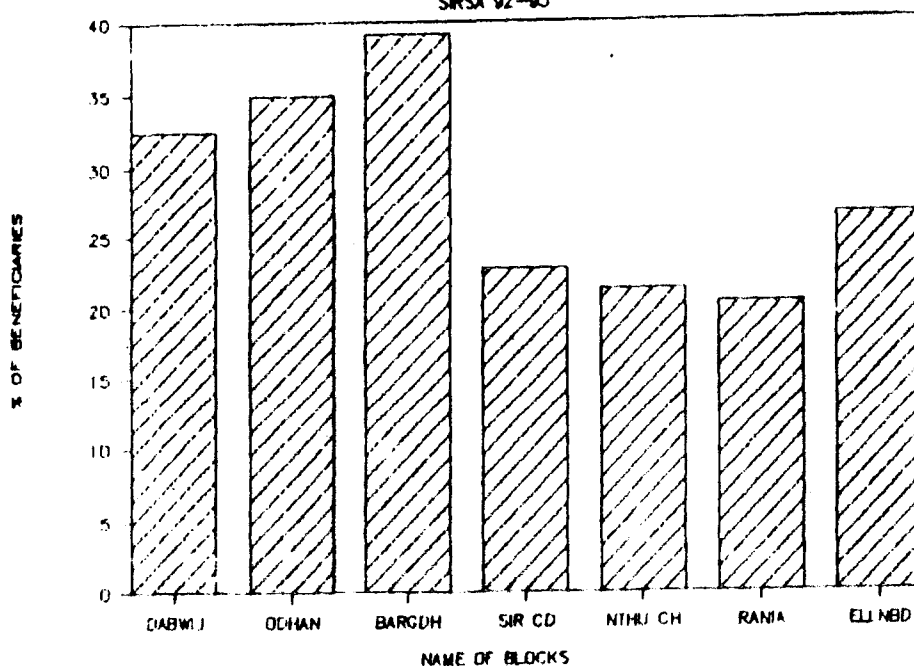


Figure 36

BLOCKWISE ICDS CENTERS

SIRSA 92-93

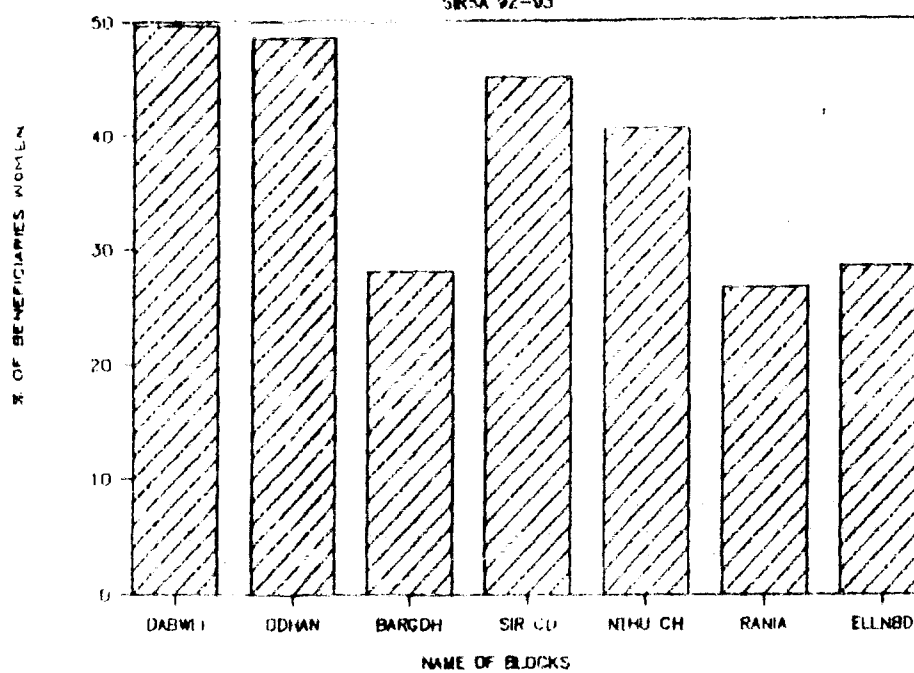


Figure 37

Balwadis

Balwadi 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.

At present, District council of child Welfare is running two Balwadis in Sirsa district covering two villages Moribala and Bahauddin. Under the scheme children in age group 0-6 years are covered. The coverage is very small.

Table 1.22

No. of Beneficiaries in Balwadi - Sirsa, 1993

S. No.	Name of Village	No. of Beneficiaries		
		Total	Boys	Girls
1	2	3	4	5
1.	Moribala	811	410	401
2.	Bahauddin	886	480	406

Source: District Council of Child Welfare - Sirsa

Incentive Schemes

State government is running various schemes in the district Sirsa to promote school education among children from scheduled caste, deprived and poverty groups and also exclusively for girls as described below:

1. Incentives to Nomadic Tribes: At primary level Rs 1 per day for school attendance is given to the children of nomadic tribes.

The scheme was initiated in the district, in the year 1989. It is a centrally sponsored scheme, implemented through the state authorities. During the year 1992-93, a grant of nearly Rs. 9 lakhs was received under this scheme.

2. De-Notified Tribes Schemes: To promote retention in the primary education, Rs. 10.00 per month is given for the children of scheduled castes and backward classes for 70 percent attendance. It was implemented during the year 1989 through the DPI. Harijan Kalyan Nigam is the authority which monitors the functioning of the scheme. So far, three blocks have been covered under the scheme (Sirsa I, Sirsa II, Baragudha). During the current year, under the scheme, Rs. 1 lakh 49 thousands were received. 8918 students were covered during the year 1992-93, with an expenditure of Rs. 89180. (DPEOs Office Sirsa)

3. Attendance Prize to the Scheduled Castes (Girls and Weaker sections)

Rupees 10 per month is given for the 70 percent attendance only to the girls of scheduled castes and weaker section. It is a centrally sponsored scheme covering all 7 developmental blocks of the districts. During the current year there was 9 lakh 25 thousands four hundred as grant received from the state authorities and the beneficiaries were 7504 girl students.

4. Free Stationery and Writing Materials

This scheme is also centrally sponsored scheme and was implemented only for the scheduled castes students. Under the scheme only rupees 10 per year per students was given to S.C students. During the current year, under the scheme rupees 2 lakhs 61 thousands were received as grant.

5. Book Bank

This scheme was implemented both for girls as well boys of scheduled castes students. Text books are given to students under the scheme. During the current year, nearly rupees 1 lakh 35 thousands were received under the scheme.

6. Pre-Matric Scholarship Scheme, whose parents are engaged in unclean occupations.

This scheme was implemented during the year 1992-93. Under the scheme, Rs. 25 per month per child is given only to the first child. Rs. 75,000 were received as a grant. But the expenditure was only 45,000 and the rest of the money was returned to DPEOs office.

Welfare Schemes

There are various welfare schemes run by the Social Welfare Department in the district.

1. Special old age pension scheme

This scheme was implemented during the year 1966. It covers only people in the age of 60 years and above, whose family income is less than rupees 200 per month. During the current years, total numbers of beneficiaries under the scheme was 27740. Rupees 100 per month is given to beneficiaries under the scheme.

2. Widow pension scheme

It was implemented during the year 1987. It covers women 60 years of age, whose family income is less than rupees 200 per month. Under the scheme rupees 100 per month is given to women. During the current year, total numbers of beneficiaries in the district was 7813 women.

3. Widow Children Scheme

Rupees 30/- per month for two children only are paid to the children of widows. There were 730 beneficiaries cover under this scheme in the year 1992-93.

4. Pension for Handicapped

It covers age of 18+ for this scheme, 70% physically handicap should be there. This scheme was implemented 1987. Family income of the beneficiaries should not exceed Rs 10 thousand per annum. In the year 1992-93, there were 1242 beneficiaries.

5. Scholarship to Physically Handicap Students

In this scheme rupees 60/- in case of primary level, rupees 65 for middle class and rupees 85/- for high and secondary stage per month is given to the physically handicap students. This scheme is applicable for both government and recognized schools. 40% physically handicap should be there. But family income of the beneficiaries should not be more than 4000 rupees per month. In the year 1992-93, there were 1189 beneficiaries under this scheme.

6. Social Security Scheme

Rs.3000/- per unit is given for the incidental death. This scheme was implemented in the district in 1990. It covers persons between 21 to 60 years of age.

7. Grant to voluntary organisation

Special Schemes and Programmes of Education Department and Other Departments Both State and Central Government

There are widow pension scheme run by the Department of Social Welfare, other is financial assistance to the children of destitute women.

Mahila Mandals

There are only 47 Mahila Mandals in District Sirsa. 24 are registered and 23 are unregistered. The registered Mahila Mandals get grant in aid of rupees 1500/- from the administration. The amount is used to pay for training of 5 members of Mahila Mandals organised by Nilokheri Rajya Vikas Kendra.

The Mahila Mandals generally provide:

- Demonstrations like improve chola practices, kitchen, gardening etc.
- Family Planning Campaigns.
- Educational Campaigns etc.

CHAPTER 2 THE STUDY LOCALE : OBSERVATION AND INTERACTION

In the District Sirsa, block Sirsa II was selected for the DPEP - Gender Studies. Eight villages were identified to obtain household information, occupational structure, educational information, educational aspirations and main reasons for girls continuing their education in schools, reasons for non-enrolment and reasons for drop-out. Information was also obtained regarding their perception on utility of girls education on gender equality and gender discrimination.

Groups were convened to discuss all aspects of the issues concerning girls education and gender discrimination. These groups also revealed their own perception of possible strategies towards promotion of girls education and removal of gender disparities.

In the following pages village/location-wise observations and suggestions get included alongwith the profile of the location.

BLOCK SIRSA - II

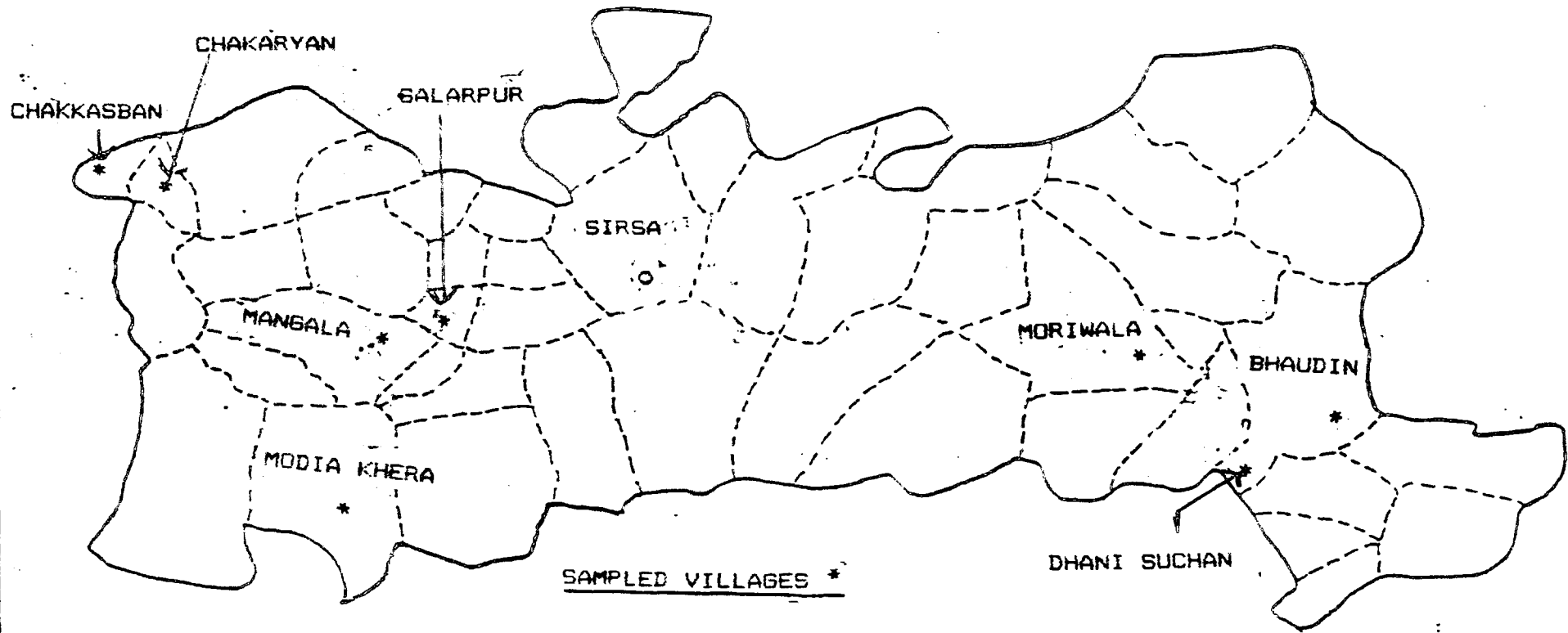


Figure 39

Name of Village/Location - DHANISUCHAN (SIRSA)

- Distance from DPEO	: 18 Km
- Distance from BEO	: 18 Km
- Distance from Railway Station	: 02 Km
- Linking Pakka road	: Sirsa - Hisar Road
- Bus Service	: State buses ply on road
- Total No. of Households	: 68 (17 Dhanis in village)
	Male-268, Female -218
	Total-486, SC-Nil,
	Population literate-233
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Rice, Wheat
- Main Communities	: Kamboj, Jat Sikh, Harijan
- Main Occupation	: Agriculture
- Health Facilities	: PHC (Public Health Centre)
- Electricity	: Domestic & Agriculture purpose
- No. of Balwadi	: 1
- No. of Anganwadi	: 1
- Mahila Mandal	: -
- Drinking water facilities	:
No. of Handpump	: 30
No. of Tap-water	: 10
No. of Tube-well)	: 1
- Educational setup	:
Part School	:
Primary School	: Govt. Primary School
Middle School	:
Secondary School	:
Higher Secondary School	:
- No. of Teachers for Primary Class:	:
Male	: 1
Female	:
- Households Surveyed	: 23
- No. of Community leaders in Group Discussion	: 3
- No. of Participants in Group Discussion	: 8

The main village is Suchan. It is surrounded by small Dhanis. The village Suchan and its dhanis are scattered in a radius of 2 km. Non accessibility is the main cause of the drop-out. The landlords of this village live in small Dhanis. Some hired agricultural labourers (who have migrated from other states) live with them but the original Harijans of the village live in Suchan. The landlords are rich enough to afford their own vehicles to send their children to public school situated in the city. The children of agricultural labourers study in government primary school, set up in the village. Looking at the phenomenon of landlords children going to school, the landless labourers and others also send their children to school, although not in large numbers.

Attraction of some incentives inspire the original Harijan children to continue their education.

Parental attitude towards girls' education in general is in different. Parents are not interested in sending the girls to school due to household work, care of siblings, helping parents in occupation and in remunerative work. All these factors contribute to continuous discrimination against girls and women. Daughters of the daily labour who are working for the landlords are big suffer as far as their education is concerned. Main reasons are two fold. Firstly, the non-availability of school in the Dhani and secondly their excessive involvement in the income generating activities in which their parents are involved.

The village has a single male teacher school. During his absence students are at a loss as to what to do. In that situa-

tion parents feel that sending their children to such schools is a mere wastage of time. Without the teacher in the school the parents find school an unsafe place for girls. They do not see any benefit from education.

Non availability of middle and high school even in the nearby area leads to drop out among girls after primary education.

Landlords prefer to send their children to English medium school.

Most of the parents are illiterate. They do not give much importance to education of girls, as their main aim of life is to marry off their daughters on the onset of puberty. Parents feel the girls have to go to their matrimonial home so there is no point in wasting money on education of girls. This bias comes in way of girls' education and empowerment of women.

Financial constraints, load of domestic work, care of siblings are cited as few other reasons for non-enrolment.

SUGGESTED INTERVENTIONS

Twenty three (23) households were visited. One teacher and three community leaders were interviewed. In the Group Discussion ten persons participated. The following interventions are suggested based on discussion and field observation of investigators.

1. Awareness of education among parents is the need of the hour. Efforts should be made to launch an awareness campaign on girls' education and women's empowerment.
2. Permanent houses should be given to the migrants.

3. Incentives should be given to the needy. Free stationery, uniform and meals etc. should be given to the students to increase attendance.
4. NFE centres to be started.
5. Support services like creches, Anganwadis, Balwadis etc. should be started in the Dhani so that parents can be contacted and convinced to get their daughters enrolled.
6. More female teachers should be appointed.
7. Income generating programmes should be started.
8. Provision for Middle and High school in the village should be made.
9. Government schools should be made attractive. The standard of teaching should be raised.
10. For planning educational system at district level, small dhans should be taken into consideration.
11. Day boarding schools to be started for scattered populations.
12. Orientation programme for teachers should be arranged frequently for sensitizing them to problems of girls.
13. Mahila Mandals should be energised with income generating programmes and for promoting girls education.
14. Mass media should help in making parents aware of the utility and significance of education in the lives of their daughters.
15. Hostel facilities and Ashram system is the immediate need to check the drop-out in Dhani dominated villages.
16. Single teacher schools should be replaced by multiple teacher schools.

17. Rich people should be asked to contribute land for the construction of school building.

18. Volunteers especially daughters and daughters-in-law of the village should come up for launching UPE in the village. and for working for women's empowerment.

19. Practices harmful to dignity and status of women and girls.

Name of Village/Location - SALARPUR (SIRSA)

- Distance from DPEO	: 9 Km
- Distance from BEO	: 9 Km
- Distance from Railway Station	: 9 Km
- Linking Pakka road	: Sirsa - Rania Road
- Bus Service	: State buses ply on road
- Total No. of Households	: 200 Male -950, Female 850. Total-1800, SC 45% Population Literate - 540
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Rice, Wheat
- Main Communities	: Bajigan, Harijan, Rai Sikh, Kamboj
- Main Occupation	: Agriculture Labourer
- Health Facilities	: PHC (Public Health Centre)
- Electricity	: Domestic
- No. of Balwadi	: -
- No. of Anganwadi	: 1
- Mahila Mandal	: 1
- Drinking water facilities	:
No. of Handpump	: 15
No. of Tap-water	:
No. of Tube-well)	:
- Educational setup	:
Part School	:
Primary School	: Govt. Primary School
Middle School	:
Secondary School	:
Higher Secondary School	:
- No. of Teachers for Primary Class:	:
Male	: 0
Female	: 2
- Households Surveyed	: 26
No. of Community leaders in Group Discussion	: 3
- No. of Participants in Group Discussion	: 6

Poverty of the parents is responsible for non-enrolment and drop-out of girls from this school. They attach low value to the education of girls.

Availability of incentives attracts the poor girls to join the school, but incentives are not received in time so parents doubt the integrity of teachers. This generates mutual mis-trust between teachers and the parents ultimately effecting the education of girls.

Parents feel that teachers do not teach in this school, hence there is no use sending girls there, it is better if they stay at home and help mothers in the household work. But this type of feelings were not expressed in case of boys.

General atmosphere of the village as well as school is congenial. The village has 7 or 8 daughters/daughters-in-law who are highly educated. Being inspired by them, the girls of the village go to school.

Parental economic condition of school going girls is better than the rest.

Presence of female teachers attracts and motivate most of the girls to continue their education.

Positive attitude of sarpanch towards girls' education was observed. He was keen to enroll all girls in school, if adequate provision of teachers and other facilities were assured by government.

Middle and High Schools are not within easy reach. Girls are educated upto class 5th. Most of the parents are not ready to send their daughters to schools situated far away from the village.

Most of the poor inhabitants are illiterate. They keep their daughters at home for care of siblings and livestock. The girls of the poor inhabitants go to field to pick up left over cotton, for which they are not charged any money. The picked cotton helps them to increase their income.

Early marriage is prevalent in the village. Parents prefer to marry off their daughters as early as possible, to get rid of their social duties. Parents and Community discriminate against girls and women.

Mahila Mandal has no income generating programme. So, after primary education, daughters of poor inhabitants indulge in remunerative work to increase the income of their parents.

Teachers are not able to devote full time to teaching. They are engaged in other work. All types of surveys conducted in the district are done by primary teachers. Teachers are of the opinion that incentives are not given in time. "As incentives do not reach in time, people do not trust the scheme itself."

Anganwadis are not functioning well. Only 35 beneficiaries are availing this facility, whereas below 6 years population of village is 255.

All the qualified girls/daughters-in-law have not been able to get any employment so far. They do some household work, therefore, parents are not so much interested in girls' education.

INTERVENTIONS SUGGESTED

Twenty six households were visited and interviews held. A Group Discussion was held in the village. The attendance was quite poor. Following points are suggested based on group discussion and field observations of the investigators:

1. Parents should be made aware of the utility of girls education. Parents of girls should be contacted personally. They should be convinced to send their daughters to school.
2. More teachers should be appointed. Government should employ adhoc persons. It should employ educated girls and daughters-in-law of village as teachers or instructors in NFE centres.
3. More incentives to girls should be given. Incentives should be given in time.
4. The government should reward those panchayats that help enrol all girls for primary education.
5. Government should upgrade the village school atleast upto middle standard.
6. Support services like creches, balwadis, anganwadis, should be opened. Some checks should be exercised on anganwadi workers. Balwadis should also be started in the village.
7. Government should provide free accommodation and full security to the female teachers.
8. Extra coaching should be given to girl students.
9. Women's education should be given priority at the state level.
10. Government or Village panchayat should empower women in village to look after girls schooling and attendance.

11. Community people should help in providing land and volunteers for teaching girls.
12. Parents Teacher Association should be given importance. Its meeting should be held atleast once a month.
13. Mahila Mandal should be energized with some income generating schemes.
14. Parents should be made aware of the legal age of marriage.
15. Some activities related to and its processing should be included in the school curriculum to attract girls to continue their education.

Name of Village/Location.- CHAKARYAN (SIRSA)

- Distance from DPED	:	12 Km
- Distance from BEO	:	12 Km
- Distance from Railway Station	:	12 Km
- Linking Pakka road	:	From sirsa to other village
- Bus Service	:	State buses ply on road
- Total No. of Households	:	71 Male Pop.Female-204 Total 426, SC-9%, Population Literate-112
- Nature of land	:	Fertile
- Crops grown	:	Cotton, Maize,Paddy, Wheat
- Main Communities	:	Bawaria, Kamboj, Harijan, Rai Sikh.
- Main Occupation	:	Agricultural labour
- Health Facilities	:	PHC
- Electricity	:	For domestic & agricultural work
- No. of Balwadi	:	-
- No. of Anganwadi	:	1
- Mahila Mandal	:	1
- Drinking water facilities	:	
No. of Handpump	:	30
No. of Tap-water	:	-
No. of tube-well)	:	5
- Educational setup	:	
Part School	:	
Primary School	1	: Govt. Primary School
Middle School		:
Secondary School		:
Higher Secondary School		:
- No. of Teachers for Primary Class:		
Male	:	0
Female	:	2
- Households Surveyed	:	29
- No. of Community leaders in Group Discussion	:	5
- No. of Participants in Group Discussion	:	18

The school is situated in one corner of the village. The school has a boundary and is full of green trees. The school is equipped with all the modern amenities like desks, benches, electricity, fan etc.

The school has two female teachers, one on the verge of retirement and the other, a fresh entrant but a very caring person. She often calls the parents of those children who are truant and are irregular. She convinces their parents that by receiving education, their children will become better citizens of the country and their economic status will also rise.

Village Chakaryan has big land lords and agricultural labourers. Big land lords send their children to school situated in the city. They have their own arrangements of vehicle for their children to be dropped and picked up.

Agricultural labourers and other weaker communities who wish to send their children to higher schools cannot afford this. Though the bus service is frequent and regular, but because of being crowded, the children are unable to board the buses and so, the parents do not allow their daughters to commute to senior schools. Observations and group discussion pointed towards prevailing bias against girls and women.

Many educated girls in the village were unemployed so they present a negative role model that education is not going to improve the economic status of girls. Such notions were responsible for creating bottlenecks in achieving the targets of UPE of girls in the village.

Generally girls remain busy in household work with the mothers and when mothers go to fields, daughters take care of siblings and livestock. The village has only a primary school, girls do not go for post primary education in general.

The major communities of the village include Bawaria and Harijans who are landless and work as agricultural labourers. These people do not understand the importance of education for girls. They feel that education imparted in the school has nothing to do with the real lives of girls.

The Mahila Mandal which has been started recently is but not effective at present.

Interventions Suggested: A group discussion was organized in which two teachers, five community leaders and eighteen other members of the village participated. They were given full opportunity to express their views during the discussion. Following suggestions regarding increasing enrolment, improving attendance reducing drop out and enlisting community/women's participation emerged as a result of the group discussion and investigators' own observations.

1. Parental education and community awareness about the advantages of girls' education needs to be strengthened and campaigns launched.

2. Upgradation upto middle school is needed to reduce drop-out.

3. Efforts should be made to reduce the burden of household work on the tender shoulders of the girls. More creches and anganwadis need to be established.

4. Incentives should be given to all needy children irrespective of caste and creed. These should be given on time.
5. Income generating programmes for girls and women should be started in the village.
6. During the harvesting and sowing season, there should be either break in the school or relaxation in school timings.
7. Hostel facilities and free boarding should be given to all girls for post primary education.
8. Teachers/Head Teachers meeting with the parents should be held atleast once in a month.
9. PTA should be involved in solving the problems of the girl child at home with regard to studies.
10. Parents should be involved in the school administration.
11. Mass media, public relation department should also contribute in creating awareness among community about the importance of girls' education.
12. Government should provide maximum money to facilitate girls education.
13. DPED should quote examples of such teachers and schools who promote girls' enrolment. He/she should also ask other teachers to create such a healthy environment for students.
14. Vocational schemes like tailoring, paper craft, knitting, dari making etc. should be started in the village.
15. Members of Mahila Mandals should involve themselves in organizing various programmes of girls' education.

Name of Village/Location - CHAKKASBAN (SIRSA)

- Distance from DPED	: 14 Km
- Distance from BEO	: 14 Km
- Distance from Railway Station	: 15 Km
- Linking Pakka road	: Sirsa - Ottu Road
- Bus Service	: Irregular, Commutatous walk 2 Km to board the bus
- Total No. of Households	: 120 Male-543, Female-417 Total-960, SC-17% Population literate-350
- Nature of land	: Fertile
- Crops grown	: Cotton, Maize, Paddy, Wheat
- Main Communities	: Harijan, Sikh, Rajput, Kamboj
- Main Occupation	: Agriculture
- Health Facilities	: PHC (Public Health Centre)
- Electricity	: Domestic, Agriculture pur- poses
- No. of Balwadi	: -
- No. of Anganwadi	: -
- Mahila Mandal	: -
- Drinking water facilities	:
No. of Handpump	: Yes
No. of Tap-water	: Yes
No. of Tube-well	: Yes
- Educational setup	:
Part School	:
Primary School	: Govt. Primary School
Middle School	: Middle School-Public School
Secondary School	:
Higher Secondary School	:
- No. of Teachers for Primary Class:	
Male	: 1
Female	: 2
- Households Surveyed	: 21
- No. of Community leaders in Group Discussion	: 3
- No. of Participants in Group Discussion	: 10

The village is economically and agriculturally well off. Most of the children of landlords study in public school in the village. Agriculture labour and other weaker sections of society feel inspired by them and they send their children to school.

Migratory character of the parents is a big hindrance in the UPE of girls. Teachers attitude to motivate the girls of migratory parents was also not very encouraging because their enrolment adversely effected the results of the school.

Poor inhabitants send the children to school due to some incentive schemes given by the government. Incentives include uniform, books, attendance scholarship, stationery etc. However, if these incentives are not given in time, they will not be in position to send their children to school. Due to non availability of winter uniform, these children go to school late in the noon.

The school has one male teacher and two female teachers. The three teachers work in a coordinated manner. They look after children well. Teachers' attitude towards children is worth appreciating.

The village has a public school of middle school standard in addition to a government primary school. Some better off sections send their children to private school after receiving their primary education in the government school. Weaker sections cannot afford to send their children to this school.

Rich parents are not satisfied with the present education system. They do not like to send their children to government school.

Parents do not like to send their girls outside the village after middle standard. Non availability of high school is the major factor for most drop outs after 8th standard amongst girls.

Early marriage is also prevalent in the village because onset of puberty the parents prefer to fix marriage instead of sending girls to schools. There is definite discrimination against girls observed in matters of food, play, domestic work etc. The girls share household work with mothers. They look after their younger brothers and sisters when their mothers work outside the home to contribute to the household economy.

In this village, sex ratio appeared to be very low and is a cause of alarming concern. This needs urgent intervention by high officials of the district and state level.

Parental illiteracy is another major cause for girls dropping out. Parents are not aware of the importance of girls' education. Education is a secondary issue for them.

Most of the parents of non enrolled girls are living in conditions of extreme poverty. They are mostly labourers in agricultural field or in construction. They find it very difficult to fulfill their basic necessities. Thus, they do not send their children especially girls to school. They are of the view that girls who have to one day part from them, would serve their in laws, then why waste money on them.

Parents feel that atmosphere in school is not encouraging. They want their girls to be taught only by female teachers.

SUGGESTED INTERVENTIONS

In all, 21 households were visited and a group discussion was organized in which three teachers, three members of panchayat, eight other members of village participated. The following suggestions are based on group discussions and observations of the investigators.

1. Parents should be made aware of the advantages of imparting education to girls. Awareness campaigns on education of girls should be started.
2. Clinics bearing posters: "Medicine available for the birth of baby boy" must be banned.
3. To bring all girls to school, incentives should be provided to them at par with schedule caste girls.
4. More female teachers should be appointed, if separate school for girls cannot be provided.
5. Mahila Mandal should be started and village women should participate in education and social welfare activities organized from time to time.
6. Sarpanch was of the view that Village Education Committee (VEC) should play an active role in orienting the villagers about the necessity of educating girls for the betterment of their lives and that of the village as a whole.
7. Incentives should be given in time and winter uniform (sweater and shoes, socks etc.) should also be given.
8. The teachers of primary school need to be oriented on specific issues related to girls' education and women's empowerment.

9. Government should provide transport facility to a nearby high school, free of cost.

10. A check should be kept on the tradition of early marriage in the village. Community should be made aware of the legal age at marriage of girls.

11. Income generating programmes should be included in school curriculum.

Name of Village/Location - MODIAKHERA (SIRSA)

- Distance from DPEO	: 18 km
- Distance from BEO	: 18 km
- Distance from Railway Station	: 10 km
- Linking Pakka road	: Sirsa -Elenabad Road is the main Rd, approach Rd is 5 km
- Bus Service	: Irregular
- Total No. of Households	:226, Population 1642, SC 174 Pop. below 7 yrs-296, Literate-619
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Wheat
- Main Communities	: Sikh, Jat, Naiks, Harijan,
- Main Occupation	: Agriculture Labourer, Govt. Service, Livestock rearing
- Health Facilities	: PHC (Public Health Centre)
- Electricity	: Domestic, Agriculture purposes
- No. of Balwadi	: -
- No. of Anganwadi	: 2
- Mahila Mandal	: -
- Drinking water facilities	: 15
No. of Handpump	: 15
No. of Tap-water	: 50
No. of Tube-well)	:
- Educational setup	:
Part School	:
Primary School	:
Middle School	: Govt. Middle School
Secondary School	:
Higher Secondary School	:
- No. of Teachers for Primary Class:	
Male	: 6
Female	: 2
- Households Surveyed	: 28
- No. of Community leaders in Group Discussion	: 5
- No. of Participants in Group Discussion	: 12

Dowry system is an increase in the village. This is resulting in lowering the status of girls in the family. Birth of a girl is considered a long drawn financial burden on the parents. The ultimate outcome is a strong preference for son. Sex identification test has become a common practice in the village.

Parents discriminated between boys and girls as far as the case of their participation in income generating activities was concerned. They often detained their daughters and not sons from going to the school and took them with them for plucking cotton seeds. This resulted in girls' absenteeism from the school and stopped up the process of their drop-out.

In several households, parental literacy, motivation makes the children continue their studies.

The school is whitewashed, full of green trees, educational mottos are written on school wall and also has a gate. A congenial educational atmosphere was noticed in the school. The drawing teacher lives in village and is in good harmony with parents of the students.

Teachers positive attitude attracts students towards the school. Bus service is irregular. Inhabitants have no touch with other part of the state. They are not ready to send their daughters to secondary schools, situated outside the village.

Parents complain of party politics as an unhealthy force. Some of the parents are of opinion that government has done enough for the village.

Non availability of high school in the nearby area appears to be the main cause of drop out after 8th standard. Vocational courses and home science subjects are not part of school curriculum. The

absence of physical instructor was the subject of complaint from some members of the community. They are of the opinion that Yog-Shiksha and Malayudh (kushti) should be made the part of education

A dai of village, was no doubt against the ultrasound and amniocentesis. The advertisement regarding the birth of male child should be banned according to her.

Some of the parents are of opinion that during marriage large amount of money has to be spent on dowry, inspite of investing money on education. They therefore want to save the money for dowry of the girl. This is responsible for discrimination against the girls.

This area is cotton and rice based. Girls spend most of their time in fields during harvesting season.

The four primary section teachers do not reside in the village. They have to cover a lot of distance daily in journey. They cannot do full justice to their students in school.

Cultural factors like purdah system, orthodox behaviour, early marriage are some reasons for non enrolment. There is strong bias that works against girls and women of the village.

SUGGESTED INTERVENTIONS

Twenty eight households were visited and five teachers, five community leaders and twelve other members of community participated in the group discussion. Frank exchange of views prevailed in the group discussions. It seemed that although the importance of girls' education was felt by illiterate women, they were unable to send their daughters to school because of various reasons. Following suggestions were made.

1. Awareness generation should be made a part of all programmes, so that both the parents get motivated to educate their daughters. Campaigns should be launched.
2. More literacy campaign to be started.
3. A high school is needed.
4. School curriculum should be made job oriented.
5. Local teacher should be appointed.
6. Tape recorders and TV sets should be given to school. These should be played regularly to develop proper concept of education and gender equality.
7. Bus service should be made frequent.
8. District administration should adopt such villages as focal villages for removing gender bias.
9. Timings should be adjusted during harvesting season. Cotton and Parali based courses should be included in timetable.
10. Incentives should be increased and given in time. Incentives like books and stationery should be given to all students irrespective of caste and creed.
11. Teacher should have a caring attitude towards students and try to solve the problems of students.
12. Media forms like Nukkad Natak, puppet show etc. should be staged aiming at bringing out the importance of girls' education.
13. Legal help should be made available to women in the village.

14. Maximum cooperation of parents is essential for the upliftment of women's status and empowerment of women. Parent Teacher Association should be strengthened.

15. Mahila Mandal should be started.

16. Declining sex ratio should be checked and ideas of the Dai should be highlighted in the community.

17. Dowry system should be checked.

Name of Village/Location - MORIWALA (SIRSA)

- Distance from DPEO	: 12 Km
- Distance from BEO	: 12 Km
- Distance from Railway Station	: 05 Km
- Linking Pakka road	:
- Bus Service	: State Buses ply on road
- Total No. of Households	: 250; population 1607; SC 454 below 7 Yrs 295, Literate 790
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Wheat
- Main Communities	: Bajigar, Sikh, Kamboj, Harijans
- Main Occupation	: Cultivating, Agriculture Labour
- Health Facilities	:
- Electricity	: Domestic, Agriculture pur- poses
- No. of Balwadi	: 1
- No. of Anganwadi	: 2
- Mahila Mandal	: -
- Drinking water facilities	:
No. of Handpump	: 30
No. of Tap-water	: 12
No. of Tube-well)	: --
- Educational setup	:
Part School	:
Primary School	:
Middle School	: Govt. Middle School
Secondary School	:
Higher Secondary School	:
- No. of Teachers for Primary Class:	
Male	: 3
Female	: 7
- Households Surveyed	: 28
- No. of Community leaders in Group Discussion	: 4
- No. of Participants in Group Discussion	: 10

The village has a team of seven excellent female teachers. All are dedicated and sincere, though the teaching method was found to be somewhat conventional.

This village has produced one IPS officer which is an honour for the village. People quote his example. His inspiration is helpful in sending their wards to school for higher education.

The village presented remarkable community unity and were very deeply committed to education. All appreciate the utility of education.

Non availability of High School is the main cause of drop-out amongst girls after middle school standard.

The tradition of early marriage is still prevalent in this village. Community appears to attach low value to the life of a woman. Death of a milch cattle mattered more to a family than the death of a female.

Parents do not register information about the birth and death of girls. This practice is responsible for non-availability of correct data about the girls. In the absence of this data it becomes difficult to plan suitable interventions for the development and empowerment of girls of women.

Some of the male teachers mixed freely with Sarpanch, Patwari and other influential persons in the village and reportedly indulged in certain undesirable activities. Thus, they were up a negative role and made parents feel insecure in sending their daughters to school.

Some families are not aware of the incentives, available to them. Bus service is erratic. The buses do not stop at the village bus stop.

Teachers have to collect money now and then for various funds, lotteries, red cross etc. which is not affordable by poor inhabitants. Some parents withdraw their wards from school, even in the middle of the session.

The village does not have JRY scheme, DWARCA, Indira Vikas Yojna, TRYSEM etc. which can help generate income for landless and weaker sections.

The number of beneficiaries of Anganwadis is high but the workers employed are only two. So, the impression on entering the Anganwadi is one of over crowding and disorder.

NFE centres are not running in the village. Half of the population is illiterate.

SUGGESTED INTERVENTIONS

Twenty eight households were visited. Following suggestions emerged during the group discussion.

1. Parents should be made aware of the need for girls' education. Some programmes for creating awareness should be launched in which they should be told about the importance and values of girls' education.
2. Quality and quantity of incentives should be increased to attract the girls of poor families.
3. Attendance scholarship to be given to all girls.
4. Teachers should take care of the students and find out the reasons of absence of girls from school.
5. NFE centres should be started in the village for out of school children.

6. Anganwadis should be energised and Balwadis should be started to engage the population of below 6-years.
7. Early marriage must be discouraged. Government should become very strict with the parents who encourage early marriage of girls. This should be considered as an illegal act. Strict punishments should be given to such parents.
8. High school should be started in the village to achieve maximum enrolment.
9. Some income generating schemes should be launched in the village.

Name of Village/Location - BHAVDIN (SIRSA)

- Distance from DPED	: 12 Km
- Distance from BEO	: 12 Km
- Distance from Railway Station	: 04 Km
- Linking Pakka road	: Sirsa
- Bus Service	: State buses ply on road
- Total No. of Households	: 700 Male-2316, Female 2127, SC-810(Male),734 (Female) Total 4443, SC 35% Population Literate-1581
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Rice, Wheat
- Main Communities	: Kamboj, Harijan, Jat Sikh, Majhabi Sikh
- Main Occupation	: Cultivation of land, Cattle Rearing
- Health Facilities	: PHC (Public Health Centre)
- Electricity	: For domestic & agricultural purposes
- No. of Balwadi	: -
- No. of Anganwadi	: 1
- Drinking water facilities	:
No. of Handpump	: 12
No. of Tap-water	: 150
No. of Tube-well)	: 150
- Educational setup	:
Part School	:
Primary School	:
Middle School	:
Secondary School	: Govt. Girls High School
Higher Secondary School	: Govt. Boys Hr.Sec. School
Others	: Bhartiya Sainik School
- No. of Teachers for Primary Class:	:
* Male	: 3
Female	: 7
- Households Surveyed	: 28
- No. of Community leaders in Group Discussion	: 5
- No. of Participants in Group Discussion	: 20

Women in general have a low status in the families. Men are the decision makers on all important matters concerning the family covering education of daughters. Parents do not attach much value to the education of girls.

Parents have a strong preference for son. Hence, aminocentesis test is very popular with the villagers. Consequently sex ratio is declining at a rapid speed in the village.

Majority of the population depends on agriculture. A general atmosphere for education prevails in the village on account of better parental education, better economic standing and parental support for books, stationery etc.

Bus service is fairly regular which helps the students to commute easily to other villages for higher education.

The 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 substantially. Those parents living in conditions of extreme poverty are forced to engage their daughters in domestic work for the care of siblings and providing a helping hand in their family occupation. It is seen that during the harvesting season, girls help their parents in picking cotton.

Other reasons for drop-out include parental illiteracy and lack of motivation of parents. There are 10 posts of teachers for primary sections. All the teachers are trained, but none of them is staying in the village. They cover a distance of 18-20 km daily in order to reach the school. There is no Mahila Mandal or NFE centre in the village. Women do not get a chance to exchange their views and ideas. They have a very confined exist-

ence due to the discrimination against girls and women.

SUGGESTED INTERVENTIONS

A Group Discussion was organised in which 5 community leaders and 15 other prominent members of the community participated. Their suggestions as well as those of field investigators for improving enrolment, attendance, achievement and reducing drop out among girls are as follows.

1. Incentives should be given to all irrespective of caste and income and should be given on time.
2. Support services like creches, Balwadis and Anganwadis need to be opened in the village.
3. Parents should be made aware of the importance of girls education
4. Change in school timing in the harvesting and planting season may be made for effective teaching and learning.
5. NFE centres to be opened for out of school girls with in/out of income generation activities.
6. Local teachers be appointed and local women students should be given admission to JBT courses.
7. Teachers to be provided residential accommodation in the village itself.
8. Hostel facilities to SC girls and girls of economically weaker sections should be provided at middle and high school level so that rural women emerge as teachers and development workers.

9. Local examples of women's bravery and participation should be included while teaching the curriculum.
10. Mahila Mandals should be opened and given enough powers to supervise primary education.
11. Compulsory primary education act must be rigorously imposed for girls.
12. Parents should be involved in the school administration. All parents should be involved on occasional functions to inform the progress of their ward.
13. As there is only one anganwadi it covers only a small fraction of the children in 0-6 years. Balwadis and Creches are needed to relieve girls from sibling care and help working women.

Name of Village/Location - MANGALA (SIRSA)

- Distance from DPED	: 9 Km
- Distance from BEO	: 9 Km
- Distance from Railway Station	: 8 Km
- Linking Pakka road	: Sirsa - Rania Road
- Bus Service	: State Buses ply on road
- Total No. of Households	: 837; population 5073; SC 25%, Pop. literate:17.61
- Nature of land	: Fertile
- Crops grown	: Cotton, Paddy, Wheat
- Main Communities	: Hindu, Sikh, Harijan
- Main Occupation	: Agriculture, Livestock, Forestry, Cultivation
- Health Facilities	: PHC
- Electricity	: Domestic, Agriculture purposes
- No. of Balwadi	:
- No. of Anganwadi	: 5
- Mahila Mandal	: 1
- Drinking water facilities	:
No. of Handpump	: 10
No. of Tap-water	: 7
No. of Tube-well)	: 5
- Educational setup	:
Part School	:
Primary School	:
Middle School	:
Secondary School	:
Higher Secondary School	: Govt. Sr. Secondary School
- No. of Teachers for Primary Class:	
Male	: 5
Female	: 13
- Households Surveyed	: 25
- No. of Community leaders in Group Discussion	: 5
- No. of Participants in Group Discussion	: 7

Parents did not attach much value to the education of girls. Whenever the financial resources were limited, it was invariably the daughter and not the son who was withdrawn from the school. The preferred girls involvement in domestic work, care of siblings, plucking cotton seeds etc. instead of sending them to school. The teachers have to visit the homes frequently to motivate parents to enrol and retain their daughters in the school.

The major reason for girls continuing education in school appears to be parental support, and self motivation of girls and presence of female teachers.

Thirteen female teachers are serving in primary sections. It appeared that female teachers look after girls well and girls were also eager to come to school. The positive attitude of teachers and posting of female teachers in primary schools seems to help girls in continuing education.

Five Anganwadis are working effectively in village. The number of beneficiaries was found to be 505, which is half of the population below the age of 6 years.

Agricultural labourers see no value of education because of poverty and illiteracy which prevents them to send their children for education.

The village has a senior secondary school but some of the villagers due to poor economic condition send their school going daughter for remunerative employment.

Parents are reluctant to send their daughters to middle school due to co-education system of school. Girls go to school till primary level only, due to non-availability of separate schools for girls.

Tradition of early marriage prevails in the village, which leads to drop out of girls after receiving education maximum upto 8th standard. This is responsible for gender discrimination.

Though Mahila Mandal is there but it is non-functional.

Bajigar community lives in one part of the village. Their main aim is to earn money. They also involve their children in their profession. Education is a non issue for them.

Other reasons cited for non-enrolment of girls which came in picture includes, load of domestic work, cattle rearing, helping parents in there occupation.

SUGGESTED INTERVENTIONS

1. More incentives to all girls should be given on time.
2. Administration should give award to panchayats that work for cent percent enrolment of girls.
3. Parents should be motivated, convinced and made aware of the importance of girls' education. Campaigns and meetings should be organized.
4. More contact with parents can improve attendance. Frequent visits for calling the parents of the absentees should be done by the teacher.
5. NFE Centres for girls should be started.
6. Extra coaching should be given to students, whose parents are illiterate and helpless in providing space and time and also academic support at home.
7. Local teachers should be appointed. Residential facilities should be provided to teachers coming from a long distance.

8. Orientation of PTA to gender issues is needed.
9. Village education committee should be started in the village to get maximum co-operation of the villagers.
10. Panchayat members should discuss such issues in village panchayat. They should also find out from households facing problems which are responsible for non-enrolment of girls.
11. Mahila Mandal should be activated.
12. Legal age at marriage of girls should be told to parents.
13. Effects of early marriage should be discussed.
14. Separate school for girls should be opened after primary classes.
15. Income generating programmes and vocational education should be started for women and adolescent girls.
16. More anganwadis should be established.

Name of Village/Location - SLUM (Shiv Nagar+ JJ Colony)

- Distance from DPEO : 4 Km
- Distance from BEO : 4 Km
- Distance from Railway Station : 2 Km
- Linking Pakka road : Situated on one side of the road
- Bus Service : Not available
- Total No. of Households : 82 Population-675, SC 67%
Population Literate-486
- Nature of land : Road side
- Crops grown : -
- Main Communities : Singhikat, Siklighar, Lohar
- Main Occupation : Lohar, Rickshaw pullers,
Shopkeepers, Forestry,
Cultivators
- Health Facilities : Non-availability of PHC in
slum area
- Electricity : Very few hours
- No. of Balwadi : -
- No. of Anganwadi : -
- Mahila Mandal : -
- Drinking water facilities :
No. of Handpump : 5
No. of Tap-water : 5
No. of Tube-well : 2
- Educational setup : No School
 - Part School :
 - Primary School :
 - Middle School :
 - Secondary School :
 - Higher Secondary School :
- No. of teachers for Primary Class: No School
 - Male :
 - Female :
- Households Surveyed : 30 (Shiv Nagar + JJ Colony)
- No. of Community leaders in
Group Discussion : 5
- No. of Participants in Group
Discussion : 16

Self motivation of children is the main reason for continuing their education.

Attraction of incentives is also responsible for continuation of education.

Poverty among the people of slum area is the main cause for dropping out of girls from the school.

Parents consider education a wastage of time and prefer their daughters to give them a helping hand in their earnings instead of attending the school.

Tradition of early marriage of girls is instrumental for their discontinuance in education. Gender bias is definitely there.

Non availability of a school in the habitation is one the reasons for their non-enrolment.

Illiteracy among the parents and ignorance about the advantages of education is responsible for non-enrolment of girls.

Involvement of children in increasing the earnings of their parents is a bottleneck in the enrolment of girls in the school.

SUGGESTED INTERVENTIONS

1. Provision of school in the habitation is the immediate need of the slum area.
2. Parents should be made aware of value of girls' education.
3. Parents should be made aware of the legal age at marriage.
4. Incentives should be provided to the weaker sections of all communities.
5. Amount of incentives should be increased and there should be available on time.
6. Literacy campaign should be started in the area.

CHAPTER 3 Analysis of Data

3.1 The Household Context

In all, 236 households were visited. The information obtained by the investigators is presented below.

Table 3.1
Description Of Sample Households In Block Sirsa-II

Total Number of Households:	236			
Total Number of Members of Households:	1269			
Average Size of Households:	1:5.4			
Religion:	<u>Hindu</u>		<u>Sikh</u>	
	No.	%	No.	%
	182	77.2	54	22.8
Mother Tongue:	<u>Hindi</u>		<u>Punjabi</u>	
	No.	%	No.	%
	141	59.7	95	40.3

In all 1269 persons were residing in the sample households. The average size of the household was 5.4. Majority (77%) of the sample population were Hindus and the rest were Sikh. Sixty percent were Hindi speaking and the mother tongue of the rest was Punjabi.

Table 3.2

Drinking Water

Source of Drinking Water

		<u>Tap</u>		<u>Well</u>	
No.	%	No.	%	No.	%
		72	30.5	164	69.5

Distance of Source of Drinking Water

<u>Close by</u>		<u>0.5 k.m.</u>		<u>1 k.m.</u>	
No.	%	No.	%	No.	%
15	6.4	161	68.2	60	25.4

Sixty nine percent of the population take water from well where as 31% of the population have access to tap water.

Sixty eight percent of the total population have source of drinking water within 0.5 Km. More than 25% have to walk more than a kilometer to fetch drinking water. A this task is done largely by women and girls.

Table 3.3

Fuel And Electricity

Main Source of Fuel

<u>Gas</u>		<u>Wood</u>		<u>Cow-dung cakes</u>	
No.	%	No.	%	No.	%
22	9.3	176	74.6	58	16.1

Availability of Electricity - 187 (79.2%).

Wood as fuel is used by 75% of the population, cow-dung cakes by 16% of population and rest use gas as fuel

Nearly 80 percent households have electricity facilities.

SOURCE AND DISTANCE OF DRINKING WATER
Sissa

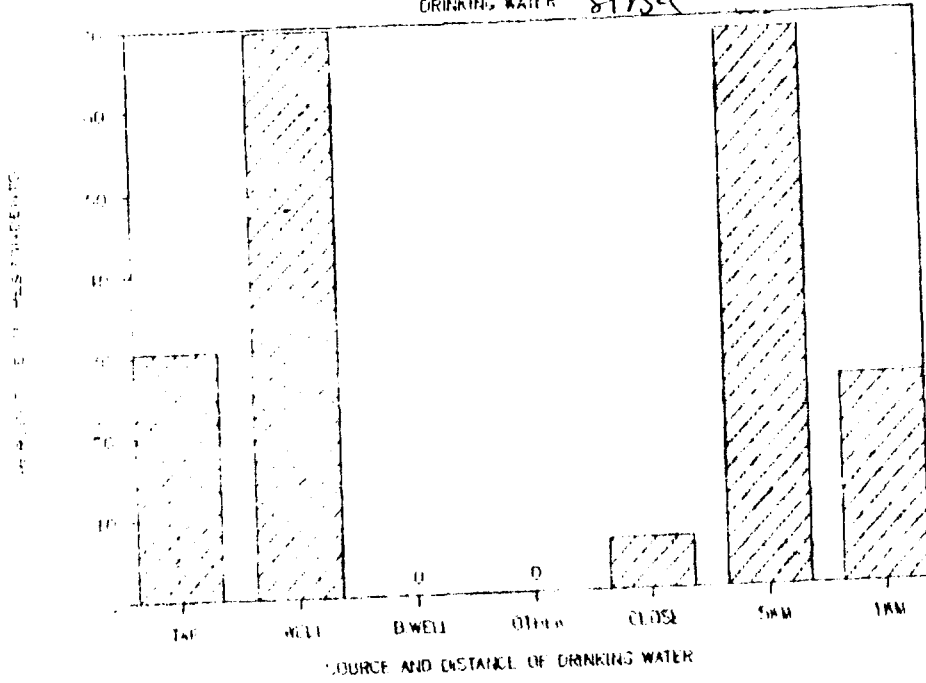


Figure 39 1

FUEL, ELECT., DRAINAGE, TOILET
Sissa

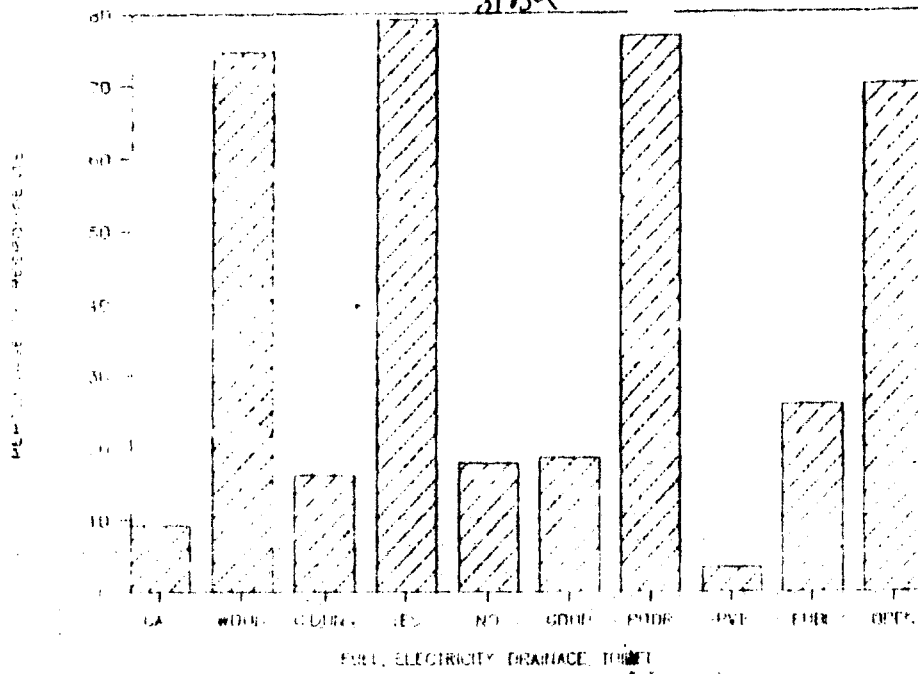


Figure 40

Table 3.4

Sanitation

Drainage facilities					
<u>Good</u>		<u>Poor</u>		<u>No Response</u>	
No.	%	No.	%	No.	%
44	18.6	176	74.6	16	6.8

Toilet facilities					
<u>Private</u>		<u>Public</u>		<u>Open</u>	
No.	%	No.	%	No.	%
8	3.3	61	25.0	167	70.7

Only 44 households had good drainage; the rest (75 percent) had poor drainage leading to waterlogging and insanitary conditions (Table 3.4) Private toilets were available in 8 households only (6 in urban slum). 61 used public toilets and majority i.e., 167 (71 percent) used open spaces for defecation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

Table 3.5

Distribution Of Household Members According To Age Groups By Sex

Age Group	Male	%	Female	%	Persons	%
0-5	79	12.89	68	10.37	147	11.58
6-11	128	20.88	164	25.00	292	23.01
12-14	46	07.50	114	17.38	160	12.61
15 +	360	58.73	310	47.26	670	52.80
Total	613	(100)	656	(100)	1269	(100)

Close to 47% of the household members belonged to age group 0 to 14 years requiring ECCE and primary education services.

Table 3.6

A. Distribution Of Sample Population By Sex And Education Level

Educational Level	Male	%	Female	%	Persons	%
Illiterate	318	51.88	420	64.02	738	58.16
Literate below 5	101	16.48	103	15.70	204	16.08
Primary	91	14.85	76	11.59	167	13.16
Middle	65	10.60	39	5.95	104	8.20
High School	31	5.06	11	1.68	42	3.31
Higher Secondary	2	0.33	7	1.07	9	0.71
Degree (Graduate)	5	0.86	—	—	5	0.38
Total	613	(100)	656	(100)	1269	100.00

Table 3.6 shows that 58.16 percent of the sampled household members were found illiterate, 16 percent were literate below primary level and only 24 percent had completed primary education and above.

B. Distribution Of Sample School Going Child Population By Age and Sex

Age Group	Male	%	Female	%	Total	%
Primary						
6 - 10	57	77.03	62	80.52	119	78.81
11 - 14	17	22.97	15	19.48	32	21.19
15 - 18	—	0.00	—	0.00	—	0.00
Total	74	100.00	77	100.00	151	100.00
Middle						
6 - 10	—	0.00	—	0.00	—	0.00
11 - 14	23	85.19	28	90.32	51	87.93
15 - 18	4	14.81	3	9.68	7	12.07
Total	27	100.00	31	100.00	58	100.00
High School						
6 - 10	—	0.00	—	0.00	—	0.00
11 - 14	—	0.00	—	0.00	—	0.00
15 - 18	13	100.00	9	100.00	22	100.00
Total	13	100.00	9	100.00	22	100.00

In 236 households data for age group 6-14 years shows 105 girls are going to primary and upper primary classes. Only 3 are in upper primary classes in the age group 15-18 years.

C. Distribution Of Never Enrolled Sample Child Population By Age and Sex

Age Group	Male	%	Female	%	Total	%
6 - 10	40	52.63	69	51.89	109	52.15
11 - 14	24	31.58	44	33.78	68	32.54
15 - 18	12	15.79	20	15.03	32	15.13
Total	76	100.00	133	100.00	209	100.00

In 236 households data for age group 6-18 years shows 113 girls had never enrolled. Only 20 girls were found in the age group of 15-18 years.

D. Distribution Of Sample Dropped-out Children By Age and Sex

Age Group	Male	%	Female	%	Total	%
Primary Drop-out						
6 - 10	10	32.26	14	30.43	24	31.17
11 - 14	5	16.13	26	56.52	31	40.26
15 - 18	16	51.61	6	13.04	22	28.57
Total	31	100.00	46	100.00	77	100.00
Middle Drop-out						
6 - 10	--	0.00	--	0.00	--	0.00
11 - 14	1	7.69	20	66.67	21	48.84
15 - 18	12	92.31	10	33.33	22	51.16
Total	13	100.00	30	100.00	43	100.00

In 236 households data for age group 6-18 years shows 60 girls had dropped out, 40 from the primary classes and 20 had dropped out from middle classes.

Table 3.7

Occupational Distribution Of Sample Household Members

Occupation	Male	%	Female	%	Persons	%
Agriculture Cultiv.	80	13.05	4	0.61	84	6.62
Service	7	1.14	1	0.15	8	0.63
Casual Labour	166	27.08	102	15.55	268	21.12
House Wife	00	--	77	11.74	77	6.07
Others	48	7.83	19	2.90	67	5.28
Non Workers	312	50.90	453	69.05	765	60.28
Total	613	(100)	656	(100)	1269	100.00

Table 3.7 shows that 60 percent of the sampled household persons are non-workers and 21 percent are working as casual labourers. Only 6 percent are cultivators. Service sector covers even less than 1 percent.

1/3

Table 3.8

Distribution Of Households By Income (Per Annum)

S.No.	Income	No. of Household	Percentage to total
1.	50,000 +	26	11.02
2.	40,000	23	9.74
3.	30,000	32	13.56
4.	20,000	85	36.02
5.	10,000 & below	70	29.66
	Total	236	100.00

Table 3.8 indicates that 36% sample households had income between 10,000 to 20,000 per annum. Nearly 30% households had 10,000 and below per annum, which shows poverty in the area. That is to say that people work either as non-worker or agricultural labourers in the district.

Only 11 percent people had income 50,000 and above per annum

Table 3.9

Sexwise Educational Aspirations For Children - SIRSA

Level	Sons	%	Daughters	%
Primary	09	3.4	41	12.3
Middle	19	7.2	58	17.4
High School	61	23.0	97	29.1
Hr. Secondary	94	35.5	65	19.5
Graduation General	54	20.4	33	9.9
Graduation Professional	09	3.4	03	0.9
P.G. and Above	02	0.8	04	1.2
No Aspiration	17	6.4	32	9.6
Total	265	(100)	333	(100)

Higher educational aspirations are expressed for sons compared to daughters. Totally negative response (what will they get after being educated; No use for education) were lower for boys; 59% parents see their girls going upto primary middle and secondary levels whereas 80% want secondary and post secondary education for sons. Nearly one fourth parents, want higher education for boys. Only 11% aspire for higher education for daughters. This is however significant of changing attitudes towards education of girls.

Table 3.10

Sexwise Occupational Aspirations For Children - SIRSA

Occupation	Sons	%	Daughters	%
Teacher	40	15.1	67	20.1
Doctor	8	3.0	3	0.9
Police Officer	18	6.8	3	0.9
Tailoring	16	6.0	50	15.0
Nurse	0	0.0	6	1.8
House-wife	0	0.0	117	35.1
Govt. Service	154	57.1	67	20.1
Engineer	24	9.1	13	3.9
No Aspiration	5	1.9	7	2.1
Total	265	(100)	333	(100)

Table 3.10 shows as for education, lower occupational aspirations are noticed for daughters compared to sons with 35% daughter seen as housewives only visualise teaching, government

services and tailoring as occupations for daughters but also see them as doctors, police officers and engineers.

In some, the occupational aspirations are children as a whole are not very high. Government services are preferred by most. In the case of girls, the occupational aspiration are low and sex stereotyped.

Table 3.11

Parental Perception About The Programme Needed For Girls & Women

<u>Programme</u>	<u>Yes</u>	<u>%</u>
Literacy Programme	101	42.8
Income generating	220	93.2
Programme on Health and Nutrition	115	48.7
Total	236	

Table 3.11 shows that interviewed parents showed their preference for literacy programme and programme on health and nutrition for girls but income generating programmes emerged as the top response.

PERCN ABOUT PROGRAMMES NEEDED

FOR GIRLS EDU. (SIRSA)

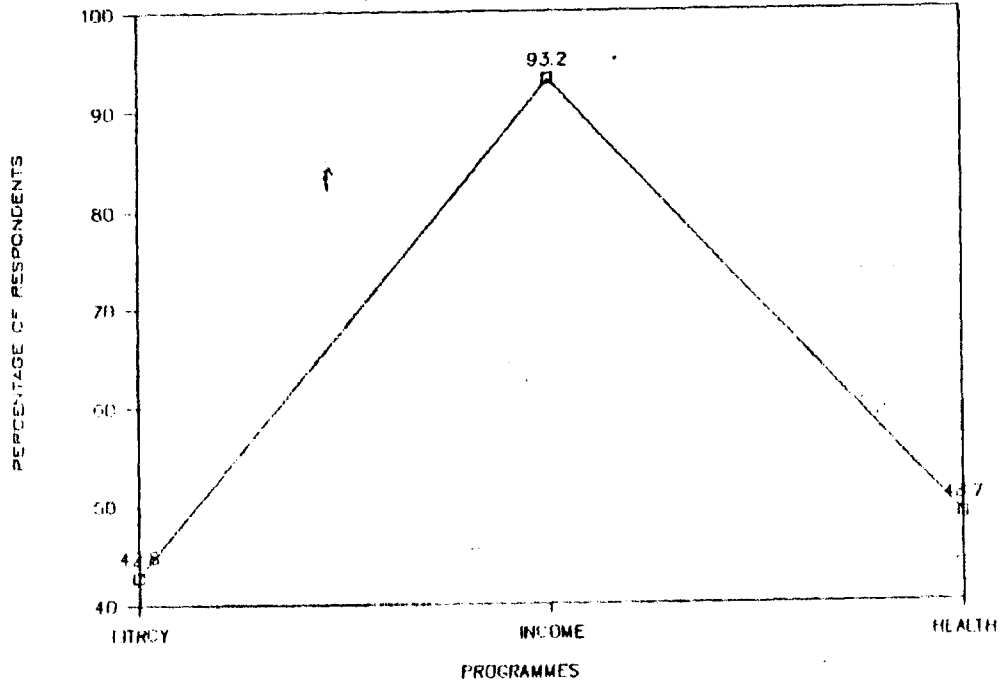


Figure 41

PERCEPTION ABOUT PROGR S NEEDED

SIRSA

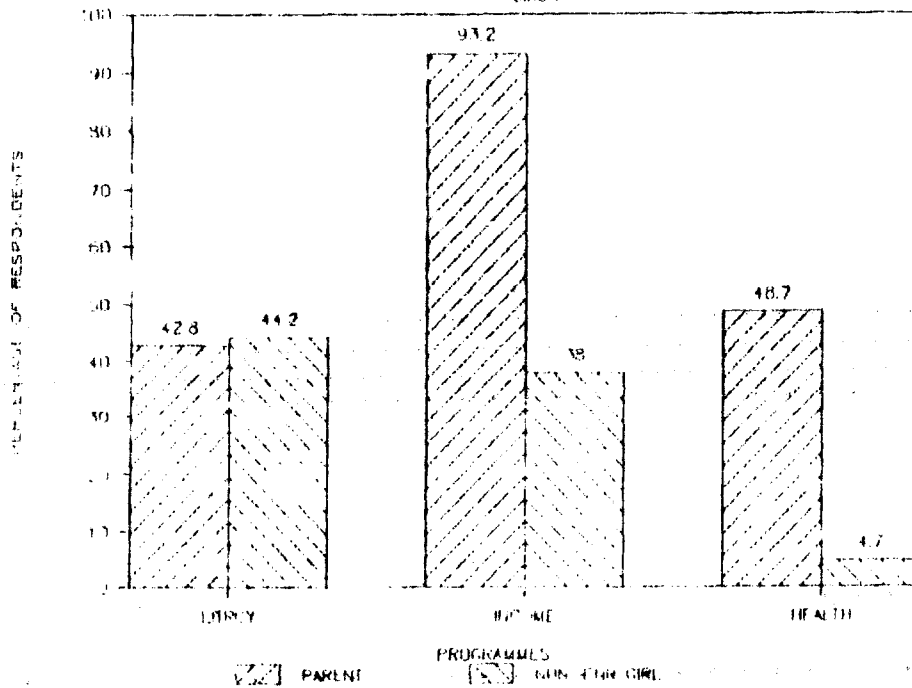


Figure 42

Table 3.12

Perception Of Parents About Reasons For Continuance Of Girls In Schooling

Reasons	Respondents	
	Numbers	% of the total
1. Better economic standing of household	62	26.27
2. Parental education	52	22.45
3. Parental motivation	48	20.33
4. <u>Parental support like:</u>		
i. Payment of fees other than tuition fees	161	68.22
ii. Provision of books and stationery	178	75.42
iii. Provision of adequate food and clothing	179	75.84
iv. Creating space and time for studies at home	139	58.89
v. Provision of academic support (themselves or paid)	33	13.98
5. Self motivation of the girl child.	84	35.59
6. Positive attitude of teachers	41	17.37
7. Any other	0	0.00
N = 236		

Five main reasons for continuance of girls in schooling:

1. Parental support like payment of dues on time;
Provision of books and stationery, adequate food and clothing, creating space and time for studies at home.
2. Self motivation of girl child
3. Better economic standing of household
4. Parental education
5. Parental motivation

Table 3.13

Perception Of Parents About Reasons For Girls Dropping Out From School

Reasons	Respondent	
	Number	% of total
1. Inability of parents to pay extra tuition fee/fund	142	60.16
2. Inability of parents to provide clothes and shoes	137	58.05
3. Inability of parents to provide books	138	55.47
4. Inability of parents to provide stationery	128	54.23
5. Inability of parents to provide food or other necessities	33	13.98
6. Helping parents in occupation	118	50.00
7. Engaged in remunerative employment	66	27.96
8. Domestic work	172	72.88
9. Care of siblings	116	49.15

10.	Absence of support services viz. Anganwadi, Balwadi, Creches	1	0.42
11.	Early marriage	45	19.06
12.	Social taboo on onset of puberty	28	11.86
13.	Parental lack of motivation	113	47.88
14.	Parental illiteracy	128	54.23
15.	Lack of academic support/help from parents/family members, others	2	0.84
16.	School far away	24	10.16
17.	Un-attractive school environment	9	3.81
18.	Un-suitable school timings	0	0.00
19.	Lack of relevance of curriculum	1	0.42
20.	No women teachers	5	2.11
21.	Lack of separate schools	21	8.89
22.	Teachers negative attitude	5	2.11
23.	Failure	14	5.93
24.	Illness of family members	5	2.11
25.	Own Illness	3	1.27
26.	Any other	0	0.00
n = 236			

Five main reasons for dropping out of girls from school:

1. Domestic work
2. Inability of parents to pay extra tuition fee/funds
3. Inability of parents to provide uniform.
4. Inability of parents to provide books, stationery
5. Parental illiteracy

Table 3.14

Parents Perception Of Reasons For Non-Enrolment Of Girls In School

Reasons	Respondent	
	Number	% to total respondents
1. Inability of parents to pay extra tuition fee/fund	140	59.32
2. Inability of parents to provide clothes and shoes	134	56.77
3. Inability of parents to provide books	139	58.89
4. Inability of parents to provide stationery	128	54.23
5. Inability of parents to provide food	64	27.1
6. Helping parents in occupation	120	50.84
7. Engaged in remunerative employment	179	75.84
8. Domestic work	176	74.57
9. Care of siblings	139	58.89
10. Parents lack of motivation	144	61.01
11. Parents illiteracy	166	70.33
12. Non-availability of school/NFE centres close to habitation	15	6.35
13. Un-suitable school timings	15	6.35
14. No women teachers	32	13.55
15. Lack of separate school for girls	10	4.23
16. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	23	9.74
17. Any other		
n	236	

Five main reasons for non-enrolment of girls in schools:

1. Engagement in remunerative work
2. Domestic work
3. Parents illiteracy / *Lack of Motivation*
4. Inability of parents to pay extra tuition fee/fund
5. Care of siblings

Table 3.15

Parental Perception On Utility Of Girls Education

Utility	Respondent	
	Number	% of tot responden
1. Develops a positive self image and confidence among girls	224	94.91
2. Prepares girls for economic contribution	210	88.98
3. Can improve health and nutritional status of children and other family members	177	75.00
4. Will ensure education of future generations	225	95.33
5. Will make girls and women aware of their rights	177	75.00
6. Helps raise age at marriage and reduce maternal, infant and child mortality	154	65.25
7. Helps in reducing the family size	171	72.45
8. Will prepare girls for leadership roles in society	21	8.89
9. will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	20	8.47
10. Any other		
n = 236		

Five main perceptions of parents on utility of girls education:

1. Ensures education of future generations.
2. Develops a positive self image and confidence among girls.
3. Prepares girls for economic contribution.
4. Improves health and nutritional status of children and other family members.
5. Makes girls and women aware of their rights.

Table 3.16

Parental Perception Of Gender Equality

Indicators	Respondents	
	Agree	% to total respondents
1. Girls and boys need equal education	207	87.70
2. Both need to be given equal amount of food	229	97.03
3. Both need to be given equal health care and medical attention when needed	227	96.18
4. Both can be assigned same duties/responsibilities	114	48.30
5. Both should be given the same freedom	64	27.11
6. Both should be given equal time to play	76	32.20
7. Both can perform all tasks equally well	100	42.37
8. Both can have similar occupations	111	47.03
9. Both have same intelligence and abilities	180	76.27

10.	Men and women should be paid equal wages for equal work	209	88.58
11.	Husband and wife should take all decisions jointly	174	73.72
12.	Household work must be shared by all members of the household	151	63.98
13.	Assets of the family should be registered in joint names of husband and wife.	113	47.80

n = 236

Five main perceptions of parents about gender equality:

- Boys and girls need to be given :
1. Equal amount of food.(97%)
 2. Equal health care and medical attention.(96%)
 3. Men & women should be paid equal wages for equal work.(89%)
 4. Equal education.(87%)
 5. Boys and girls have same intelligence and abilities.(76%)

Parents appear to favour equal food, education, health & medical care for their children by and Tāhga. Nearly three fourth perceive boys and girls having similar intelligence and abilities. Only 27% parents agree to giving equal freedom to boys and girls and less than one third would give equal time to play. More than half the parents do not perceive that both boys and girls can be given same duties/responsibilities, and that can they perform all tasks equally well and have similar occupations, nor do they favour joint registration of assets. More than one third do not agree that household works should be shared both men and women.

Chapter 3.2

Analysis of The Drop out Girl Schedule

In 236 households wherein girls were found, in all 57 drop-out girls were interviewed to obtain necessary information on reasons for their dropping out of school and, also, to ascertain if they would be interested in resuming studies.

Table 3.2.1

Distribution Of Respondents According To Age Group

S.No.	Age Group	No. of Respondents	Percentage to total
1.	15 +	02	3.51
2.	12-14	29	50.88
3.	9-11	25	43.86
4.	6-8	01	01.75
	Total	57	100.00

Table 3.2.1 shows that out of total interviewed girls, 51% were in the age group of 12-14 years followed by girls of 9 to 11 age group (44%). It is interesting to note that due to governmental efforts during last few years for universal access, enrollment and retention, many girls tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls are between 9-14 years of age

Table 3.2.2

A. Distribution Of Girls According To Class Last Attended

S.No.	Class	No. of Respondents	Percentage to total
1.	Ist	16	28.07
2.	IInd	22	38.60
3.	IIInd	10	17.54
4.	IVth	02	03.51
5.	Vth	04	07.02
	No response	03	05.26
	Total	57	100.00

B. Distribution Of Respondents By Their Regularity And Punctuality In School

Total No. of Respondent	Regularity				Punctuality			
	Yes	%	No.	%	Yes	%	No.	%
57	24	42.10	33	57.89	20	35.09	37	64.91

Table 3.2.2 shows that although the government had adopted the policy of automatic promotion, close to 60% girls of the sample had dropped out of their schools after classes I and II. Only one third of the respondents completed three years of schooling. Only 7% girls had completed 5 years of schooling and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

The data shows that most of the drop-out girls were not regular and punctual.

Table 3.2.3

Distribution Of Respondents According To Reasons For Dropping Out

S.No.	Reasons	No. of Respondents	Percentage to Total
1.	Poverty	20	35.09
2.	Domestic Work	15	26.32
3.	Parental Illiteracy	06	14.03
4.	Lack of self motivation	07	12.28
5.	Mother/own illness	03	05.26
6.	Early Marriage	02	03.51
7.	School far away	02	03.51
	Total	57	100.00

Table 3.2.2 shows that poverty, domestic work, parental illiteracy and lack of motivation are the main causes for dropping out of girls.

Table 3.2.4

Distribution Of Respondents By Their Willingness To Resume Studies

	Positive Responses	Percentage	Negative Responses	Percentage
	37	64.91	20	35.09
Total	57	---	---	100.00

Table 3.2.4 clearly shows that 65% of the drop-out girls want to resume their studies and 35% do not want to resume their studies for one reason or the other.

Table 3.2.5

Distribution Of Respondents By Their Parents Willingness To Resume Studies

S.No.	Reasons	No. of Respondents	Percentage to total
1.	Education of future generation	20	35.08
2.	Economic support	15	26.32
3.	Create self confidence in the girls	08	14.04
4.	Self motivation	07	12.28
5.	No Response	07	12.28
	Total	57	100.00

One can infer from Table 3.2.5 that most of the parents are in favour of their daughters resuming their studies because they feel that their education shall help the future generations (35%) and girls will attain self confidence (27%).

Table 3.2.6

**Distribution Of Respondents By Their Liking For Teachers,
For School And For Learning**

S.No.		No. of Respondents	Percentage of Total
1.	For Teachers	52	91.23
2.	For School	53	93.00
3.	Learning	53	98.25

The girls show positive liking of the teachers (91%) their school (93%) and for learning at school (98%).

Table 3.2.7

Distribution Of Respondents According To:

S. No.	Subjects	Subjects Most Liked		Subjects Most Difficult	
		No. of Respondants	Percentage	No. of Respondents	Percentage
1.	Mathematics	15	26.3	53	93.0
2.	English	05	08.8	--	--
3.	Hindi	37	64.9	--	--
4.	Science	--	--	04	7.0
5.	Total	57	100.0	57	100.0

Table 3.2.7 shows that 65% of the total respondents say that they like Hindi the most and 26% for Mathematics and 9% for English. 93% of the total respondents say that most difficult subject and rest feel science as the most difficult subject.

Subjects
Most-Liked

Subjects
Most-Difficult

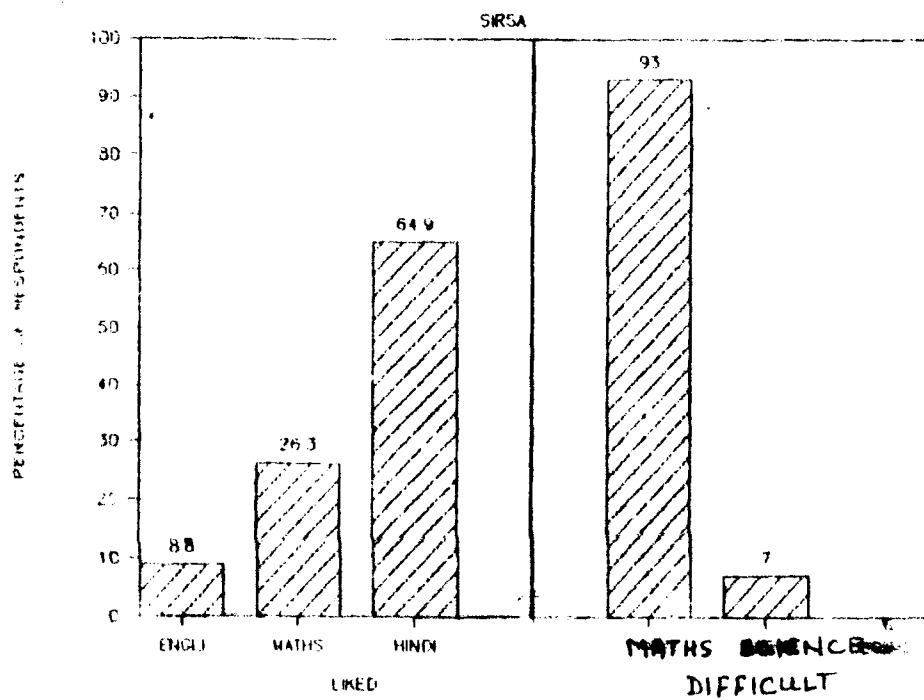


Figure 43

Table 3.2.8

Distribution Of Respondents According To Distance Of Their Home From School

S.N.	Distance	No. of Respondents	Percentage of Total
1.	Close	20	35.1
2.	1 Km.	21	36.8
3.	2 Km.	06	10.5
4.	3 Km.	01	01.8
5.	No response	09	15.8
6.	Total	57	100.0

Table 3.2.8 shows that 72% of the total respondents reside within one Kilometer of the school where as 12% had to commute 2 or 3 Km to reach the school.

Table 3.2.9

Distribution Of Respondents By Mode Of Transport For Going To School

Mode of Transport	No. of Respondents	Percentage
On Foot	47	82.46
By Bus	2	3.51
By Cycle	8	14.03
Total	57	100.00

Most of the drop-out girls had been commuting to their respective schools on foot (83%), only a couple of them availed of the bus (4%).

Table 3.2.10

Distribution Of Respondents According To Teachers Help In Studies

Response	No. of Girls	Percentage of Total
Positive	52	91.2
Negative	04	07.0
No Response	01	01.8
Total	57	100.0

Table 3.2.10 shows that 91% of total respondents had received help from teachers when required indicating positive attitude of teachers towards girls.

Table 3.2.11

Distribution Of Respondents According To Difficulty In Studying At Home

Response	No. of Girls	Percentage of Total
Yes	45	78.9
No	09	15.8
No Response	03	05.3
Total	57	100.0

Table 3.2.11 shows that 79% of total respondents had experienced difficulty in studies at home. The discussions showed that their parents are illiterate and keep these girls busy in some work or the other.

Table 3.2.12

Distribution Of Respondents According To Failure In Examination

Response	No. of Girls	Percentage of Total
Positive	15	26.3
Negative	37	64.9
No Response	05	08.8
Total	57	100.0

65% of the total respondents did not fail even once in any examination. This is due to the efforts put by teachers and also the self motivation of the girls.

Table 3.2.13

Distribution Of Respondents By Reasons Of Their Dropping Out Of School

Reasons	Respondent	
	Number	% of total responden
1. Inability of parents to pay extra tuition fee/fund	20	35.09
2. Inability of parents to provide clothes and shoes	20	35.09
3. Inability of parents to provide books	20	35.09
4. Inability of parents to provide stationery	20	35.09
5. Inability of parents to provide food and medicines	7	12.28
6. Helping parents in occupation	30	52.63
7. Engaged in remunerative employment	7	12.28
8. Domestic work	42	73.68

9.	Care of siblings	21	36.84
10.	Absence of support services viz. Anganwadi, Balwadi, creches	0	0.00
11.	Early marriage	6	14.03
12.	Social taboo on onset of puberty	6	10.53
13.	Parental lack of motivation	25	43.86
14.	Parental illiteracy	30	52.63
15.	Lack of academic support/help from parents/family members others	0	0.00
16.	School far away	9	15.79
17.	Un-attractive school environment	1	1.75
18.	Un-suitable school timings	0	0.00
19.	Lack of relevance of curriculum	0	0.00
20.	No women teachers	0	0.00
21.	Lack of separate schools	3	5.26
22.	Teachers negative attitude	3	5.26
23.	Failure	8	14.04
24.	Illness of family members	8	14.04
25.	Own Illness	2	3.51
26.	Any other	0	0.00

n = 57

Main Reasons for Dropping Out :

1. Domestic work 73.68%
2. Helping parents in occupation 52.63%
3. Parental illiteracy 52.63%
4. Lack of parents motivation 43.86%
5. Care of siblings 36.84%

Table 3.2.14

Perception About Parental Discrimination Between Brothers and Sisters

S.No.	Discrimination in	No. of Respondents	Percentage
1.	Food	52	91.2
2.	Clothing	47	82.5
3.	Toys/Games	52	91.2
4.	Books, Magazine, Stationery's	53	93.0
5.	Help in Studies	52	91.2
6.	Ritual and Social visits	45	68.8
7.	Opportunities for play	53	93.0

n = 57

Parental Discrimination

As is evident in table above, girls perceive that their parents discriminate against them and favour their brothers in all matters to include food, clothing, toys, games, time for play, books and stationery, help in studies. They expressed their unhappiness at often being excluded from social visits, fairs etc. "Only at times of weddings or when festivities are observed on the birth of a brother do we get a chance to sing and dance". As noted above the average workday of a young girl (drop-out) who is largely from disadvantaged poverty groups is more than 12 to 14 hours.

In contrast to their counterparts who were attending the schools, the investigators found these girls engaged in one or the other above mentioned tasks. It was sometimes difficult to make them wait for the interviews as they were rushing to their next errands.

Table 3.2.15

Work Done By The Girl At Home

S.N. Activities

1. Fetching water
 2. Fetching fodder & fuel
 3. Care of livestock
 4. Making cowdung cakes
 5. Care of sibling
 6. Cooking
 7. Washing/cleaning utensils
 8. Grazing cattle
 9. Wage earning activities
 10. Agricultural operations
 11. Home based production
 12. Any other
-

Discussions with drop-out girls showed that they spent about 5 to 6 hours on an average on activities like fetching water, fodder and fuel, caring for the livestock, making cowdung cakes, cooking, washing and cleaning and caring for the younger siblings. In addition, many of them spent upto 6 hours helping their parents in economic/wage-earning activities or working as domestic help in more affluent households of the village.

Chapter 3.3

Analysis of the Non-Enrolled Girls Schedule

In 236 households, 43 never enrolled girls were interviewed to obtain information on reasons for their non-enrolment in school and also to ascertain if they would be interested in resuming the studies.

Table 3.3.1

Distribution Of Respondents According To Age Group

S.N.	Age Group	No. of Girls	Percentage
1.	15 +	1	2.33
2.	12 - 15	16	37.21
3.	9 - 11	19	44.18
4.	6 - 8	7	16.28
	Total	43	100.00

The table indicates the following:

i) 60% of the never enrolled girls belong to primary age group 6-11 years and another 37% also belong to the elementary age group (11-14 yrs).

ii) While 6-8 years old girls in all village should be brought to school, the older girls between 9-14 years should be provided with non-formal-education equivalent to primary and upper primary stages in a phased manner.

Table 3.3.2

Distribution Of Respondents By Reasons For Non-Enrolment

S. No.	Reasons	Respondent Number	% to total
1.	Inability of parents to pay extra tuition fee	26	60.46
2.	Inability of parents to provide clothes and shoes	27	62.79
3.	Inability of parents to provide books	27	62.79
4.	Inability of parents to provide stationery	27	62.79
5.	Inability of parents to provide food and medicines	21	48.84
6.	Helping parents in occupation	22	51.16
7.	Engaged in remunerative employment	5	11.63
8.	Domestic work	35	81.39
9.	Care of siblings	19	44.19
10.	Parents lack of motivation	12	27.91
11.	Parents illiteracy	22	51.16
12.	Non-availability of school/NFE centres	0	0.0
13.	Un-suitable school timings	2	4.65
14.	No women teachers	3	6.98
15.	Lack of separate school for girls	9	20.93
16.	Lack of support services	0	0.0
17.	Cultural factors such as early marriage	4	9.30
n = 43			

Main Reasons for Non-Enrolment:

1. Domestic work (81.39%)
2. Inability of parents to pay fee to provide clothes, books and stationery (63%)
3. Helping parents in occupation (51.16%)
4. Parental illiteracy (51.16%)
5. Inability of parents to provide food and medicine (48.84%)

Table 3.3.3

Distribution Of Respondents By Their Desire To Go To School

Total No. of Respondents	Yes	No
43	31 (72.1%)	12 (27.9%)

Figures in parenthesis show percentages. Majority of 72% of the never enrolled girls interviewed had felt a desire to go to school, but only 47% express their willingness to go to school now, if possible.

Table 3.3.4

Distribution Of Respondents By Whether They Had Talked To Parents About Going To School

Total No. of Respondents	Yes	No
43	24 (55.8%)	19 (44.2%)

Figures in parenthesis show percentages. More than half the girls had at one point or the other talked to their parents about their desire to go to school.

Table 3.3.5

Distribution Of Respondents By Their Parents Willingness To Send Them To School Now

Total No. of Respondents	Yes	No
43	8 (18.6%)	35 (81.4%)

Figures in parenthesis show percentages. Only about 19% girls indicated their parents may send them to school, if approached.

Table 3.3.6

Distribution Of Respondents By Their Ability To Read and Write

	No. of Respondents	Percentage
1. Ability to read/write	4	
2. Ability to write name	3	
3. Ability to count	8	
Total =	43	

Out of 43 never enrolled girls, 4 could read and write, 3 could barely write their name and 8 would count upto 100.

Table 3.3.7

Distribution Of Respondents By The Programmes That They Required

Programme	No. of Respondents	Percentage
Literacy programme	19	44.19
Income generating	16	37.21
Health and Nutrition programme	2	4.65

The girls expressed their preference for having literacy programmes and income generating programmes largely.

Work Done by Never Enrolled Girls at Home

Girls spend about six to eight hours a day on fetching water, collecting fodder and fuel, care of live-stock, making cowdung cakes, cooking, washing, cleaning utensils and sibling care. They spend additionally four to six hours on helping in grazing cattle, agricultural operations and other home based production activities of the family.

Girls between 10 to 18 years of age from Scheduled Castes were found working as part-time/free time domestic help in affluent households.

Table 3.3.8

Perception About Parental Discrimination Between Brother & Sister

S.N.	Discrimination	No. of Respondents	Percentage
1.	Food	35	81.40
2.	Clothing	28	65.12
3.	Toys/Games/Play	23	53.49
4.	Ritual and Social visits	32	74.42
n =		43	

Majority of the never enrolled girls interviewed expressed their feelings of being discriminated against in matters of food, clothing, toys and games and time for play. They have no concept of leisure and play as their lives are totally immersed in work. During the field work, it was observed, as observed early, girls age 10 and above were without fail found engaged in a broad range of activities listed in an earlier table. One hardly came across girls enjoying themselves. Only a single instance came to our notice where right outside the school, an eight year old girl was merrily splashing and bathing in the tubsewell water during school hours.

4. Teachers and Their Perceptions

In all 26 teachers were interviewed, out of them 22 were females. The age of these teachers ranged between 32-51 years with majority of them belonging to age group 30 and below. The service length of these teachers ranged from 5 to 20 years. Only 8 teachers had more than 15 years as length of service. Three of the female teachers and 1 male teacher had a B.Ed. degree, 19 female and 3 male teachers had JBT qualification.

All the teachers were married except 1 male teacher. Only 1 teacher each had four and five children, respectively, 10 had three children, 12 had two and only 2 teachers had one child each. Average number of children per teacher was around 2(2.3). Average household size of teachers was around 4. Out of 26 teachers, only 8 lived at a distance of less than one kilometer from the school. The rest commuted (largely by bus) from a distance between 5 to 20 Km. (14). About 4 teachers lived at a distance of 1 to 5 Kms. and were using bicycles.

Table 4.1

Distribution Of Respondents By Their Perception About Reasons For Continuance Of Girls In Schooling

Reasons	Respondents	
	Numbers	Rank
1. Better economic standing of household	24	4
2. Parental education	26	1
3. Parental motivation	26	1
4. <u>Parental support like:</u>		

i.	Payment of fees other than tuition fees	24	4
ii.	Provision of books and stationery	21	7
iii.	Provision of adequate food and clothing	22	6
iv.	Creating space and time for studies at home	21	7
v.	Provision of academic support (themselves or paid)	21	7
5.	Self motivation of the girl child.	26	1
	n =	26	

Major Reasons for Continuance of Girls in Schooling

1. Parental Education
2. Parental Motivation
3. Self motivation of the girls
4. Better economic standing of household
5. Ability of parents for payment of fees/funds, clothing, books and stationery

Table 4.2

Distribution Of Respondents By Their Perception About Reasons For Girls Dropping Out From School

S.N.	Reasons	No. of Respondents	Rank
1.	Inability of parents to pay extra tuition fee/fund	12	16
2.	Inability of parents to provide clothes and shoes	15	14

3.	Inability of parents to provide books	13	15
4.	Inability of parents to provide stationery	10	17
5.	Inability of parents to provide food or stationery	6	21
6.	Helping parents in occupation	20	06
7.	Engaged in remunerative employment	23	03
8.	Domestic work	23	03
9.	Care of siblings	19	07
10.	Absence of support services viz. Anganwadi, Balwadi, creches	24	02
11.	Early marriage	21	05
12.	Social taboo on onset of puberty	19	07
13.	Parental lack of motivation	25	01
14.	Parental illiteracy	18	11
15.	Lack of academic support/help from parents/family members others	18	11
16.	School far away	19	07
17.	Unattractive school environment	5	23
18.	Unsuitable school timings	7	19
19.	Lack of relevance of curriculum	17	13
20.	No women teachers	2	24
21.	Lack of separate schools	19	07
22.	Teachers negative attitude	7	19
23.	Failure	1	25
24.	Illness of family members	8	18
25.	Own illness	6	21
26.	Any other	1	
	n = 26		

Major reasons for dropping out of girls from school

1. Parental lack of motivation
2. Absence of support services, namely Anganwadi, Balwadi, Crèches.
3. Domestic work
4. Engaged in remunerative employment
5. Early marriage

Table 4.3

Distribution Of Respondents By Their Perception Of Reasons For Non-Enrolment In School

S. No.	Perception of Respondents	Respondent Number	Rank
1.	Inability of parents to pay extra tuition fee/fund	14	10
2.	Inability of parents to provide clothes and shoes	15	9
3.	Inability of parents to provide books	19	4
4.	Inability of parents to provide stationery	11	13
5.	Inability of parents to provide food as returned -	20	3
6.	Helping parents in occupation	13	12
7.	Engaged in remunerative employment	22	1
8.	Domestic work	14	10
9.	Care of siblings	18	5
10.	Parents lack of motivation	18	5
11.	Parents illiteracy	16	6
12.	Non-availability of school/NFE centres close to habitation	2	15
13.	Unsuitable school timings	18	5

14. Lack of seprate school for girls	2	15
15. Lack of support services	6	14
16. Cultural factors such as early marriage	22	1
17. Any other	0	0
n = 36		

Five main reasons for non-enrolment of the girls in school:

1. Engaged in remunerative employment
2. Cultural factors such as early marriages, social taboos and customs, segregation of women, purdah etc.
3. Parents inability to provide food *and medicines*
4. Parents inability to provide books
5. Care of siblings, parental lack of motivation and unsuitable school timings.

Reasons for Girls not Attending School Regularly

Majority of teachers reported domestic work and sibling care as the major reasons for irregular attendance of girls. "As they do not attend classes regularly, they miss out on the courses and fall back in class. In many cases it leads to failure or drop-out."

Teachers' Efforts at checking the Phenomenon of Drop-out

Most of the teachers reported that they make their best effort to contact and motivate the parents of such girls who do not attend regularly or drop-out of school. The fact that most of them commute from long distances, they get very little time to make contact with the parents.

Measures suggested by Teachers to :

i. Increase Enrolment of Girls

1. Attendance scholarship to all
2. Timely distribution of incentives
3. Programme to motivate the parents
4. Incentives to all

ii. Improve Attendance of Girls

1. Curriculum relevant to local needs
2. Introduce art and craft
3. Arrange picnics for students

iii. Improve Achievement

1. Remedial coaching exclusively for girls

iv. Reduce Dropout among Girls

1. Monthly parents teacher association
2. Demands for separate senior school
3. Incentives to all

Information on Timely Distribution of Incentives

Only 8 out of 26 teachers reported that incentives were not distributed on time. The teachers perceive that incentives being given to schedule caste children especially girls have had a positive effect on their enrolment and attendance. They recommended that these incentives, viz., free uniforms, attendance scholarship, free books and stationery must be made available to all girls. It was also expressed by many of them that the noon meal scheme which can easily be supported by a grain rich state like Haryana will definitely attract children from poverty groups

Measures Suggested for Enlisting Community Support

i) Majority of the teachers reported that the community leaders, especially Panch and Sarpanch take keen interest in providing school rooms but expect state government to maintain these buildings. The state should take some steps.

ii) The noon meals programme should be worked out by local communities themselves, especially by the affluent members of the community and should be administered through the local Mahila Mandal. Gram Panchayat area may become the unit for planning such a programme.

iii. Women should be informed and encouraged to send their daughters to school and relieve them from household work.

iv. The teachers suggested that sibling care which is a major hurdle to girls' enrolment and attendance should be treated as a community problem and entrusted to a paid worker or a volunteer. The number of existing Anganwadis and their timing do not cater to the exact need of a school age girl. NFE centres for girls may be opened next to Anganwadis so that girls can leave their schooling and learn at the NFE centre. There is dire need for care of the young children. This facility can be organised within the school or within the community and should be a major responsibility of the Panchayat/Mahila Mandal.

Table 4.4

Distribution Of Respondents By Their Perception About Utility Of Girls Education

Utility	Number of Respondents	Rank
1. Develops a positive self image and confidence among girls	23	1
2. Prepares girls for economic contribution	21	5
3. Can improve health and nutritional status of children and other family members	22	3
4. Will ensure education of future generations	21	5
5. Will make girls and women aware of their rights	21	5
6. Helps raise age at marriage and reduce maternal, infant and child mortality	22	3
7. Helps in reducing the family size	21	5
8. Will prepare girls for leadership roles in society	22	3
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	23	1
10. Any other N = 26	0	0.00

Rank order of parents perception on utility of girls education:

1. Develops a positive self image and confidence among girls.
2. Prepare girls for participation and decision making process in all walks of life.
3. Improve health and nutritional status of children and other family members.
4. Helps raise age at marriage and reduce infant and child mortality.
5. Prepares girls for leadership roles in society.

Table 4.5

Distribution Of Respondents By Their Perception About Gender Equality

Indicators	Agree	Rank
1. Girls and boys need equal education	23	2
2. Both need to be given equal amount of food	26	1
3. Both need to be given equal health care & medical attention when needed	14	12
4. Both can be assigned same duties/ responsibilities	19	6
5. Both should be given the same freedom	19	6
6. Both should be given equal time to play	18	8
7. Both can perform all tasks equally	15	11
8. Both can have similar occupation	16	10
9. Both have same intelligence & abilities	20	5
10. Men and women should be paid equal wages for equal work	23	2
11. Husband and wife should take all decisions jointly	23	2
12. Household work must be shared by all members of the household	17	9
13. Assets of the family should be registered in joint names of husband & wife	8	13

n = 26

Teachers' most egalitarian perceptions about gender equality:

1. Girls and boys need equal amount of food.
2. Both need to be given equal education.
3. Men and women should be paid equal wages for equal work.
4. Husband and wife should take all decisions jointly.
5. Both have same intelligence and abilities.

Teachers express highly egalitarian views regarding equal food, equal education, equal wages, equal intelligence and ability and joint family decision making. By and large, they agree that both boys and girls should be given the same freedom, equal time to play, can be assigned same duties (responsibilities) and can have same occupation. Majority also agree that household work should be shared by both men and women. However, only 8 out of 26 teachers interviewed favour joint ownership of assets.

5. Institutional Heads and Educational Administrators

In district Sirsa, 18 Educational Administrators including District Primary Education Officer, Block Education Officer (Sirsa II) and 16 Head Teachers of village primary schools, were interviewed. Information was obtained about facilities available in schools and also the position of students/teachers in these institutions. Perceptions about issues related to continuance of girls education, reasons for drop-out, reasons for non-enrolment utility of girls education and for gender equality were recorded.

Out of the 18 Educational Administrators, 11 were female (head teachers). The age of these administrators ranged between 20 to 50 years with majority of them belonging to age group 30-41

Majority of these administrators had more than 15 years as length of service. Two of the female administrators and 6 male administrators had a graduate/post graduate degree with B.Ed. Nine of the female and 1 male administrator had JBT qualification

These administrators on an average travelled more than 6 Kms either by bus or by cycle with the exception DPEO who is provided a vehicle by the Education Department.

Table 5.1

Physical Facilities In Schools (8 Sample Schools)

S.N.	Facility	Available	Not Available
1.	Playground	7	1
2.	Laboratory	1	7
3.	Library	8	0
4.	Toilets	5	3
5.	Seperate Toilets for girls	4	4
6.	Health/medical checkup in the school	6	2
	n = 8		

Incentive Schemes

Free uniforms, attendance scholarship for S.C. girls were the incentive schemes given in these institutions. Education is free. Free writing materials, free stationery and book bank are the other schemes for S.C. students upto senior secondary for all girls.

Table 5.2

Distribution Of Respondents By Their Perception Of Reasons For Continuance Of Girls In Schooling

Reasons	Respondents	
	Numbers	Rank
1. Better economic standing of household	15	4
2. Parental education	18	1
3. Parental motivation	18	1
4. <u>Parental support like:</u>		
i. Payment of fees other than tuition fees	14	5
ii. Provision of books and stationery	15	4
iii. Provision of adequate food and clothing	14	5
iv. Creating space and time for studies at home	11	8
v. Provision of academic support (themselves or paid)	11	8
5. Self motivation of the girl child.	13	7
6. Positive attitude of teachers	15	3

Rank Order of Reasons for Continuance of Girls in Schooling

1. Parental Education
2. Parental Motivation
3. Positive attitude of teachers
4. Better economic standing of household
5. Provision of books and stationery

Table 5.3

Distribution Of Respondents By Their Perception Of Reasons For Girls Dropping Out From School

S.N.	Reasons	No. of Respondents	Rank
1.	Inability of parents to pay extra tuition fee/fund	5	18
2.	Inability of parents to provide clothes and shoes	7	10
3.	Inability of parents to provide books	7	10
4.	Inability of parents to provide stationery	6	13
5.	Inability of parents to provide food and stationery	7	10
6.	Helping parents in occupation	17	02
7.	Engaged in remunerative employment	5	18
8.	Domestic work	18	01
9.	Care of siblings	15	04
10.	Absence of support services viz. Anganwadi, Balwadi, creches	6	13
11.	Early marriage	6	13
12.	Social taboo on onset of puberty	6	13
13.	Parental lack of motivation	13	05

14.	Parental illiteracy	16	03
15.	Lack of academic support/help from parents/family members others	8	09
16.	School far away	6	13
17.	Un-attractive school environment	3	23
18.	Un-suitable school timings	3	23
19.	Lack of relevance of curriculum	4	20
20.	No women teachers	4	20
21.	Lack of separate schools	4	20
22.	Teachers negative attitude	2	25
23.	Failure	11	06
24.	Illness of family members	10	07
25.	Own Illness	9	08
26.	Any other	0	00

n = 18

Rank order of reasons for dropping out of girls from school:

1. Domestic work
2. Helping parents in occupations
3. Parental illiteracy
4. Care of sibling
5. Lack of parental motivation

Table 5.4

Distribution Of Respondents By Their Perception Of Reasons For Non-Enrolment In School

S. No.	Perception of Respondents	Respondent Number	Rank
1.	Inability of parents to pay extra tuition fee/fund	2	12
2.	Inability of parents to provide clothes and shoes	2	12
3.	Inability of parents to provide books	3	7
4.	Inability of parents to provide stationery	3	7
5.	Inability of parents to provide food and medicines	2	9
6.	Helping parents in occupation	8	1
7.	Engaged in remunerative employment	4	2
8.	Domestic work	8	1
9.	Care of siblings	8	1
10.	Parents lack of motivation	8	1
11.	Parents illiteracy	8	1
12.	Non-availability of school/NFE centres close to habitation	2	12
13.	Un-suitable school timings	2	12
14.	No women teachers	0	0
15.	Lack of separate school for girls	3	7
16.	Lack of support services	3	7
17.	Cultural factors such as early marriage	3	7
18.	Any other	0	0
	n = 19		

Five main reasons for non-enrolment of the girls in school:

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

Administrators efforts at checking the Phenomenon of Drop-out

Most of the adminisitrators reported that they make their best efforts in bringing them back to the system.

Measures suggested by Administrators to:

1. Increase enrolment of girls

- 1.1 More incentive to all (DPEO)
- 1.2 Need for awareness programmes for girls education among parents (BEO)
- 1.3 Timely distribution of incentives
- 1.4 Increase number of incentives
- 1.5 Implement forcefully educational law for compulsory enrolment
- 1.6 Create attractive environment in schools
- 1.7 Convergance of services
- 1.8 Income generating programmes

2. Improve attendance of girls

- 2.1 Parents should be motivated by telling them importance of girls education (DPEO).
- 2.2 Try to understand the reasons of girls absence from school and attempt should be made to help them by involving the community or in other words community participation is necessary to improve attendance of girls in school (BEO).

- 2.3 Crèches should be opened.
- 2.4 Playway method in school.
- 2.5 Timely distribution of incentives.
- 2.6 Use of mass media.
- 2.7 Mid-day meal schemes.

3. Improve Achievement of girls in school

- 3.1 Remedial classes for girls (DPEO).

4. Reduce Drop-out among girls

- 4.1 Readmission to school (DPEO).
- 4.2 Motivation of girls and their parents.
- 4.3 Incentives to all
- 4.4 Less home work.
- 4.5 Provide senior schools nearby.
- 4.6 Day care centres to be opened.
- 4.7 Provide supportive services.

Information on Distribution and Adequacy of Incentives

Majority (75%) of them reported that incentives were distributed on time. They also stated that incentives being given to the children are adequate in quantity but there is need to improve the quality.

Head of institutions expressed that noon-meal schemes will definitely attract children from poverty groups.

Table 5.5

Distribution Of Respondents According By Their Perception About Utility Of Girls Education

Utility	Number of Respondents	Rank
1. Develops a positive self image and confidence among girls	17	1
2. Prepares girls for economic contribution	17	1
3. Can improve health and nutritional status of children & other family members	17	1
4. Will ensure education of future generations	17	1
5. Will make girls and women aware of their rights	16	7
6. Helps raise age at marriage and reduce maternal, infant and child mortality	17	1
7. Helps in reducing the family size	17	1
8. Will prepare girls for leadership roles in society	16	7
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	16	7
10. Any other		
n = 18		

Rank order of Perceptions about Utility of Girls Education

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

Table 5.6

Distribution Of Respondents By Their Perception On Gender Equality

Indicators	Agree	Rank
1. Girls and boys need equal education	16	1
2. Both need to be given equal amount of food	16	1
3. Both need to be given equal health care & medical attention when needed	16	1
4. Both can be assigned same duties/ responsibilities	12	13
5. Both should be given the same freedom	13	12
6. Both should be given equal time to play	14	10
7. Both can perform all tasks equally	14	10
8. Both can have similar occupation	15	7
9. Both have same intelligence & abilities	15	7
10. Men and women should be paid equal wages for equal work	16	1
11. Husband and wife should take all decisions jointly	16	1
12. Household work must be shared by all members of the household	16	1
13. Assets of the family should be registered in joint names of husband & wife	15	7

n = 18

Major Perception on Gender Equality

1. Girls and boys need equal education
2. Both need equal amount of food.
3. Both need equal health care and medical attention.
4. Men and women should be paid equal wages
5. Husband and wife should take all decision jointly.
6. Household work must be shared by both men and women.

Administrators are the most egalitarian group. As regards education, food, health, wages, family decision making, household work, almost all favour equality between sexes. They also perceive equal freedom, equal abilities and intelligence, equal time to play, similar occupation for both boys and girls. They also tend favour joint ownership of family assets by men and women.

These responses are heartening in that the educational leaders, who are amongst the most educated lot of the communities. They serve can become agents of change.

Table 5.7

Participation Of Women In Teaching

Category	Total	Female	Female as % total
Rural	1578	907	57
Urban	145	138	95
Total	1723	1045	67

Table 5.7

Participation Of Women In Educational Administration At District,
Block And School Level

Category	Total	Female	Female as % total
<u>District Level</u>			
Class I	--	--	--
Class II	1	--	--
Class III	5	--	--
Class IV	4	--	--
<u>Block Level</u>			
Class II	5	1	20
Class III	13	1	8
Class IV	6	--	--
<u>School Level</u>			
Class III	309	72	24
Class IV	4	3	75

Annexure 1

Number Of Students In School (8 Sample Schools)

S.N.	Communities	Girls	Boys	Total
1.	All Communities	902	1105	2007
2.	Scheduled Caste	170	147	317
3.	Minorities	40	90	132
4.	Backward Class	408	447	885

Annexure 2

Number Of Teachers (8 Sampled Schools)

S.N.	Communities	Male	Female
1.	All Communities	79	28
2.	Scheduled Caste	1	--
3.	Minorities	--	--
4.	Backward Class	2	3

Annexure 3

Average Attendance In Percentage (8 Sampled Schools) (Oct. 1993)

Class	Percentage of attendance	
	Girls	Boys
I	73.75	81.30
II	84.30	87.12
III	65.00	87.50
IV	89.20	79.80
V	77.20	85.30

6. Community Leader

Their ages ranged between twenty to sixty years. Only four community leaders were below 30 years. Fifteen community leaders had no education, two had post graduate qualification, the rest had primary to matriculation.

Nineteen out of 37 community leaders interviewed were engaged in agriculture, 9 were daily wage earners, 5 were in service and 3 women community leaders were doing unpaid domestic work.

Table 6.1

Distribution Of Respondents By Their Participation In:

	Yes	No
i) Village Panchayat	11 (29.73%)	26 (70.27%)
ii) Mahila Mandals	21 (56.76%)	16 (43.24%)
iii) Political or Social Organisations	6 (16.22%)	31 (83.78%)
n = 37		

The respondents feel that the participation of women in Panchayats is low (30%), is somewhat better in Mahila Mandals (57%) and is particularly low in political and social organisation (16%).

Largely social and other development activities have been taken up by the community leaders, to illustrate, starting of Anganwadis, Mahila Mandals, immunization and family planning camps. The community has largely supported in providing land and of construction of school building/rooms in the field of education.

Community leaders when asked about special efforts made by them to help enrol and retain girls in schools, were non committal about their role in the past. However, they all felt that girls education is important and they would in future place it high on their agenda.

Table 6.2

State Of Information About Special Programmes/Schemes

Title of the Programme	Yes	No
i) For Schedule Caste Girls	16 (43.20%)	21 (56.80%)
ii) For Nomadic Tribe Girls	25 (67.60%)	12 (32.40%)
iii) NFE Scheme	5 (13.50%)	32 (86.50%)

Since the NFE scheme was closed down in Haryana due to certain compulsion, the community leaders appear to have much knowledge about it. They were however very receptive to the idea of starting NFE programme through the 'Community Effort', VEDs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation volunteers and other support as far as possible.

Only 19 out of 37 community leaders expressed the need of separate NFE centres for girls. Further discussion revealed that as most of the girls who would go to NFE girls would be overage (post pubertal). "It may be advisable to have separate NFE centres preferably run by women instructors." Only 38% community leaders indicated that they had reservation regarding girls and

boys studying in the same institution and about 13% had reservations about girls being taught by male teachers.

Table 6.3

Distribution Of Respondents According To Perception About Utility Of Girls Education On Various Aspects

Utility	Number of Respondents	% of total respondent
1. Develops a positive self image and confidence among girls	20	54.1
2. Prepares girls for economic contribution	32	86.5
3. Can improve health and nutritional status of children & other family members	29	78.4
4. Will ensure education of future generations	32	86.5
5. Will make girls and women aware of their rights	32	86.5
6. Helps raise age at marriage and reduce maternal, infant and child mortality	26	70.3
7. Helps in reducing the family size	31	83.8
8. Will prepare girls for leadership roles in society	29	78.4
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	32	86.5
10. Any other	0	0.00
N = 37		

Five main perceptions about utility of girls education:

1. Prepares girls for economic contribution (86.5%)
2. Ensures education for future generation (86.5%)
3. Makes girls and women aware of their rights (86.5%)
4. Prepares girls for participation and decision making process (86.5%)
5. Helps in reducing family size (83.8%)

Table 6.4

Distribution Of Respondents According To Perception About Gender Equality

Indicators	Percentage Agree	% to total respondent
1. Girls and boys need equal education	34	91.9
2. Both need to be given equal amount of food	34	91.9
3. Both need to be given equal health care & medical attention when needed	33	89.2
4. Both can be assigned same duties/ responsibilities	24	64.9
5. Both should be given the same freedom	25	67.6
6. Both should be given equal time to play	29	78.4
7. Both can perform all tasks equally	32	86.5
8. Both can have similar occupation	22	59.5
9. Both have same intelligence & abilities	33	89.2
10. Men and women should be paid equal wages for equal work	31	83.8
11. Husband and wife should take all decisions jointly	32	86.5
12. Household work must be shared by all members of the household	30	81.1
13. Assets of the family should be registered in joint names of husband & wife n = 37	24	64.9

Community leaders (92%) agree that girls and boys should be given equal education and equal amount of food and health care (92% of total population (99%). The majority of large agree for both the gender equality and social justice and had different all

tasks equally (87%). They also agree that equal wages for equal work (84%) and that husband and wife should take all decisions jointly.

However, responses on equal freedom, equal time to play, similar occupation and joint ownership of family assets by husband and wife are negative among 30 to 40 percent respondents.

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING

PARENTS

TEACHERS

ADMINISTRATORS

COMMUNITY
(Group Discussion)

1. Parental ability to provide adequate food and clothing (75.84%)
2. Parental ability to provide books and stationery (75.42%)
3. Parental ability to provide extra tuition fee/funds (68.22%)
4. Parental support in creating space and time for studies at home (58.85%)
5. Self Motivation of the Girl (35.59%)
6. Better economic standing of the household (26.27%)
7. Parental education (22.45%)
8. Parental Motivation (20.33%)
9. Positive Attitude of Teachers (17.37%)
10. Parental support to provide academic support (themselves or paid) (17.58%)

1. Parental education
2. Parental motivation
3. Self motivation of the Girl
4. Better economic standing of the household
5. Parental ability to provide extra tuition fee/funds
6. Parental ability to provide adequate food and clothing
7. Parental ability to provide books and stationery
8. Parental support in creating space and time for studies at home
9. Parental support to provide academic support (themselves or paid)

1. Parental education
2. Parental motivation
3. Positive attitude of Teachers
4. Better economic standing of the household
5. Parental ability of provide books and stationery
6. Parental ability to provide extra tuition fee/funds
7. Parental ability to provide adequate food and clothing
8. Self motivation of the girl
9. Parental support in creating time and space for studies at home
10. Parental support to provide academic support (themselves or paid)

1. Incentives schemes
2. Presence of Female Teachers in schools
3. Parental education
4. Inspiration from educated women in the village
5. Parental affluence ability to meet direct and indirect costs education
6. Parental motivation
7. Inspiration from educated members of family/coming daughters, daughter-in-law
8. Self motivation of girl
9. Incentives, facilities and assistance
10. Presence of female teachers

CAUSES FOR NON ENROLMENT OF GIRLS - SIRSA

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (Group Discussion)
1. Engagement in remunerative work (75.8%)	1. Engaged in remunerative employment	1. Helping parents in occupation	1. Remunerative work and helping parents in occupations
2. Domestic work (74.6%)	2. Cultural factors such as early marriage, social taboos & segregation of women	2. Domestic work	2. Care of siblings
3. Parental illiteracy (70.3%)	3. Parental inability to provide food	3. Care of siblings	3. Parental inability to provide extra tuition fee/funds, clothes, shoes, books, stationery and even food
4. Lack of parental motivation (61.01%)	4. Parental inability to provide books	4. Parental lack of motivation	4. Parental illiteracy and lack of motivation
5. Inability to pay extra tuition fee/funds (59.32%)	5. Care of siblings	5. Parental illiteracy	5. Cultural factors such as early marriage, dowry, orthodox views, sex segregation, disapproval of co-education
6. Inability to pay for books (58.85%)	6. Lack of parental motivation	6. Engagement in remunerative employment	6. Discriminatory attitudes towards girls: a bad investment, makes girls bold and brash and unsuitable for hard manual work
7. Care of siblings (58.89%)	7. Unsuitable school timings	7. Parental inability to provide books and stationery	
8. Inability to pay for clothing (56.8%)	8. Parental illiteracy	8. Cultural factors, social taboos, sex segregation, early marriage etc.	
9. Inability to pay for stationery (54.23%)	9. Parental inability to provide clothing and shoes	9. Lack of separate schools for girls	
10. Helping parents in occupation (50.83%)	10. Parental inability to pay extra tuition fee/fund	10. Lack of support services	

CAUSES FOR DROPOUT AMONG GIRLS - SIRSA

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (Group Discussion)
1. Domestic work (72.88%)	1. Lack of parental motivation	1. Domestic work	1. Engagement in remunerative work (Cotton picking)
2. Parental inability to pay tuition fee/funds (60.16%)	2. Absence of support services viz. anganwadi, balwadi, creche.	2. Helping parents in occupation	2. School located far away from Dhani, school location at places defers
3. Parental inability to provide clothing and shoes (58.05%)	3. Remunerative Employment	3. Parental illiteracy	3. Untimely distribution of incentives
4. Parental inability to provide books (55.47%)	4. Domestic work	4. Care of siblings	4. Single teacher schools (absence of teacher discourages parents to send girls)
5. Parental inability to provide stationery (54.23%)	5. Early marriage	5. Parental lack of motivation	5. Excessive engagement of teachers in official duties other than teaching
6. Parental illiteracy (54.23%)	6. Helping parents in occupation	6. Failure	6. As women teachers are non resident spend most of their travelling, they are unable to contribute to enrolment, retention & achievement of children
7. Helping parents in occupation (50%)	7. Care of siblings	7. Illness of family members	7. Domestic work, sibling care, help in family occupation
8. Care of siblings (49.15%)	8. Cultural factors such as onset of puberty	8. Own illness	8. Cultural factors such as early marriage, attainment of puberty
9. Parental lack of motivation (47.88%)	9. Lack of separate schools	9. Lack of academic support at home	9. Lack of physical facilities like separate toilets, boundary wall for safety of girls
10. Engaged in remunerative employments (27.76%)	10. Parental illiteracy	10. Parental inability to provide clothing, shoes, books and stationery	10. Un-suitable school timings and no other channel for education for out of school children

PERCEPTION OF UTILITY OF GIRLS EDUCATION - SIRSA

PARENTS (236)

95% See girls education ensuring education for future generation

95% See education as developing positive self image and confidence

89% See it as preparing girls for economic contribution

75% See it resulting as better health and nutrition of children and family

75% See education as developing awareness about their rights

73% See education of girls leaders to reduction of family size

65% See it as raising age at marriage and reducing maternal, infant and child mortality

9% See education as preparing girls for leadership

9% See it preparing girls for decision making in all walks of life

TEACHERS (26)

23 See girls education as instrumental in developing positive self image and confidence

23 See it as preparing girls for decision making in all walks of life

22 See it as improving health and nutrition

22 See it as raising age at marriage and reducing maternal, infant and child mortality

22 See education preparing girls for leadership roles

21 See it preparing girls for economic contribution

21 See education as instrumental in ensuring education of future generation

21 See education making girls aware of their rights

21 Feel that education of girls helps reduction of family size

ADMINISTRATORS (18)

17 See education as developing positive self image

17 See that education prepares girls for economic contribution

17 See education of girls instrument in improving health and nutritional status of family members and children

17 Feel that educating of girls ensures education of the future generation

17 Feel that education helps raising age at marriage and reduction of infant, maternal and child mortality rate

16 Feel that girls education helps in the reduction of family size

16 Feel that education makes girls aware of their rights

16 Find education of girls helping them in preparing themselves for leadership roles

16 Preparing girls for decision making roles

COMMUNITY LEADERS (37)

87% Prepares girls for economic contribution

87% Ensures education of future generation

87% Makes girls aware of their rights

87% Prepares girls for decision making

87% Helps in reduction of family size

78% Improves health and nutritional status of family members

78% Prepares girls for leadership roles

70% Raises age at marriage and reduces maternal, infant and child mortality

54% Helps development of positive self image and self confidence

GENDER EQUALITY: PERCEPTION - SIRSA

PARENTS (236)	TEACHERS (26)	ADMINISTRATORS (18)	Community Leaders (37)
1. 97% favour equal food	All favour equal food	16 favour equal education	92% favour equal education
2. 96% favour equal health care	23 favour equal education	16 favour equal food	92% favour equal amount of food
3. 89% favour equal wages	23 favour joint decision making by husband - wife	16 favour equal health care	89% favour equal health care
4. 88% favour equal education	23 favour equal wages	16 favour equal wages	89% grant same intelligence and abilities
5. 76% grant same intelligence and abilities	20 grant same intelligent abilities	16 favour joint decision making (Husband and wife)	87% favour joint decision making (husband -wife)
6. 75% favour joint decision making by husband-wife	19 favour same duties and responsibilities	16 favour sharing of household work by all members	87% feel both can perform all tasks equally well
7. 64% favour sharing of household work by all members	19 favour equal freedom	15 favour similar occupations	84% favour equal wage
8. 50% favour same duties and responsibilities	18 favour equal time to play	15 great same intelligence and abilities	81% favour should household work
9. 48% favour joint registration of family assets (of husband and wife)	17 favour shared household work by all members	15 favour joint registration of family assets (husband and wife)	78% favour equal time for play
10. 47% favour same occupations for boys and girls	16 favour similar occupation	14 favour equal time to play	68% favour same freedom
11. 42% feel that both can perform all tasks	15 feel that both can perform all tasks equally well	14 feel that both can perform all tasks equally	65% favour joint registration of family assets
12. 32% agree to equal time for play	14 favour equal health care and medical attention	13 favour equal freedom	65% feel both should be assigned same duties and responsibilities
13. 27% agree to same level of freedom	8 favour joint registration of assets	12 grant same duties and responsibilities	60% favour similar occupation

CHAPTER IV MAJOR FINDINGS AND RECOMMENDATIONS

FINDINGS

1. Mapping out gender disparities in access, enrolment and retention.

- Only 21 dhanis are unserved in the District
- Forty ~~eight percent (48.8%)~~ of those enrolled are girls, which is more than their proportion in the population (46.94%)
- However despite substantive incentives for SC girls, they form 43.6% of the total number of SC children enrolled at this stage.
- SC girls need attention
- Dropout rate amongst girls is 41.37% compared to 34.77% for boys. For SC drop out rate is 52.95% compared to 45.24% for girls.
- SC children especially girls need to be given necessary support for better retention.
- The problem of access is largely of dhanis which are scholless and very large villages where the school is located in one corner and is overcrowded.
- In 236 sample households in Sirsa, there were 278 girls in the age group 6-14.
- Out of these 105 (37.77%) were attending school; 60 (21.58%) had dropped out and 113 (40.65%) were never enrolled.
- Out of the 113 never enrolled girls, 69 (61.06%) belong to age group 6-10 and 44 (38.94%) were between 11-14 years.
- Out of the 105 enrolled in primary classes, 80.52% are in the age group 6-10 years and 19.48% are in the age group 11-14 years. This funding is largely in line with the estimated average phenomenon of 20 percent at the primary level.
- Out of the 60 drop out girls, 40 dropped out from the primary classes. 20 from the middle stage. Of the 60 who dropped out 14 girls (23.33%) were of 6-10 years age group and the rest 46 (76.67%) were 11-14 years)

2. Identification of causes for non enrolment and dropout of girls and propose effective districts/level specific strategies for improved enrolment and retention.

- Factors contributing to Girls Enrolment and Retention are: Parental education and motivation and better economic standing of the household which provide parents to meet extra tuition costs/funds, adequate food and clothing, books, stationery, space and time for studies at home and to an extent parental support for academic work.

- Self motivation of the girls
- Positive attitude of the teachers.
- Large number of girls in the age group 6-14 and 15-18 years were found unenrolled (131 out of 278). Engagement in remunerative work, helping parents in occupation, domestic work and care of siblings have emerged as the chief factors in addition to parental illiteracy and inability to bear extra tuition cost, are factors responsible for non enrolment of girls.

Never Enrolled Girls (Age 6-18 yrs)

- All mothers illiterate, fathers (80%) had primary education
- Bulk belong to families with annual income of less than
- 68% belonged to scheduled caste homes
- Largely among older children, first born, second born, third born
- Come from large sized families/households
- Involved in work, income saving, income generating
- Feel discriminated against in matters of food, play, health care
- Would like to study and learn some income generating skill

- Factors for Dropout Among Girls

- domestic work and engagement in remunerative work like cotton picking, parental illiteracy, inability to pay extra tuition cost/funds and lack of motivation lead to dropout amongst girls.

- Care of siblings has emerged as a very strong point for assuring dropout of girls in Sirsa.

- Cultural factors such as early marriage, and discriminatory attitude towards girls are noticed in matters of distribution of food, health and medical care and provision of time for studying.



Drop outs appear to have liked their teachers, their school, had enjoyed learning. Liked Hindi the most, disliked Mathematics.

The school has not pushed them out in as much as the pull out effect of extra factors rooted in caste-poverty-gender-domestic

factors.

Extra school factors like domestic work, use value, income saving work of collection of fuel, fodder, water, doing/ assisting in remunerative work done by self/parents.

They feel discriminated against by parents in matters of food, play, health care, books, stationery, other costs.

Would like to go back to school.

3. Situation of Girls and Women in Sirsa

- Women form of the population in Sirsa
- Sex ratio is highly adverse, there are only 885 women per thousand in Sirsa. In 1981, sex ratio was 887. Sex ratio ranges from 870 to 899 in Rania in the blocks; the situation is more alarming in the age group 0-6 years. Where sex ratio is 883 per thousand boys ranging 858 in Nathu Sarai to 903 in Rania.
- The phenomenon of sex selective abortions has been reported by some villages. There is excess of female mortality over male mortality in all age groups upto the age of 35 years.
- Decadal population growth in 1981-1991 was 27.41% compared to 14.32% for Kerala
- Total fertility rate was 4.5 in 1981, 4.9 for rural areas and 3.3 for urban areas.
- IMR (1988) was 102 for females compared to 80 per males.
- Mean age at marriage for Sirsa was 17.40 (1981), 37% of all females in the age group 15-19 were found married.
- Cultural practices derogatory to status of women abound in Haryana. There is a total environment of hurling indignities on women. Early marriage, dowry, purdah, strong son preference unequal rights to girls in parental property etc. are noticed. Low valuation of female life in general and gross discrimination in matters of distribution of food, health and medical care,

provision of supplements like books, stationery, clothes to girls are practiced. Haryana prosperity has further aggravated the sad plight of women and girls who regardless of economic status of the household are continuously involved in domestic work to include livestock care and providing support in cultivation of each crops.

- The data further shows that nuclearization of households adds to the problems of women who have to leave the young children often in the care of the older children who are in all cases girls.

- Parents appear to favour equal food, education, health a medical care for their children and large. Nearly three fourth perceive boys and girls having similar intelligence and abilities. Only 27% parents agree to giving equal freedom to boys and girls and less than one third would give equal time to play. More than half the parents do not perceive that both and girls can be given same duties/responsibilities, and than can they perform all tasks equally well and have similar occupations, nor do they favour joint registration of assets. More than one third do not agree that household works should be shared both men and women.

- Teachers express highly egalitarian views regarding equal food, equal education, equal wages, equal intelligence an ability and joint family decision making. By and large, they agree that both boys and girls should be given the same freedom, equal time to play, can be assigned same duties (responsibilities) and can have same occupation. Majority also agree that household work should be shared by both men and women. However, only 8 out of 26 teachers interviewed favour joint ownership of assets.

- Community leaders (92%) agree that girls and boys should be given equal education and equal amount of food and health care and medical attention (89%). They by and large agree that both have same intelligence and abilities (89%) and can perform all tasks equally (87%). They also agree that equal wages for equal work (84%) and that husband and wife should take all decisions jointly.

- However, responses on equal freedom, equal time to play similar occupation and joint ownership of family assets by husband and wife are negative among 30 to 40 percent respondents.

- Administrators are the most egalitarian group. As regards education food, health, wages family decision making, household work, almost all favour equality between sexes. They also perceive equal freedom, equal abilities and intelligence, equal time to play, similar occupation for both boys and girls. They also tend favour joint ownership of family assets by men and women.

- These responses are heartening in that the educational leaders, who are amongst the most educated lot of the communities. They can become agents of change.

4. To collect information on gender bias in (a) text books, (b) teacher training, (c) teachers attitude, (d) curriculum transaction and (e) administrators attitude.

- Review of Hindi and Maths Text Books has been completed for the state.

- Gender role perception of teacher and administrators has been obtained and analyzed

5. Identify supportive community structures such as women groups, VECs, Panchayats, PTAs, Teacher Organizations, Youth Clubs, supportive of UPE amongst girls.

- There are total of 47 Mahila Mandals covering 307 villages in Sirsa, which were also not functional, Panchayats are taking keen interest in school buildings and need further VECs do not exist. They need to be formal.

6. Identification and facilitation of convergence of services of different departments for UPE among girls' (focal areas ECCE, Health and Support Services).

- At the moment there was almost absence of any connection between the Department of Health and the School System.

- In all there were 737 anganwadis for a child population of (0-6 years) 165762.

- Blockwise position shows coverage of 0-6 age group ranges from 20.48 percent in Rania to 39.15 in Beregunda.

- At the moment there is no coordination between the anganwadi and the school.

- It is proposed that the timings and proximity of anganwadis to schools must be coordinated. It is also suggested that the non-formal education centre for girls be opened next to the anganwadis simultaneously.

7. The availability of educational (books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.)

- Incentives like free text books, stationery, uniform, attendance prizes are being given to schedule caste girls which has a visible impact on enrolment of SC girls at the primary stage which is 94% as compared to general girls enrolment is 81% in Sirsa. In addition, the children of nomadic tribes get an allowance of Re1/- per school day and denotified tribes children get attendance scholarship of Rs.10/- per month for 70% attendance.

- Maximum number of respondents to include parents, teachers, administrators and community leaders have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.

B. Participation of women in Teaching and Administration.

In Sirsa, women form 60% of the total primary teachers. However, Blockwise differences exist, with women forming 44.96% of total teachers in Debwali and 73.11% in Kalanwati.

- Despite this it was found that there were very few women teachers in remote areas. Without fail all discussions pointed to the need of atleast one woman teacher in every primary school. Parents were reluctant to send their daughters to single male teacher schools as they felt that their daughters were not safe especially if the teacher was absent.

Both the DPEO of the District and the BEO of the block were males. Out of the sixteen head teachers interviewed eleven were female. In the District out of Class II Block level officers only one is a female; at the class III (Head teachers level). One out of thirteen is a female, nil amongst the class IV employees, numbering six. At the school level, of 309 class II officers, 72 (24%) are women and at class IV, 3 out of 4 are women. Haryana is consciously trying to give women equal participation in education. Infact, according to the latest policy guidelines, 60% of the fresh recruitments have to be female.

9. Develop State/District Level Monitoring and Evaluation Framework

- (To be done under MIS) As soon as all data is analyzed indicators for monitoring girls education and womens' empowerment shall be developed

SUGGESTED INTERVENTIONS

Administrative Measures

1. Provision of school in the habitation is the immediate need in unserved Dhanis and the slum area.

2. Provision for Middle and High school education should be made for all villages through formal/non formal/distance of education.

For planning educational system at district level, small Dhanis should be taken into consideration. Day boarding schools to be started for scattered populations. Hostel facilities and Ashram system is the immediate need to check the dropout in Dhani dominated villages. Hostel facilities to SC girls and girls of economically weaker sections should be provided at middle and high school level so that rural women emerge as teachers and development workers.

3. Separate school for girls should be opened after primary classes.

4. Compulsory primary education act must be rigorously imposed for girls.

5. Single teacher schools should be replaced by multiple teacher schools.

6. Change in school timing in the harvesting and planting season may be made for effective teaching and learning.

7. The Government should upgrade the village school to reduce dropout upto middle level.

8. Hostel facilities and free boarding should be given to all girls for secondary education.

9. Parents should be involved in the school administration. All parents should be involved on occasional functions to inform the progress of their ward.

10. Administration should give award to panchayats that work for cent percent enrolment of girls.

11. DPEO should quote examples of such teachers and schools who promote girls' enrolment. He/she should also ask other teachers to create such a healthy environment for students.

12. Women's education should be given priority at the state level.

Government should provide maximum money to facilitate girls education.

Teachers

1. More teachers should be appointed. Government should employ adhoc persons. It should employ educated girls and daughters-in-law of village as teachers or instructors in NFE Centres. Govt. should relax the qualifications while appointing lady teachers.

2. At District/Block/School due representation should be given to women in Administration. Govt. should ensure that out of two posts of DPEO and BED, one post is given to a women administrator.

3. NFE centres to be opened for out of school girls with input of income generation activities.

4. Extra coaching should be given to girl students.

5. Teachers should take care of the students and find out the reasons of absence of girls from school.

6. The teachers of primary school need to be oriented on specific issues related to girls' education and women's empowerment.

In Teacher Training Course, some topics highlighting the gender bias should be included and their solutions should be suggested.

7. Local teachers be appointed and local women students should be given admission to JBT courses.

Teachers to be provided residential accommodation in the village itself.

In case of non-availability of women teachers, qualifications for appointing local women teachers should be relaxed.

Government should provide free accommodation and full security to the female teachers.

8. Teacher organisations should include U.P.E. of girls in their action programme. When they have a right to demand from the Govt., they have some duty also to give something to the Govt.

Incentives

Govt. should provide more funds for these incentives. Incentives should be given to all needy children irrespective of caste and creed. Amount of incentives should be increased and there should be available on time.

To bring all girls to school, incentives should be provided to them at par with schedule caste girls.

Quality and quantity of incentives should be increased to attract the girls of poor families.

Attendance scholarship to be given to all girls.

Incentives should be given in time and winter uniform (sweater and shoes, socks etc.) should also be given.

Free books, stationery, uniform and meals etc. should be given to the students to increase attendance.

Uniforms should be given in time. These should be given in the shape of dress like SALWAR and SHERT. Winter session uniform should also be given to the students.

Mid-day meal scheme should be introduced and regular supply and its quality should be maintained.

Mid-day meal rich in Protein and Vitamin are necessary for growing girls.

Government should provide transport facility to a nearby high school, free of cost.

Bus service should be made frequent.

Government should take urgent steps to setup M.I.S. at District level. Gender disaggregated data on all educational indicators will help monitoring progress towards gender equality.

Curriculum

1. BEO and DPEO should conduct workshop of teachers to identify the gender biased material from the text books and submit their findings to the text book writers/curriculum framers for eliminating such biases in their further editions.
2. Text books should be revised. The topics and contents on gender bias should ^{be} identified and eliminated from the text books.
3. Local examples of women's bravery and participation should be included while teaching the curriculum.

4. Curriculum should be revised and more extra curricular activities for girls should be included.

5. Education should be made job oriented. Some activities relating to household work should be introduced in the school curriculum for both boys and girls.

6. It is suggested that the teachers should give students especially girls extra time so that they can make up their deficiencies. Extra coaching should be given to students, whose parents are illiterate and helpless in providing space and time and also academic support at home.

7. Income generating programmes should be included in school curriculum. Such programmes and vocational education should be started for women and adolescent girls.

Support Services

1. Efforts should be made to reduce the burden of household work on the tender shoulders of the girls. More creches and anganwadis need to be established, keeping in view the exact number of children who require these services.

2. Support services like creches, Anganwadis, Balwadis etc. should be started in the Dhani so that parents can be contacted and convinced to get their daughters enrolled.

Mobilization of Parents and Community for Girls Education and Women's Empowerment

1. It is necessary to make illiterate persons literate for making them realize the importance of education. Parental illiteracy should be removed forthwith especially that of mothers. Literacy campaign should be started in the area.

2. Parents should be made aware of the advantages of imparting education to girls. Awareness campaigns on education of girls should be started.
3. Teachers/Head Teachers meeting with the parents should be held atleast once in a month.
4. Parents should be motivated through.
5. Mass media, public relation department should also contribute in creating awareness among community about the importance of girls' education.
6. PTA 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.

Orientation of PTA to gender issues is needed.

7. Awareness generation should be made a part of all programmes, so that both the parents get motivated to educate their daughters. Campaigns should be launched.
8. A check should be kept on the tradition of early marriage in the village. Community should be made aware of the legal age at marriage of girls.
9. Volunteers especially daughters and daughters-in-law of the village should come up for launching UPE in the village and for working for women's empowerment.
10. District administration should adopt such villages as focal villages for removing gender bias in education and for women's empowerment.

Parents should be made aware of value of girls' education.

Parents should be made aware of the legal age at marriage.

11. Maximum cooperation of parents and communities is essential for the upliftment of women's status and their empowerment.

12. Practices harmful to dignity and status of women and girls should be added.

13. Legal age at marriage of girls should be told to parents.

III effects of early marriage should be discussed:

Early marriage must be discouraged. Government should become very strict with the parents who encourage early marriage of girls. This should be considered as an illegal act. Strict punishments should be given to such parents.

14. Legal help should be made available to women in the village.

15. Mahila Mandal should be started and village women should participate in education and social welfare activities organized from time to time.

Mahila Mandals should be opened and given enough powers to supervise primary education.

Mahila Mandal should be energized with some income generating schemes.

Members of Mahila Mandals should involve themselves in organizing various programmes of girls' education.

16. Government or village panchayat should empower women in village to look after girls schooling and attendance.

17. Declining sex ratio be checked and ideas of the Dai should be highlighted in the community. Sex determination tests should be totally discouraged. Posters and advertisements to this effect should be checked and legally banned.

Community should provide space for Mahila Mandals. NFE Centres for girls and volunteers for programmes concerning girls education and women's empowerment.

18. Education authorities should seek the co-operation of villagers, social workers, VECs, Village Panchayat and other Social agencies in the village for solving the problem of dropout and non-enrolment of girls. They should also take the help of educated persons of the village in bringing improvement in the learning level of the students.

19. Village education committee should be started in the village to get maximum co-operation of the villagers.

Panchayat members should discuss such issues in village panchayat. They should also find out from households facing problems which are responsible for non-enrolment of girls.

VECs can prove very helpful in solving the problem of non-enrolment, retention and achievement if they are involved in planning, implementation and evaluation of UEE.

Sarpanch was of the view that Village Education Committee (VEC) should play an active role in orienting the villagers about the necessity of educating girls for the betterment of their lives and that of the village as a whole.

20. Youth Club/Nehru Yuva Kendra/Sangathan should open its branch in every village and this organization should be given the work of U.P.E. atleast for five years.

21. Teacher organization should do their best or should conduct a programme on war footing to gain their lost faith.

PROGRAMME AREAS

Following major programme areas have emerged out of the study:

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

- i) Campaigns to create parental awareness and motivation and soliciting community support
- ii) Orientation programmes for members of VECs, Panchayats, NYKs
- iii) Strengthening and preparing Mahila Mandals for playing key role in UPE

Incentives to be given to all girls regardless of caste, class, creed or time

- i) Free books and stationery for girls
- ii) Two sets of dresses shoes and winter clothing for girls
- iii) Community support and community (Mahila Mandal) managed noon meal
- iv) Considering the difficulty of upgrading every primary school, all girls completing primary stage be given a cycle to be able to attend a middle school

SERVING OUT OF SCHOOL GIRLS

- i) Non Formal Education
NFE has emerged as a major demand especially for girls above 8 years with element of income generating skills
- ii) Distance Education Mode
- iii) Balika Yojna (Scheme for Adolescent Girls DW & CD)

TOTAL LITERACY CAMPAIGN

- i) For combating illiteracy especially mothers illiteracy, TLCs should focus on women's literacy and empowerment
- ii) Development of gender sensitive materials focussing on women's achievements, contributions and their rights

CONVERGENCE OF SERVICES

- i) Sibling care being a major hurdle, creches, day care centres and anganwadis should be provided.
- ii) NFE centres for girls may function next to anganwadis simultaneously.
- iii) Gender sensitization of Anganwadi workers.

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

- i) Preparation of materials for teacher training, curriculum development and transaction
- ii) Orientation of teachers and teacher educators
- iii) Orientation of educational planners and administrators
- iv) Preparation of gender inclusive materials for NFE both for instructors and learners

APPENDIX 1

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

Recommendations

For Education for Women's Equality

Education for Women's Equality

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

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

1. Education for Women's Equality

1. Preface

1.1.1 Education for Women's Equality is a vital component of the overall strategy of securing equity and social justice in education. Paras 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statements on the intervening and empowering role of education. *Inter alia*, they emphasize the provision of special support services and removal of factors which result in discrimination against women at all levels of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality; it can hardly be improved upon. What is sought to be done is to modify the contents of the POA wherever appropriate. What comes out clearly is the need for will to implement and institutional mechanisms to ensure that gender sensitivity is reflected in the implementation of educational programmes across the board. Education for Women's Equality is too important to be left to the individual commitments or proclivities of persons in charge of implementing programmes. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

2. Present Situation

1.2.1 According to the 1991 census female literacy rate is 39.42% compared to 63.86% for males. The number of female illiterates at 197 million is more than male illiterates by 70 million even though the female population is less than the male population by 32 million. There are significant rural-urban disparities among women, rural female literacy is about half of urban female literacy. A striking finding is that for every 100 girls in class I in rural areas, there are only 40 in class V, 18 in class VIII, 9 in class IX and only one in class XII—the corresponding figures for urban areas being 82, 62, 32 and 14. If ten to twelve years of general education is the basic requirement for entrance into technical and professional education, rural girls would therefore stand excluded. An overwhelming proportion of vocational, higher and technical educational facilities are located in urban or semi-urban areas. Participation of girls in this sector continues to be low and gender stereotyped. Similarly, proportion of women and girls in engineering and agriculture based courses is woefully low.

1.2.2 This is compounded by the fact that the proportion of women teachers in the low literacy States is extremely poor. The percentage of women teachers at the primary and middle schools is 21% and 23% in rural areas and 56% and 57% in urban areas.

1.2.3 It is therefore imperative that the entire educational system is alive to the gender and regional dimensions of educational disparities.

POA-1991, P-1

3. Policy Parameters and Strategies

1.3.1 In pursuance of NPE the main features of the implementation strategy will consist of the following :-

- (i) to get the entire education system to play a positive interventionist role in the empowerment of women;

- (ii) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- (iii) to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes;
- (iv) to create a dynamic management structure that will be able to respond to the challenge posed by this mandate.

4. Plan of Action

1.4.1 Strategies outlined below deal primarily with operational details regarding implementation of the POA :

- (i) All the Bureau of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc. will also prepare similar action plans. part IV, para 4.1 to 4.3 of the NPE and Chapter XII of the POA will form the guiding principles for the action plan.
- (ii) A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action. This will be done by August, 1993.
- (iii) Similar monitoring units/bureaus will be set up at the State level.
- (iv) Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels.

POA 1991, P -2

5. Empowerment of Women

1.5.1 Education can be an effective tool for women's empowerment, the parameters of which are:-

- enhance self esteem and self confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;

- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas;

1.5.2 The following measures will be taken for achievement of the above parameters and the concerned bureaus and institutions will report on progress as stated in para 4.1 above :

- (i) Every educational institution will take up active programmes of women's development;
- (ii) All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programmes will be designed with the assistance of concerned organizations and women's groups;
- (iii) Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities;
- (iv) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.

POA 1992, P - 3

- (v) The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers. SCERT and the concerned State level boards and institutions will initiate similar work.
- (vi) Funds would require to be earmarked in all education budgets for such awareness and advocacy related activities

6. Research and Women's Studies

1.6.1 Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international development. The four dimensions to be supported are:-

- (i) Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.
- (ii) Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
- (iii) Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
- (iv) Extension or direct involvement of institutions in women's development activities among the community

1.6.2 Special efforts will be made to make the Women's Studies Centres set up in 20 universities and

11 colleges to become more effective through intensive training of their staff. Eminent institutions and well known women's organizations will be involved in the process of revitalizing existing centres/units and helping in the establishment of new ones.

1.6.3 Networking between different institutions for research, extension and information dissemination has demonstrated high cost-effectiveness as well as potential for coordinated growth. Such networks will be initiated to increase output of quality teaching materials especially in regional languages, training and curriculum design, and decentralized area-specific models of intervention.

POA-1992, P - 4

1.6.4 Foundation course should be designed and introduced for undergraduates with a view to promote the objectives of empowerment of women. This will be done within the 8th plan period.

7. Universalization of Elementary and Adult Education

1.7.1 It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). Efforts will be made to design special NFE programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education. The Open School, distance education systems and other innovative educational programmes will reach out to girls in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire a greater significance in the SAARC decade of the girl child

1.7.2 The rural girls are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work. Coordinated efforts, albeit with other Departments/Ministries, need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and child care facilities should be seen as a necessary and integral adjunct of UEE.

1.7.3 An important constraining factor for female education is the lack of women teachers in rural areas. The Revised Policy Formulations postulate that at least 50 per cent of teachers recruited ~~in future would be women~~ and to augment teacher-training facilities for women so that adequate number of qualified women teachers are available in different subjects, including Mathematics and Science.

1.7.4 Total Literacy Campaigns (TLCs) being taken up should pay special attention to women in the 15-35 age group as it has been done with very positive impact in many districts. NFE should be dovetailed to TLCs in order to reach out to girls in the 10-20 age group

1.7.5 Programmes for continuing education should be designed to ensure that neo-literates and school going girls have access to reading materials. If necessary, books and magazines should be made available to women in their hamlets. The medium of radio will be utilised to sustain enthusiasm and motivation.

1.7.6 Efforts should be made to coordinate the different vocational schemes both within the formal system and those initiated by the other Departments/Ministries.

POA-1991, P - 5

8. Women's Access to Vocational, Technical and Professional Education and Existing and Emergent Technologies:

1.8.1 Improvement of girls' access to technical, vocational and professional education requires a national programme to introduce and strengthen Science and Mathematics teaching in all girls schools. A special scheme will be designed to meet the shortfall of Science and Mathematics teachers in girls schools. Serious efforts should be made by the Centre and State planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary precondition to encourage participation.

1.8.2 Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's ITIs and Polytechnics and women's wings in general Polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in new and emerging technologies.

1.8.3 Information about credit, banking, entrepreneurial abilities will be developed in technical and vocational institutions. The apprenticeship scheme will be strengthened to increase the coverage of women.

9. Media

1.9.1 The electronic, print and traditional media will be used to create a climate for equal opportunities for women and girls. It will thus play a complementary and supportive role in awareness generation, dissemination of information and communication. Given the fact that almost all rural areas are covered by radio, special efforts will be made to utilize this medium to reach out to women.

10. Management Structure at Centre and State Level

1.10.1 Women's cells should be set up forthwith in all Central and State agencies concerned with curriculum development, training and research.

1.10.2 A Monitoring cell will be set up within the Planning Bureau of the Department of Education, Ministry of Human Resource Development. Similar units in the states should take responsibility for monitoring and evaluating progress.

1.10.3 A high level Inter Ministerial Committee will be constituted by the Department of Education, MHRD to :-

- (i) review implementation of POA on a continuing basis;
- (ii) advise the government on policies and programmes related to girls education;

POA-1991, P-6

- (iii) activate planning mechanisms in consultation with each other to ensure provision of essential support services that will enhance girls' and women's participation in education.

1.10.4 Similar committees will be constituted at the State level.

POA-1992, P - 7

II. Education of Scheduled Castes and Scheduled Tribes and Other Backward Sections

2.1.5 A number of Centrally Sponsored Schemes are being continued in the 8th Five Year Plan (1992-97) for SCs, STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organisations; (iii) Pre-matric scholarships for children of those engaged in un-clean occupations; (iv) Book banks; (v) Boys' and Girls' Hostels; (vi) Coaching and allied schemes. In addition to these, two schemes in the central sector have also been approved, viz., (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal areas. These programmes are in addition to the special thrust given to the weaker sections in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non-Formal Education (NFE) centres and adult education centres, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc.

2. Elementary Education

2.2.1 Taking into account the experience gained in the implementation of NPE, 1986 and POA, the following strategies are proposed.

(a) Access and Enrolment

2.2.2 In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools priority would be given to the needs of SC habitations and hamlets. As far as possible pre-primary section will be an integral part of such schools.

2.2.3 Every Scheduled Tribe *habitation will be provided with a primary school* or other suitable institution before the end of the 8th Five Year Plan in order to ensure universal enrolment and participation

2.2.4 In tribal areas educational plan will be implemented in an integrated manner. *Pre-school education* (through *Balwadis*), Non-Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population. This integrated Educational Complex will be responsible for total education within its area serving all children in the age-group 3-14 and adults in the age-group 15 and above.

2.2.5 For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.

2.2.6 It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enrol all school-age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken.

Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

(b) Participation

2.2.7 Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of Scholarships, Uniforms, textbooks, stationery and mid-day meals.

2.2.8 All schools, NFE centres and pre-school centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum Levels of Learning (MLL).

2.2.9 Operation Blackboard shall cover within a period of two years all schools in tribal areas and Harijan Bastis irrespective of the date on which the school was set up.

2.2.10 The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools.

(c) Achievement

2.2.11 Children from tribal communities will be taught through the mother-tongue in the earlier stages in primary school. Teaching/learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.

2.2.12 The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material will be re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learners' dialect are different.

2.2.13 It will be ensured that MLL already set-up for primary schools will be achieved, that the necessary standards of *Rs. 3+* are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL will be implemented.

P-9.10

3. Adult Education

2.3.1 Adult education programmes will be an integral part of educational micro-planning in all tribal areas.

2.3.2 Under the total literacy campaign SC and ST populations will be the major focus for achieving total literacy. Special attention will be paid to adult illiterate women.

2.3.3 Adult education programmes for SCs/STs will essentially be programmes of empowerment. Special and relevant curricula and materials shall be prepared for this purpose as a crash programme.

2.3.4 Post-literacy centres will be set up in SC/ST areas where literacy campaigns have been carried out in order to provide facilities for continued literacy for adult neo-literates specially women.

4. Incentives

2.4.4 Residential facilities will be provided for SC/ST students preparing for competitive examinations.

2.4.5 Additional scholarships will be provided for SC/ST girl students in the secondary and senior secondary classes. Special coaching and remedial courses will be organised for SC/ST girl students.

5. Reservations

2.5.1 Implementation of reservation will be monitored at all levels and failure to adhere to the same will be made punishable.

2.5.2 Reservation in recruitment of teachers from SC/ST communities will be ensured in all educational institutions.

P-10-11

6. Teachers and their Training

2.6.1 Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs will be started. The eligible amongst them will be appointed as teachers in the schools.

2.6.2 Specified teacher training institutions such as DIETs will be identified for training of SC/ST teachers on a large scale.

2.6.3 In order to encourage SC/ST students to become teachers special courses integrating secondary, senior secondary and professional training will be devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher.

2.6.4 Wherever possible husband-wife teams will be posted as teachers in tribal areas. This will ensure high participation by such teachers in school education.

7. Additional Measures

2.7.2 Education in tribal areas should be linked with outdoor activities. Many tribal children excel in sports, games and other out-door activities. Such talent must be identified and nurtured. Adequate coaching will be provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships will be provided for such students paying special attention to their dietary requirements.

2.7.3 There is need for improvement in the standards of hostels for SC/ST students. Special attention has to be paid to the nutritional need of the students. As far as possible hostels concerned in or around the vicinity of the school/college where the girls are enrolled and adequate security measures should be provided. Hostels should preferably be run by Non-Governmental Organisations (NGOs).

P-12

9. Monitoring

2.9.1 In addition to the monitoring by the existing scheme, monitoring of education in SC/ST areas will be entrusted to the local community/village education committee with adequate representation of SC/ST members specially women. The local community will take the total responsibility of planning the educational facilities in SC/ST areas.

2.9.2 In most of the States and at the Centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and Ashram Schools for SC/ST are being implemented by the Welfare Departments, while the Departments of Education run programmes of setting up of schools, appointment of teachers, preparation of textbooks, curriculum, etc. which cater to SC/ST students as a part of the general programmes of the Education Departments. It would, therefore, be appropriate that the monitoring is done by the respective departments implementing the programmes. The Joint Monitoring System developed for this purpose by the Ministry of Human Resource Development, Ministry of Welfare and Planning Commission will be taken up earnestly.

2.9.3 In some States, educational institutions for Scheduled Tribes are being run by agencies other than the Education Department. It is better that these are managed by Department of Education.

10. Evaluation of Schemes

2.10.1 A number of evaluation studies have been conducted on the implementation of Centrally Sponsored Schemes as well as schemes of the State Governments. For example, in the recent past, the post-matric scholarship scheme has been reviewed by the Department of Personnel and by NIEPA. Pre-matric scholarship schemes of the State Governments have been evaluated by NCERT. The Girls' Hostel scheme was reviewed by three research organisations under the scheme of evaluation of the Department of Education. Many studies have also been conducted under the programmes of assistance of Ministry of Welfare, NIEPA, NCERT, Tribal Research Institutes, etc. But there does not seem to be a proper follow up of the reports.

2.10.2 What is needed is a systematic documentation and utilisation of the findings of the reports for taking corrective action.

P-13-14

3. Minorities Education

3.4.9 Studies and surveys to be commissioned on selective basis by Research Organisations, Universities and other Central and State Agencies (Action : Department of Education - Centre and States/UTs, Ministry of Welfare, NCERT, U.G.C., Planning Commission, ICSSR).

3.5.1

- iv. Orientation programmes for principals/managers and training programmes for teachers of minority educational institutions taken up by NCERT/NIEPA to be intensified (Action: NCERT/NIEPA).

POA - 1992, P - 23

- (x) Women's Community polytechnics should be set up in minority concentration areas on priority basis. (Action : Deptt. of Education - Centre and States/UTs).

P - 24

3.5.2

(ix) There is a large concentration of minorities in urban slums. A Centrally sponsored/Central Scheme

X

be devised to cater to their educational, health and nutritional needs. Special infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-formal Education etc. (Action : Deptt. of Education, Ministry. HRD; Ministry of Urban Development).

- (xiv) In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis. (Deptt. of Education Centre/States, M/O Welfare and U.G.C.).
- (xv) Voluntary Organisations would be encouraged to set up ITIS in minority concentration areas. Where necessary, suitable funding would be provided. (Action : Ministry of Labour, States/UTs).

P - 27

3.5.3 Long Term Programmes include:

(a) *Early Childhood Care and Education Centres*

Early Childhood Education Centres will be set up in Primary Schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Governments in this regard. However the State Governments will be encouraged to start their own programmes in ECCE. (Action : Deptt. of Education, Ministry of HRD).

P - 27

(f) *Women's Education*

- (i) As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls' hostels and providing of incentives in the forms of mid-day meals, uniforms etc. Minorities' needs should be fully met. (Action : State Govts./UT's).
- (ii) A Production-cum-Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action : State Govts./UTs).

(g) *Voluntary Effort in Adult Education & Early Childhood Education*

Orientation Courses for professionals from minority communities to motivate voluntary effort; attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action : State Govt./UTs).

P - 29

4 Education of the Handicapped

Need for Gender Focus

x1

5 Adult & Continuing Education

5.4.2 Media would be used in literacy promotion as a tool of dissemination of information, as a tool of mobilisation, motivation and sensitisation, as a tool of learning by sharing information, ideas and experiences and as a tool of social action for change. For this purpose, discussion on various aspects relating to literacy would be arranged on Doordarshan and Radio, spots and motivational films would be produced and show on TV and classes conducted through radio. Both print and non-print media, including the traditional folk arts, would be fully harnessed for disseminating the message of literacy and for creating a positive climate for literacy.

P - 44

- (e) Propagation of the message of small family norm which has been yet another issue of national concern as also one of the sub-themes of all literacy campaigns would continue to be accelerated. This, alongwith other measures like importance of delayed marriage, proper spacing, changing existing social biases in favour of the male child in our society, etc. will be integrated into the content of the primer, content of materials for neo-literates, curriculum and course content of training and orientation of all functionaries, transaction of instructional lessons, evaluation, etc.
- (f) Promotion of women's equality will be a major area of focus in literacy programmes. Working towards this objective will have following implications for planning and implementation of TLCs:
 - (i) Enabling the participation of women in the decision making processes of the campaign and developing organising skills.
 - (ii) Ensuring widest possible participation of *women as teachers and learners* in the teaching-learning process.
 - (iii) Organising activities specifically designed to bring about *attitudinal change amongst men*, thereby developing a greater sensitivity towards the difficulties faced by women in Indian society. This should lead to collective action to remove such difficulties wherever possible.
 - (iv) Promoting the formation of women's organisations which will take up issues relating of women's rights.
 - (v) Providing suitable avenues of gainful employment of women and ensuring their participation in every stage of the developmental process.

P - 45

- (vi) Ensuring that society as a whole is sensitised to the need to translate assurances of equality into concrete action such as payment of equal wages for equal work.
- (vii) Designing and promoting innovative and imaginative schemes which consciously work towards women's equality and empowerment. Existing models such as a Women's Development Project (WDP), or the Mahila Samakhya concept, would be enlarged in scope and ambit, and integrated with literacy campaigns

xii

- (viii) Creating structures, and facilitating mechanisms by which the concept of women's equality and gender justice is integrated at all levels with the work of the Saksharta Samitis be it in training, content or participation.
- (g) An important and positive fallout of the campaigns is that parental demand for enrolment and retention of children in the formal school system has increased manifold. Endeavour would be made to positively respond to such demand by opening new schools, adding rooms to the existing school buildings, appointing additional teachers and arranging their orientation and training and improving the operational efficiency of the delivery system so that it can absorb the growing demand. Simultaneously efforts would be made to provide appropriate and need based non-formal education to working children in 9-14 age group so that they do not, after reaching adulthood, add up to the ranks of illiterate adults. For this purpose, an effective linkage would be established with programmes/activities related to UEE, including NFE.
- (h) Messages of basic health care and programmes formulated thereunder, both protective, curative and preventive with special emphasis on health care programmes for women and children, would be integrated into the content and process of campaign materials, training, environment building, actual teaching learning phase, etc. in the same manner as small family norm, conservation of environment and women's equality.

6. Early Childhood Care and Education

1. The Present Situation

6.1.1 The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society.

P - 55

2. Targets and Phasing

6.2.1 The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDS by A.D. 2000. By the end of the Eighth Plan, 3.75 lakh Anganwadi centres would be established and by A.D. 2000 seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum-creches. By the end of Eighth plan, 25 per cent of Anganwadis will be converted into Anganwadis-cum-creches. Qualitative improvement of ongoing ECCE programmes would receive high attention. New cost-effective designs of ECCE will also be encouraged and supported.

P - 56

6.5.1 Initiating a two-year vocational course in ECCE at +2 level with the objective of creating basic skills which can later be adopted through job training for specific situations;

P - 62

Girl child focus to be sharpened

- (vi) Coordinating the timings of ICDS Anganwadis with the primary schools wherever possible.

7. Elementary Education

4. Revised Policy Formulations

7.4.1

- (iii) It was specifically laid down that at least 50 per cent of the teachers recruited in future should be women.

7.3.6 A positive externality, rather unanticipated, of the Total Literacy Campaigns, has been that in many districts covered by the campaign there has been an upsurge in the demands for primary education. In quite a few districts "out of school" children in the age group 9-14 was covered by the campaigns. Further, in these districts the awareness generated among parents is leading to better participation of children in primary schools. This happy experience has reconfirmed the need to pay more attention to the "demand side" in strategies for achieving UE and highlighted the need for a disaggregated approach to the problem of UEE whereby districts, not States, and specific disadvantaged groups—the girls of SCs and STs—should become the basis for future planning.

7.3.9 CABE considered the failure to universalise elementary education and literacy as not only a question of lack of resources but also of systemic deficiencies. The additional resources that may be available under external assistance should therefore, be used for educational reconstruction which should go beyond the conventional measures such as opening new schools, construction of school buildings and appointing teachers. It is necessary to adopt a holistic approach, and to address

- (i) the educational needs of the working children, girls and disadvantaged groups, and
- (ii) issues of content, process and quality.

disaggregated Target Setting and Decentralised Planning

7.4.2 In the 8th Plan, the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. An analysis of the educational indicators reveals that within each State, even in the educationally backward ones, there are areas and districts which are almost within reach of universalisation, while even in the educationally advanced States there are districts which are still quite backward. The attempt would be to prepare district-specific, population-specific plans for UEE within the broad strategy frame of Microplanning through people's participation and introduction of Minimum Levels of Learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement.

7.4.3 In order to reduce disparities a disaggregated approach will be adopted through district planning by classifying districts into four categories:-

- (i) High literacy districts in which access and enrolment are almost universal and community awareness for education is already high;
- (ii) total literacy campaign districts in which community mobilisation for educational needs has been successfully generated by the National Literacy Mission;

- (iii) low literacy districts in which the provision of education facilities is unsatisfactory and the delivery system functions without any community involvement; and
- (iv) externally assisted project districts with a different management structure and sufficient financial support.

7.4.4 The strategies with regard to access, participation, achievement, environment building, community participation, etc. will be different for the four categories of districts.

7.4.5 Under this broad strategy of district planning and based on the experience gained in implementation of NPE, and the RPF, the following strategies are proposed:

- (i) Adoption of alternative channels of schooling like voluntary schools and NFE centres for those who cannot avail of conventional full-time schooling.
- (ii) Microplanning through involvement of teachers and the community in order to design and implement a family-wise, child-wise plan of action for universal access/enrolment and participation.
- (iii) Making parents aware about their responsibility for ensuring the completion of elementary education by their children and for providing at home the facilities and encouragement needed for this purpose.
- (iv) establishment of linkages between programmes of pre-school and primary education, and between programmes of literacy and UEE, in total literacy campaign districts.
- (v) Improvement of school facilities through revamped Operation Blackboard and connecting it to MLL strategy. It will also be extended to upper primary stage.
- (vi) Decentralization of educational management for making the schools function so as to ensure universal enrolment, retention and achievement.
- (vii) Introduction of MLLs at primary and upper primary stages including coverage of the non-formal education channel.

P - 71

- (viii) Revision of process and content of elementary education to make teaching-learning child centred, activity based and joyful.
- (ix) Introduction of continuous and comprehensive evaluation with focus on remedial measures.
- (x) Modification of teacher training programmes in view of changed strategies and programmes.
- (xi) Improvement of the monitoring system for UEE.
- (xii) Launching a National Mission to achieve the goals envisaged in the revised policy.

7.4.6 Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and

building up local level capacity to ensure effective decentralisation of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole in selected districts instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

5. Provision of Universal Access

7.5.1 Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations.

a) *Formal Schooling*

7.5.2 New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system. In addition, a new scheme of Voluntary Schools will be launched to achieve universal access for children in different areas.

7.5.3 *Primary Schools* : In 1986, it was estimated that there were approximately 32,000 habitations with a population of 300 or more that required primary schools. Though many new schools have been opened, new habitations have also come into existence, and it is estimated that 35,000 new schools will be required. These schools will be opened by the State Governments following the norms specified under Operation Blackboard.

P - 71, 72

7.5.4 *Upper Primary Schools* : In order to increase enrolments at the upper primary stage, the infrastructure at this stage will be expanded. The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibility of the State Governments to observe this norm for school-mapping.

7.5.5 In order to achieve UEE the school system will have to cater to about 18 crore children. This calls for increasing the number of teachers from the present 27 lakhs to 45 lakhs based on the teacher pupil ratio of 1:40. The increase in student population would also require an additional 11 lakh class rooms to be built in the next 7 years.

(b) *Scheme of Voluntary Schools*

7.5.6 A new scheme of Voluntary Schools will be launched to cater to the needs of neglected, hilly, tribal and difficult areas where there is no provision of schooling. This scheme will enable voluntary agencies to conduct schools for UPE/UEE and stimulate community participation in planning and conducting schools in a locally appropriate manner.

7.5.7 The Voluntary Schools would be organised to serve all school children in a given village/habitation. Areas would be well defined with a population of not less than 150 so that the Voluntary School has at least a minimum of 30 children. Voluntary Schools would be expected to complete primary/elementary education of the required level in a specific period adequate for the pupils to master the curriculum. Learners enrolled in the Voluntary Schools may appear as external students for entry into any class of full-time formal school. Local teachers will be appointed to run the schools and

adequate training will be provided to them. Supervision of the Voluntary Schools would be the responsibility of the Village Education Committee (VEC)

7.5.8 A system of monitoring and evaluation will be designed by the grant-giving agency to periodically evaluate the work of the school on the basis of five main criteria—enrolment, attendance, retention, achievement of minimum levels of learning and community involvement.

7.5.9 Central assistance will be given to the eligible Voluntary Agencies to run the schools.

(c) *Programme of Non-Formal Education*

7.5.10 In order to strengthen the NFE Scheme the following strategies will be adopted:

- (i) Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children, especially girls, who are not able to or who cannot attend the formal school.
- (ii) Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream. Shramik Vidyapeeth and Voluntary agencies will be involved in this process.
- (iii) Voluntary agencies will be encouraged to undertake projects of NFE, especially in areas where the formal school system is not able to meet the demands of UEE.
- (d) assistance to academic institutions and voluntary agencies for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

P - 72, 73

(d) *Microplanning*

7.5.13 Microplanning is a process of designing "a family-wise and child-wise plan of action" by which "every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her, and completes at least 8 years of schooling or its equivalent at the non-formal centre." A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out at the Block, Taluk, District levels. Within area the steps by which this micro level planning will be operationalised are :

- (v) Ensuring that all children, specially girls and SC/ST children, regularly and actually participate in elementary education.

7.5.16 Microplanning will be made operational in about 20 project areas on an experimental basis during 1992-93. Based on the experience gained during the course of implementation it will be expanded to cover about 100 districts during the 8th Plan. In due course the entire country will be covered, thus ensuring universal access and enrolment, and universal retention.

P - 74

(e) *Operation Blackboard*

- (iii) Expanding OB to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library (e) at least one teacher for each class/section and items, consumable and minor repairs, etc.

viii

8. Secondary Education

2. Policy Change

8.2.1 The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE 1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly, they call for higher participation of girls, SCs and STs, particularly in science, vocational and commerce streams. Thirdly, they call for reorganisation of Boards of Secondary Education and vesting them with autonomy 'so that their ability to improve the quality of secondary education is enhanced. Fourthly, they envisage that effort will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills to be effective in the emerging technological world.

3. Broad Parameters of the Strategy Envisaged

8.3.1 They include :

- Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls, the SCs and the STs.

P - 84

4. Widening Access to Secondary Education

- (ii) As a medium and long term measure, the programme of school mapping in each State for locating schools on the basis of clearly defined norms and standards will be revised. This exercise, to be carried out by NIEPA in collaboration with educational authorities in the States, will be completed by the end of 1994 and a programme to fully serve the unserved areas will be completed by 2000 A.D. In this exercise the educational needs of girls, SCs and STs would receive special consideration.
- (iii) The States/UTs will be urged to formulate a special enabling plan to ensure increase in enrolment of girls, the SCs, the STs and other educationally backward sections. Necessary guidelines to formulate the plan/mechanism will be developed by the NCERT in consultation with the education authorities of the States/UTs.
- (iv) The educational needs of those who find it difficult to attend full-time school and for the working people who have missed the secondary school will be met by extending and strengthening the Open School system.

9. Navodaya Vidyalayas

1. Present Situation

9.1.3 The Navodaya schools largely are intended to cater to rural talented children (for whom 75% seats are reserved) with reservation for SCs and STs. This social objective has been achieved to a great extent. In the Navodaya Vidyalayas, 77.45% of the students are from rural areas; 20.35% from SCs and 10.76% from STs. Girl students are 28.44% of the student population as against the target of 33%. An important feature of the scheme is the migration of a proportion of the students from one region to another, promoting national integration by providing opportunities to talented children from different parts of the country to live and learn together.

P - 95

x x

10 Vocational Education

(iv) Vocational Educational Programmes for Special Groups and out of School Population

10.4.9 The tribal and rural population do not have adequate access to school education, vocational courses in schools or vocational/technical training schools/institutions. There is also a paucity of vocational courses/institutions to cater to the women population whose earning power could be considerably augmented through vocational training. Handicapped and disabled persons form another significant section of the society who have at present practically no avenues to acquire suitable productive skills to make their living more meaningful and self reliant. In addition, there is a large student population which does not go beyond class VIII and who need to be provided some skill training.

10.4.10 Vocational training programmes of non-formal nature are being organised by various Departments/organisations like the Department of Rural Development, Department of Women and Child Development, Ministry of Welfare, ICAR, KVIC, Central Social Welfare Board, Community Polytechnics, Shramik Vidyapeeths, Jan Shikshan Nilayams, etc. While these organisations would continue with their effort to provide non-formal vocational training groups, the Department of education under the Vocational Education Programme would concentrate on organising non-formal vocational education and training programmes for school dropouts in the age group 14-18 years who had completed class VIII but had not gone beyond class X.

10.4.11 It is also felt that all polytechnics, engineering colleges and other vocational and technical training institutions should organise short-duration non-formal vocational training programmes. The concerned Ministry/Department/organisation as well as the States/UTs should earmark funds and provide financial assistance to these institutions for this purpose.

10.4.12 The Ministries of Welfare and Labour are already organising some vocational training programmes for the handicapped. They would intensify their efforts. The Department of Education would also encourage voluntary organisations working in this area. The CIVE will also provide support to vocational training programmes for the handicapped through teacher training materials and other resources.

P - 113

10.4.13 The involvement of girls in the vocational education programmes is crucial. Under the Centrally Sponsored Programme at +2 level, girls have equal access to vocational courses as the boys. Efforts should be made by the State/UTs to consciously encourage the participation of girls in the non-traditional and emergent technologies. The non-formal vocational programmes with emphasis on entrepreneurship should be specially geared to the needs of the out-of-school girls. Facilities for guidance should be made available.

(vi) Vocational Education for Special Areas

10.4.14 Separate vocational schools are proposed to be set up in the rural areas and in the North Eastern States where it is not viable to start vocational courses in general educational institutions. As and when these vocational schools are established they would also run short duration non-formal vocational training programmes for special groups and out of school population.

(vii) *Assistance to Voluntary Organisations for Experimental/Innovative Programmes and Short Term Vocational Courses*

10.4.15 The centrally sponsored scheme of Vocationalisation of secondary education envisages the role of voluntary agencies for conducting innovative programmes in the field of vocational education and provides financial assistance to selected agencies for this purpose. However, since the scheme was launched in 1987-88 only a few voluntary organisations could avail the assistance provided under the scheme. This was mainly because the scope was limited and assistance restricted to programmes of "innovative character". It was therefore felt that, to mobilise greater involvement of the voluntary organisations in the vocational education programme, the scope and objectives of the scheme should be widened and the details of the facilities offered to voluntary organisations be made available separately. Accordingly a Scheme of Assistance to Voluntary Organisations is now being formulated.

10.4.16 The overall aim of the scheme is to promote non-formal vocational education through NGOs for achieving the goals spelt out in the NPE. The specific objectives of the scheme are to provide financial assistance to the voluntary organisations for

- Innovative/experimental projects.
- short-term training programmes of vocational education preferably in backward/rural areas and particularly girls of the age groups of 14-18 years who have dropped out of the school before completing class X.
- Organising special vocational training centres in rural areas where no institution/organisation is available to start non-formal courses.
- training of vocational teachers/resource persons.
- other activities connected with the vocational education

10.4.17 States/UTs would have the primary responsibility to enlist the voluntary organisations for implementing the scheme. The NCERT should prepare the syllabus, curricula instructional material for more short-term courses

P - 114

14. Technical Education for Women

15.14.1 Opportunities for Technical Education for women at all levels will be suitably increased. Additional polytechnics for women will be established under the World Bank assisted Technician Education Projects, and concerted efforts will be made to increase the proportion of girls enrolling in polytechnics and engineering courses. Adequate hostel facilities will be provided to the girl students in technical and management institutions. Guidance seminars for girls at the 10+2 stage will be organised through the State Governments, Boards of Apprenticeship Training and other selected institutions to make them aware of opportunities in technical education and the potential for employment and self-employment.

P.A p-151

X X //

22 Teachers & Their Training

3. Teachers and Their Role

22.3.1 While some of the problems being faced by the teaching community have financial implications, many of other problems can be solved through non-monetary inputs and by a planned, systematic and sympathetic approach. Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies, States will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers, other working conditions, norms for transfers and postings, removal of grievances, participation of teachers in the educational process, recruitment of teachers and the role of teachers' associations.

22.3.3 The primacy of the role of teachers in the educational process, their active participation at all levels of management, special measures for the teachers from the disadvantaged sections like women, SCs/STs, etc., provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible.

P - 209

22.3.4 to help the existing weak educational administration in expeditious disposal of personnel matters of teachers. Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentive for non-performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year.

P - 120

23 Management of Education

- (iv) At least 50% of the teachers appointed will be women. This will have a positive impact on girls enrolment and retention.

2. Decentralisation and involvement of People

23.2.1 The NPE and POA have emphasised the importance of decentralising planning and management of education at all levels and involving people in the process. Decentralization implies democratic participation by elected representatives of people in decision-making at the district, sub-district and Panchayat levels. In pursuance of the POA provision the State government have been taking steps to set up structures for decentralised planning and management. The future course of decentralisation would be influenced to a great extent by the proposed Constitution Amendment (Seventy-second) Bill, 1991; they would have to be finalised after the Bill is enacted.

(a) *The Constitution (Seventy-second) Amendment Bill, 1991*

23.3.1 The Constitution (Seventy-second) Amendment Bill of 1991 on Panchayati Raj institutions envisages introduction of democratically elected bodies at the district, sub-district and panchayat levels. These bodies will be responsible for the preparation of plans for the economic development and social justice. The Bill provides for representation of women, scheduled castes and scheduled tribes.

23.3.2 The proposed Eleventh Schedule of the Constitution provides, among other things, for entrusting to Panchayati Raj bodies of :

“Education including primary and secondary schools, technical training and vocational education, adult and non-formal education, libraries, and cultural activities”.

The subjects closely allied to education, namely, health, welfare, women and child development are also to be entrusted to the Panchayati Raj bodies.

(b) *State Legislation*

23.3.3 The Panchayati Raj Bill is an enabling legislation. The states are to frame their own legislation in their turn. The states would need to draw up appropriate legislations which, among other things, must provide for Panchayati Raj Committees for Education

(c) *District Level Body*

23.3.4 Within this legislation a district-level body may be set up with the responsibility for implementation of all educational programmes including non-formal and adult education, and school education up to the higher secondary level. The district body will provide for representation of educationists, women, youth, representatives of parents, scheduled castes/scheduled tribes, minorities and appropriate institutions in the district. Representation may also be provided for urban bodies

and cantonments which organise educational activities. The district body will also be vested with the responsibility for planning which would include, inter alia, area development, spatial planning, institutional planning, administrative and financial control and personnel management with respect to primary, middle, secondary and higher secondary schools and other educational programmes. Implementation of different educational programmes at the district level will be supervised and monitored by the body. The district educational plans will also go into the levels of participation and retention of boys and girls under different age-groups by socio-cultural and economic categories, particularly SC & ST, and plan for measures for ensuring physical infrastructure, equitable access as well as qualitative aspects of education.

4. Involvement of Voluntary and Non-governmental Agencies

23.4.1 The successful implementation of programmes like elementary education including non-formal education, early child-hood care and education, adult education, education of the disabled, etc. Will require people's involvement at the grassroot level and participation of voluntary agencies and social activist groups on a much larger scale. Considering the need for ensuring relationship of genuine partnership between the government and voluntary agencies, the government will take positive steps to promote their wider involvement. Consultations will be held with them from time to time about programmes and procedures for selection for financial assistance will be streamlined to enable them to play optimal role.

23.4.2 It would be desirable for the state governments to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations. They could be used to supplement effectively the on-going programmes to enhance their quality and impact. They should be allowed to function in a congenial and supportive atmosphere. It is expected that appropriate indices of accountability in terms of performance would be evolved in consultation with the voluntary organisations and NGOs.

PART III

National System of Education

3.1 The Constitution embodies the principles on which the National System of Education is conceived of.

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

3.4 The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. *Besides, awareness of the inherent equality of all will be created through the core curriculum.* The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit,

regardless of his origins. The universal character of universities of other institutions of higher education is to be underscored.

3.9 In the areas of research and development, education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

NPE - 1986

APPENDIX II

Some Innovative Programmes

Girl Child Campaign in Rajasthan

The Women's Development Programme (WDP) was introduced in 1984 by the Government of Rajasthan with financial assistance from UNICEF, with the principle aim "to empower women through communication of information, education and training to enable them to recognize and improve their social and economic status." WDP has been attempting to create women's forums in rural areas that collectively question their subordination, and helping them gain confidence and a positive self image so as to figure out different forms of oppression. Women are to become active partners in development process rather than remain mere recipients of development scheme, WDP is presently operational in 9 districts of Rajasthan and continues to strive towards building women's collective strength. While the main thrust of WDP continues to be rural women, work with girls has emerged as an outcome of this involvement. In the past six years each district has organised some activity or the other for and with girls, be it Shivirs (camps) or Balika Melas (fairs for girls). Girls would come and participate in village level jajans (group discussions on a colourful floor covering made of thick cloth) & showed keen interest in health issues and showed eagerness to acquire information about their reproductive system, among others.

In 1988-89 campaigns against child marriage were carried out by WDP Sathins that proved futile and bitter and led to a rearray of the strategies. In a milieu where it is considered economical to marry all children of the family in one go, regardless of age, anything else but a legal approach would work especially if the enforcement machinery is itself a party to this phenomenon. The Sathins in a state level workshop systematically went over their childhood and adolescence experiences of early marriage, desertion, cruelty and discrimination from this workshop emerged numerous songs, plays, case studies and posters on issues like marriage, parental discrimination, notions of work. By 1989-90, several districts moved to organising specific activities for girls after "careful forethought, planning and training of trainers in participatory experiential methods for effective mobilisation. Camps and fairs for girls provided them forums to express themselves through games, songs, dramas and discussions. In one district "Each one, teach one" programme was started for girls who had to graze cattle and could not attend formal school. In another case few Sathins were able to mobilise the Auxillary Nurse Midwives, Anganwadi workers and Gram Sevikas (village level women workers). A big fair was held in a village where nearly a thousand women and girls participated. In other districts,

* Based on Anita Dighe's evaluation report.

districts dialogue was initiated with the Jati Panchayats (traditional caste/tribe governance councils) as to why the age at marriage should be increased. Girls were involved in reforestation activities and helped to open savings accounts. In one district a health camp was organised for girls where besides fun and games, a medical examination was carried out to assess the nutritional status of girls.

In a sense, GCC showed that any programme for women's development would be short sighted if it did not address itself to the status of the girl children and adolescents. Also the WDP skills to communicate and mobilize village women can be enlarged and built upon for working for girls.

The GCC experiences has shown the need for planning post campaign work. The GCC ended in August 1991. The post campaign activities have perhaps not been taken up in a concerted manner. "If that has happened, the problem of dissipating the social energy that has been created as a result of the campaign and thereby losing credibility with the villagers is a real one. But it should still be possible to re-ignite the embers that were left behind as a result of GCC. For the campaign showed a strategy, a methodology for creating mass awareness and eliciting support on such social issues as the education and health of the girl child.

The process of communication with the community initiated through GCC should be more vigorously pursued if a change in the state of the girl child & of adult female has to be brought about.

Phase 1

The village contact Drive began with training of campaign coordinators - campaign strategies unfolded and elaborated upon.

Phase 2

A Pracheta (motivator) and two Sathins trained a group of 20 Sahelis (village women) and five other Sathins in a 5 day Shivar (camp).

Participatory process of training specially designed training materials motivated and equipped these trainers with skills for mobilisation to take the campaign to the village level.

Phase 3

Two day Shivirs (camps) in the village brought about positive response mainly from women and girls who participated in various activities.

- response from men was varied

Phase 4

Balika Melas (Fair for the Girls) aroused the enthusiasm of girls who attended them.

Evaluation of the Girl Child Campaign (GCC) in 3 districts of Rajasthan shows it was a fairly successful campaign. In as much as it 'piggy backed' on the Women's Development Programme (WDP), it certainly helped in re-energising the WDP. Some of principles that can be drawn from the GCC are as follows.

1. The campaign was a planned intervention. The initiative, initially, came from the state level planners and administrators. Every detail of the campaign was carefully planned through a series of activities initiated by the Department of Women and Child Development with technical and financial assistance from the UNICEF. The planning activities were informed by the field experiences of WDP that had accumulated over years.
2. While the initial thrust came from top, there was enough room for local initiative and decentralized planning. The centralized decentralized planning processes gave the necessary momentum to the campaign.
3. The GCC had a sharp focus narrowing on the issues of child marriage, health and education of the Girl Child. The materials were prepared in the form of printed booklets, posters, songs, slogans and films and ensured a small set of common messages that were uniformly communicated all the way upto the village level. Distortion of messages was thus reduced. The five day training camps for trainers allowed enough scope for a set of very creative responses like new songs, pictures, plays around the central messages of the campaign.
4. The GCC was built on the strength of WDP their core personnel and training strategies.
5. The GCC moved from a Sathin (an individual WDP worker) to a **Samooh** (a group). These women were made to talk about their own childhood and reflect on it. This stirred up deep emotions that made them look at their own daughters and

probably for the first time 'see' them, and notice them. The lament about lost childhood, missed opportunities, convinced them that this should not happen now to their daughters. They were adequately charged to spread the new messages.

6. The five day training (Shivir) were linked directly to action, i.e. 2 day shivir and Balika Melas at the village level. They planned what they were going to do themselves. No targets were given. They were, infact delegated a responsibility. They experienced a sense of importance and felt confident to carry out the campaign. The printed materials helped since they validated what these women were saying.
7. The GCC provided an opportunity for opening up communication with village women highlighting some of the tenets of women's learning. Women's lack of self confidence and poor self esteem become the initial barriers for learning. The five day shivirs created an ambience where Sahelis (women inducted from the villages) found they had a voice, they could speak, they could think, they could question. Collective learning helped them form into active campaigners.
8. The GCC had prioritized the major issues as child marriage, health and education of the girl child. As the campaign got under way and different activities started taking place, the order of priorities got reversed and education of the girl child got articulated as the most pressing demand from the community.
9. The GCC made abundant use of the rich oral tradition and folk forms, such as songs, dance, theatre. Songs became a powerful means of communication and dissemination of new ideas for women. 'Nukkad nataks' (pro people street theatre) portrayed their own predicaments and women could easily identify with what they saw. The GCC showed that traditional cultural forms can generate social energy that is a pre requisite for the success of campaign.
10. The success of GCC directly resulted from the content of posters, songs, pamphlets, slogans and plays. The idiom and style of some of these materials struck a chord in most women's hearts. Some concepts like declining sex ratio, patriarchy, were new to them ... they showed enthusiasm to acquire new information and knowledge. They were rediscovering the girl child in their lives.
11. The GCC showed the way to work systematically on changing the attitudes, belief and value systems of the village men, including village leaders... While many men were not convinced about what they saw and heard, there were others who developed a genuine interest and concern in the issue of the girl child.
12. The GCC showed the importance of orienting teachers in order to change their attitudes towards the girl child to ensure better enrolment of girls in school.

13. The campaign succeeded in creating undoubtedly a great demand for girls education alongwith a demand for female literacy
14. The evaluation of GCC suggests a need for WDP to work closely with the Department of Education for playing a crucial and critical role in community mobilization and in motivating parents to send their girls to school and in forming and supporting women's groups to participate, as well as monitor educational programmes (formal schools and non formal education centre).
15. The Sathins and other women expressed the need for education on health especially that of women. WDP can take initiative in literacy training and education interventions for adolescent girls.

Scheme for Adolescent Girls: For the first time in India, a special intervention has been devised for Adolescent Girls using the ICDS infrastructure. The scheme of adolescent girls focuses on school drop-out girls in the age group of 11-18 years and attempts to meet the special needs of Nutrition, Health, Education, Literacy, Recreational and Skill development of the adolescent girls. It attempts to make adolescent girl a better future mother and tap her potential as a social animator. The scheme for adolescent girls has already been sanctioned in 507 blocks of the community and when fully operationalised would benefit about 450 thousand girls. As part of the efforts to sensitize the project personnel about the adolescent girls scheme, an instruction kit and a set of operational guidelines have been printed and sent to all states. A series of state, district and block level workshops have been planned to help better operationalisation of the project. Four multi-centric baseline studies have also been sanctioned to study the present status of adolescent girls in respect of their nutritional, health, educational and other related indicators.

Area Intensive Education Development (AIED)

A UNICEF Sponsored Project in some selected districts has adopted multi-sectoral approach to the development of women and children including educational development.

Maher In India, Maharashtra has the tradition of advocating girls education and is the seat of social reform movements over the last 150 years or so. A culmination of effort in the area of girls education was the launching of the **Maher** programme which was conceived by the then Director of Education. At present, the Matruprobodhan Scheme which advocates a similar philosophy is underway on a larger scale than the older Maher Scheme.

Matruprabodhan This project was undertaken in 4 districts in Maharashtra in order to realize the objective of enrolment and retention of girls in schools through the orientation of rural mothers to the value of educating the girl child and creating a proper educational environment both at home and school through the support and guidance of different levels of education personnel. The success of the first phase has led to the inclusion of many more districts in the second phase of the programme.

Savitri Bai Phule Foster - Parent Scheme This is a comprehensive programme that was started with the aim of promoting girls education in the economically weaker sections in Maharashtra. It is the community that supports this scheme, in the sense that every individual who participates acts as a foster parent and extends some financial assistance towards the education of one girl child thereby helping poor parents who are unable to send their daughters to school. This model is gradually being adopted in other states.

Mahila Samakhyas - The approach of the Mahila Samakhyas Project in the context of the National Policy on Education is to enable women to think critically, to question, to analyse their own condition, to acquire the information and skills necessary to alter it, and above all, to visualise the kind of society which they want to bring about and live in. Only then will they be able to participate fully in the social, economic and political processes which affect their lives and take control of them. Education must provide women, indeed all oppressed and exploited groups, the means to move from passive acceptance to active self determination. In turn, anything which does this must, in the broadest sense, be termed education. And this, in essence, is what this programme hopes to achieve.

The objectives of the programme are to initiate a process for women to enhance their self image, identify their collective strength, in order to equip them to seek strategies for self-determination of their lives and immediate environment. It seeks to revitalise the existing educational structure, provide support services, revitalise village schools, non-formal and adult education centres through sensitive training and educational support. For this, the project defines education in a much broader 'societal' context and seeks to address itself to the very fundamental issues relating to women's equality. Training is viewed as a critical input which should facilitate 'an indepth understanding of the programme and the social economic and political environment in which it is being implemented in each State and district' for the functionaries.

The mechanism envisaged for delivery of the pilot programme are Mahila Sanghs (Women's Activity Centres) at the village level with Mahila Sangha Coordinators for each Sangh. District Resource Unit of the District Implementation Unit will train instructors and generate educational material. For every ten Sanghs, one Coordinator or 'Sahyogi' is envisaged to function as the link between the District Unit and the Sanghs. Components to be covered include child care, vocational training, adult education Mahila Shiksha Kendras (Women's Education Centres) are set up.

The organisational structure comprises a National Resource Group, a State level Society with a State Programme Director, a State Information Trainee and Resource Agency (SITARA), a District Resource Group and the District Implementation Unit. The programme seeks to draw upon the experience and expertise and other individuals for its effective planning and implementation. Mahila Sanghas (Women's Collectives or Mahila Samoochs) are envisioned in each village to raise the status and bargaining power of women and for bringing about mass education.

Madhya Pradesh has started an innovative project entitled **MANISHA** for promoting girls education in ten districts.

UNESCO Sponsored Innovative Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas

The Department of Women's Studies, NCERT has launched a major Unesco sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas in Haryana. The project is aimed at sensitizing and orienting educational administrators, teacher educators to problems and issues of access, orientation and achievements of girls at the primary stage and for making interventions into curriculum transactions and teacher education. With focus on removing gender bias and stereotyping and improving the status of women within the framework of equality, this integrated multi-level programme will not only sensitize key actors at the state, district, block and village levels but will also help them bond into a group with a shared vision. Need based, local specific and research based training materials bringing out regional nuances especially on the status of women and its impact on education and development will be prepared. The concept of integrated training under this project is a significant departure from the conventional training strategies.

Under this project a study on drop out and non-enrolment among girls in rural Haryana was carried out in 11 villages of 3 low rural female literacy district of Haryana namely Kaithal, Gurgaon and Faridabad. Training materials were developed based on secondary data and insights gained during this study. A workshop of 16 district primary education officers of Haryana was also organised to ascertain the perception of the practitioners on issues of UPE and gender equality. Based on the training materials generated through research, the study adopted the participatory approach involving teachers, administrators, community leaders, drop out children in addition to the multi-disciplinary research team.

Orientation and training of 320 educational personnel comprising of 16 district primary education officers, 124 block education officers, 110 teacher educators and 70 primary teachers of Haryana has been carried out in 8 batches during 1993-94. The training phase will be followed by comprehensive evaluation and dissemination and diffusion in other States and countries. In its next phase, the project is expected to develop mobile primary teacher training strategy for continuous in-service training of teachers in innovative teaching practices & on issues of quality. This innovative project will serve as a reference point in the other States of India and other countries engaged in the task of UPE and for other sister countries in the region..

Chetna literally meaning awareness emerged from a single project to improve effectiveness of existing supplementary feeding programmes for women and children in Gujarat, now also working in Rajasthan and Uttar Pradesh.

Chetna's Mission is to contribute to the empowerment of disadvantaged women and children by assisting them to gain control over their own health and that of their family and the community.

Chetana was a multi disciplinary team of professionals including nutriomets, educationists, social workers, medical consultant, psychologists, sociologists,, child development consultants and artists. Has a highly professional approach to training and use of equipment. Chetna has developed innovative and standardised health and nutrition communication materials. The organisation is sensitive to importance of developing concepts and marriages in appropriate media prior to their mass production. education and training materials are developed after extensive field testing. Flash cards, flips charts, booklets, games, manuals, posters and kits are found effective for education and training. Chetna finds audio visual communiation to be an excellent medium for effecting behavioural changes especially among illiterate communities. Chetna recognise women's health needs constant attention from infancy right through to old age. Chetna's women's health and development team would beam programme on women in the 10-45 years age group.

Stree Mukti Sangathana, an N.G.O. set up in 1975 focusses on creating awareness in the society about women's issues and issues related to equality, peace and development. They have used cultural media of songs based on folk tunes giving modern ideas and street theatre to spread their messages. Problems of working women, family, employment, child care, dismay at the birth of a girl child, dowry are highlighted. The awareness through cultural programmes proved to be tremendous success. S.M.S. has been able to reach about 2 million people through actual performances of their several playlets, especially, "Mulgi Zali Ho" (A girl is born) and songs. Slide shows, poster exhibitions, audio and video cassettes and a monthly publication "Prerak Lalkais" (Clarion Call).

The activists starting from 15 number about 200 today and comprise students, working women and men, housewives and trained social workers, advocates, teachers, doctors and a large number of illiterate women from different religious castes and classes. Their age group ranges from 16 to 70.

APPENDIX iii

Evaluation of Text Books from point of view of Gender Bias

HINDI (Class I-V)

While going through the Hindi text books of classes I to V in Haryana state, it is observed that these books have been prepared in conformity with the concept of equality between sexes, and of the core values in the national curriculum framework. Some of them are nearly free from gender discrimination. In these books economic and social contribution of women, their intellectual abilities and rights have been expressed through stories/articles/poems. They have been depicted as important actors. In some stories women play the main role, and in others they, together with the girls, have been placed along side men and boys. Inequality has been noted only at a few places only. For example, most of the pictures are of boys/men only, say the farmers celebrating festivals or of doing day-to-day jobs. Only the boy has been shown as going out for entertainment, when this right belongs to the girl, too. Our society deprives girls of the right to play and recreation. Therefore, this right must be restored to them through depiction in books. These text books should depict that women participate equally with men in all kinds of agricultural operations, a fact which has been ignored in them. Male teachers have been mentioned mostly, while more than 40% teachers are male in Haryana. In some books most of the lessons bring out boys/men playing the main roles, ignoring the fact that both the sexes are equally important. Such lessons, too, should have been selected for the text books which would

bring out the many sided talents of girls/women. In spite of these anomalies, Geeta as a characteristic girl, the rights and the intellect of the girl Dhania are praiseworthy lessons in putting up a brighter picture of the girls.

HINDI I

Lesson	Comments	Suggestions
Lesson-13	Ramesh went to a fair. The boy has been shown enjoying the fair, while the girl has been shown in the house.	Entertainment is the need and right of the boy/girl both. The girl, too, should have been included.
Lesson-14	The lesson relates to the boy only.	Boy/girl both could have been included.
Lesson-15 (Page-27)	The picture shows boys enjoying the festival of 'Holi'.	Boys and girls, men and women celebrate festivals together. The picture, too, should have been in conformity with this fact
(Page 28)	Male characters predominate	Washing clothes and ironing can be done both by women and men.
Lesson-16	Appropriate	
Lesson-19	'Obey the parents' - the message given by the lesson is fine. But the lesson describes only the boy.	Such lessons convey an adverse feeling to the boys that playing and outing are their exclusive rights, and simultaneously these lower down the spirit of girls, and can develop inferiority complex, in them.
Lesson-23	All the pictures depict the daily routine of the boys.	All of these routines are as essential to girls as to boys. The pictures should have, therefore, included the girls, too.

Lesson	Comments	Suggestions
Activity-1	The picture is of a farmer ploughing the field.	Apart from ploughing, there are many other agricultural operations which are performed by women. This aspect, too, should have been describe
Activity-2	Appropriate	

HINDI 2

Lesson	Comments	Suggestions
Our pledge	A nice lesson	
Lesson-6	A nice lesson	
Lesson-5 (Courage- ous boy)	In all the five lessons boys/men play the main roles.	Such lessons should have been selected which would allot the main roles both to boys and the girls.
Lesson-9 (Ghasiram)		
Lesson-10 (the postman)		
Lesson-11 (the wood- cutter)		
Lesson-13 (Kindness)		
Lesson-14 (Grand mother)	The three lessons are on women but they have been described performing their traditional roles.	Lessons depicting women in new roles and playing other main roles should have been included, too.
Lesson-16 (Rakhi)		
Lesson-23 (AZAD) Independence)		

Lesson	Comments	Suggestions
Lesson-3	The main role is played by the boy. The teacher is also male.	Girls could have been included. Women teachers, too, are there in large numbers. The lesson should have referred to them too.
Lesson-7	A boys plays the main role.	Girls and women, too, go to the fair. If they dont go, they could be persuaded to join. Such descriptions should mention both boys and girls.
Lesson -9	Appropriate	
Lesson-13 (Kabaddi)	The picture and the description depict boys only.	The game is played by girls also. This fact should have been depicted
Lesson-20	Only boys have been shown in the illustration.	The picture should have shown both girls and boys
Lesson-22 (The fruits of labour)	A nice story The story depicts a village boy passing the IAS Exam. in first class with his own hard labour and the cooperation of his parents. The lesson will inspire the village boys.	Talent does not lack in village girls. But they don't get the opportunities. Boosting up their spirits is all the more necessary. In Haryana, we have many women I.A.S. officers. A storey on the life of any of them could be written and included.

V

HINDI 4

The book is practically free from gender bias.

Lesson	Comments	Suggestions
Lesson-2	Intelligence of the girl Dhania	The five lessons are specially praiseworthy attempts.
Lesson-5	Geeta - a nice girl.	
Lesson-10	A letter to a girl-friend	
Lesson-19	Kho-Kho game match	
Lesson-23	Yadavendra Garden, Pinjore	

HINDI 5

The book is practically free from gender bias.

Most of the stories are nicely written. They bring forth the economic contribution and their courage. Many more such stories/articles are the need of the day.

Mathematics (Class 2 to 5)

General Comments

In books on arithmetic problems relating to boys/ men and girls/women have been included, except that those relating to the latter are very few in comparison to those to the former.

Problems exposing the economic roles are very few in number. Only men have been mentioned as labourers, farmers, shop-keepers etc., whereas this is not the whole truth. In addition to attending to the household jobs women are largely working as labourers and also participate in agricultural operations. Today

women work as shop-keepers doing sale and purchase. They transact business relating to banks. In the rural areas women run cooperative societies and milk-product organisations. At home, they keep an account of income and save for the future. Arithmetic books should also mention these roles of the women.

In all these arithmetic books, women have been scantily mentioned in problems relating to money. This may lead girls/women to infer or believe that they are not competent to handle money or in maintaining accounts. Since, this is not a reality, this inequality should be removed from the arithmetic books.

Mathematics - Part 2

The book contains problems relating to both boys/girls and women/men. But problems mentioning boys/men outnumber those mentioning girls/women.

The economic roles of women have been scantily exposed. In sale-purchase problems women have been mentioned only a few times

Mathematics - Part 3

Exercise/ Lesson	Comments	Suggestions
Ex - 8	Nearly all the problems mention boys/men. Only men have been mentioned as shop-keepers, farmers, purchasers, sellers, bank holders	Women work as labourers and farmers. they do sale and purchase jobs and maintain accounts in banks. Arithmetic as a subject should, therefore, mention these economic contributions of women.
Ex - 10	Two examples and four problems mention boys/men, whereas women have been mentioned in only one problem.	Girls/women should also be mentioned in problems relating to money.
Ex - 11	All problems and the only example relate to men.	In problems on sale-purchase women, too, should be mentioned.
Ex-18-19	A large number of problems relate to boys men, whereas only two problems mention women.	This inequality should be removed.

Mathematics - Part 4

Problems mentioning boys/men are spread over the whole of the book. Girls/women have been only occasionally included. Only 3 questions relate to girls/women, whereas those on boys/men are 21.

Women have not been identified as labourers, farmers shop-keepers. They have been exposed as consumers only.

Exercise	Comments	Suggestions
Ex - 4	The lone example and 3 problems are on boys/men, while none is on girls/women.	Problems on girls/women must be included.
Ex - 21	The problems on labourers mention only the males.	Women labourers are not lesser in number. Problems should include them, too.
Ex - 38	All the three problems on labour mention men. A boy has been chosen to go to bazar/post office to transact business.	Problems mentioning women must be included. Mention girls transacting business in the bazar and at banks.
Ex 39-40	All the 10 problems on labourers and carpenters mention males.	To remove this inequality problems mentioning women must be included.
Ex - 41	It contains two problems mentioning women being engaged in traditional household work.	Along with this exposition other forms, such as, ladies as shop-keepers, workers, farmers, labourers etc. should be brought to light. Mention should be made of male doing house-hold jobs, as this is the responsibility of both the sexes.
Ex - 42	Problems relating to examination and mathematics as a subject, only boys have been mentioned.	Both girls and boys go to schools for education. Girls are not behind in mathematics. It may be that they are not given enough time to concentrate on this subject, or the parents/teachers do not encourage them to master it. To encourage them in mathematics and in education, more problems mentioning girls/women should be included, specially in view of the social barriers faced by them.

ix

Unit-11	The two examples on 'Profit and Loss' mention men only.	Examples mentioning women, too should be included.
Ex - 46	4 problems mention male shopkeepers, none mentions women shopkeepers.	Women shopkeepers should also be mentioned. They sell vegetables and fruits. They run shops of agricultural products and many other articles.
Ex - 46	Problems on 'Sale-purchase' mentioning men are 10 in number, while those mentioning women are only 2.	Women should also be mentioned in such problems.
Ex - 48	In problems on 'Interest' 6 mention men, while only one mentions a woman transacting business at the bank.	In the present changing environment women perform all jobs relating to money, banking and property. It is therefore, necessary to mention them in the relating problems.
Unit-15		
Page-135	Various trades run by the fathers have been illustrated.	The illustrations should be improved by illustrating both the parents.
Page-138	Only men have been shown in the illustration on population.	Women and men, girls and boys - all of them should be depicted in all illustrations and descriptions relating to population.
Page-139	The illustration shows sportsman of various games. All of them are men/boys.	Girls /Women should also be included in all the illustrations relating to games and sports

Lesson	Comments	Suggestions
Lesson-3	The main role is played by the boy. The teacher is also male.	Girls could have been included. Women teachers, too, are there in large numbers. The lesson should have referred to them too.
Lesson-7	A boys plays the main role.	Girls and women, too, go to the fair. If they dont go, they could be persuaded to join. Such descriptions should mention both boys and girls.
Lesson -9	Appropriate	
Lesson-13 (Kabaddi)	The picture and the description depict boys only.	The game is played by girls also. This fact should have been depicted
Lesson-20	Only boys have been shown in the illustration.	The picture should have shown both girls and boys
Lesson-22 (The fruits of labour)	A nice story The story depicts a village boy passing the IAS Exam. in first class with his own hard labour and the cooperation of his parents. The lesson will inspire the village boys.	Talent does not lack in village girls. But they don't get the opportunities. Boosting up their spirits is all the more necessary. In Haryana, we have many women I.A.S. officers. A storey on the life of any of them could be written and included.

V

HINDI 4

The book is practically free from gender bias.

Lesson	Comments	Suggestions
Lesson-2	Intelligence of the girl Dhania	The five lessons are specially praiseworthy attempts.
Lesson-5	Geeta - a nice girl.	
Lesson-10	A letter to a girl-friend	
Lesson-19	Kho-Kho game match	
Lesson-23	Yadavendra Garden, Pinjore	

HINDI 5

The book is practically free from gender bias.

Most of the stories are nicely written. They bring forth the economic contribution and their courage. Many more such stories/articles are the need of the day.

Mathematics (Class 2 to 5)

General Comments

In books on arithmetic problems relating to boys/ men and girls/women have been included, except that those relating to the latter are very few in comparison to those to the former.

Problems exposing the economic roles are very few in number. Only men have been mentioned as labourers, farmers, shop-keepers etc., whereas this is not the whole truth. In addition to attending to the household jobs women are largely working as labourers and also participate in agricultural operations. Today

women work as shop-keepers doing sale and purchase. They transact business relating to banks. In the rural areas women run cooperative societies and milk-product organisations. At home, they keep an account of income and save for the future. Arithmetic books should also mention these roles of the women.

In all these arithmetic books, women have been scantily mentioned in problems relating to money. This may lead girls/women to infer or believe that they are not competent to handle money or in maintaining accounts. Since, this is not a reality, this inequality should be removed from the arithmetic books.

Mathematics - Part 2

The book contains problems relating to both boys/girls and women/men. But problems mentioning boys/men outnumber those mentioning girls/women.

The economic roles of women have been scantily exposed. In sale-purchase problems women have been mentioned only a few times

Mathematics - Part 3

Exercise/ Lesson	Comments	Suggestions
Ex - 6	Nearly all the problems mention boys/men. Only men have been mentioned as shop-keepers, farmers purchasers, sellers, bank holders	Women work as labourers and farmers. they do sale and purchase jobs and maintain accounts in banks. Arithmetic as a subject should, therefore, mention these economic contributions of women.
Ex - 10	Two examples and four problems mention boys/men, whereas women have been mentioned in only one problem.	Girls/women should also be mentioned in problems relating to money.
Ex - 11	All problems and the only example relate to men.	In problems on sale-purchase women, too, should be mentioned.
Ex-18-19	A large number of problems relate to boys men, whereas only two problems mention women.	This inequality should be removed.

Mathematics - Part 4

Problems mentioning boys/men are spread over the whole of the book. Girls/women have been only occasionally included. Only 3 questions relate to girls/women, whereas those on boys/men are 21.

Women have not been identified as labourers, farmers shop-keepers. They have been exposed as consumers only.

Exercise	Comments	Suggestions
Ex - 4	The lone example and 3 problems are on boys/men, while none is on girls/women.	Problems on girls/women must be included.
Ex - 21	The problems on labourers mention only the males.	Women labourers are not lesser in number. Problems should include them, too.
Ex - 38	All the three problems on labour mention men. A boy has been chosen to go to bazar/post office to transact business.	Problems mentioning women must be included. Mention girls transacting business in the bazar and at banks.
Ex 39 40	All the 10 problems on labourers and carpenters mention males.	To remove this inequality problems mentioning women must be included.
Ex - 41	It contains two problems mentioning women being engaged in traditional household work.	Along with this exposition other forms, such as, ladies as shop-keepers, workers, farmers, labourers etc. should be brought to light. Mention should be made of male doing house-hold jobs, as this is the responsibility of both the sexes.
Ex - 42	Problems relating to examination and mathematics as a subject, only boys have been mentioned.	Both girls and boys go to schools for education. Girls are not behind in mathematics. It may be that they are not given enough time to concentrate on this subject, or the parents/teachers do not encourage them to master it. To encourage them in mathematics and in education, more problems mentioning girls/women should be included, specially in view of the social barriers faced by them.

Unit-11	The two examples on 'Profit and Loss' mention men only.	Examples mentioning women, too should be included.
Ex - 46	4 problems mention male shopkeepers, none mention women shopkeepers.	Women shopkeepers should also be mentioned. They sell vegetables and fruits. They run shops of agricultural products and many other articles.
Ex - 46	Problems on 'Sale-purchase' mentioning men are 10 in number, while those mentioning women are only 2.	Women should also be mentioned in such problems.
Ex - 48	In problems on 'Interest' 6 mention men, while only one mentions a woman transacting business at the bank.	In the present changing environment women perform all jobs relating to money, banking and property. It is therefore, necessary to mention them in the relating problems.
Unit-15		
Page-135	Various trades run by the fathers have been illustrated.	The illustrations should be improved by illustrating both the parents.
Page-138	Only men have been shown in the illustration on population.	Women and men, girls and boys - all of them should be depicted in all illustrations and illustrations and description relating to population.
Page-139	The illustration shows sportsman of various games. All of them are men/boys.	Girls /Women should also be included in all the illustration relating to games and sports

APPENDIX iv

Area and Sex-wise population of Scheduled Caste in District Sirsa
(1991)

	Total	Rural Areas	Urban Areas
1	2	3	4
Persons	240793 (100.00)	201711 (83.77)	39082 (16.23)
Males	127976 (53.1)	107220 (83.78)	20756 (16.22)
Females	112817 (46.9)	94491 (83.76)	18326 (16.24)

Source: Census of India, 1991.

(Figures in paranthesis indicate percentage to total)

APPENDIX IV

Total Population and Scheduled Caste in CD Blocks

S. No.	Blocks		Total population	Population of SC	% of SC population to total
1	2		3	4	5
	SIRSA	T	903536	240793	26.65
		R	712336	201711	28.32
		U	191200	39082	20.44
1.	DABWALI	T	122649	41571	33.89
		R	122649	41571	33.89
		U	---	---	---
2.	ODHAN	T	72083	21005	29.14
		R	72083	21005	29.14
		U	---	---	---
3.	BARAGUDHA	T	78732	25716	32.66
		R	78732	25716	32.66
		U	---	---	---
4.	SIRSA CD	T	121699	35547	29.21
		R	121699	35547	29.21
		U	---	---	---
5.	NATHUSARAI CHOPTA	T	112482	22271	19.80
		R	112482	22271	19.80
		U	---	---	---
6.	RANIA	T	115830	30890	26.67
		R	115830	30890	26.67
		U	---	---	---
7.	ELLANABAD	T	88861	24711	27.81
		R	88861	24711	27.81
		U	---	---	---
	Total Urban		191200	39082	20.44
	Mandi Dabwali I		36197	8299	22.93
	Kalanwali MC II		19850	5400	27.20
	Sirsa MC III		112841	20750	18.39
	Ellanabad MC IV		22312	4633	20.76

Source: Census of India, 1991

APPENDIX VI

Educational Block-wise and Year-wise Total no. of Primary Schools
Government and Private Managed in District Sirsa

Year	Sirsa I	Sirsa II	Rania	Bara- gudha	Dabwali	Kallan wali	Total
1985-86							
Govt.	39	49	57	38	42	36	261
Private	2	---	---	---	2	---	4
Total	41	49	57	38	44	36	265
1986-87							
Govt.	43	35	63	39	42	36	258
Private	2	---	---	---	2	---	4
Total	45	35	63	39	44	36	262
1987-88							
Govt.	45	35	64	39	42	36	261
Private	2	---	---	---	2	---	4
Total	47	35	64	39	44	36	265
1988-89							
Govt.	45	35	64	39	43	39	265
Private	2	---	---	---	---	---	2
Total	47	35	64	39	43	39	267
1989-90							
Govt.	47	31	62	40	50	38	268
Private	2	---	---	---	---	---	2
Total	49	31	62	40	50	38	270
1990-91							
Govt.	53	39	62	63	50	38	285
Private	2	---	---	---	---	---	2
Total	55	39	62	63	50	38	287
1991-92							
Govt.	54	39	62	45	55	38	293
Private	2	---	---	---	---	---	2
Total	56	39	62	45	55	38	295
1992-93							
Govt.	54	40	68	47	55	37	301
Private	2	---	---	---	---	---	2
Total	56	40	68	47	55	37	303

Source : DPEO - Sirsa, 1993

APPENDIX VII

Educational Block-wise and Year-wise Enrolment in Government Primary Schools - Distt. Sirsa

Year	Sirsa I	Sirsa II	Rania	Bara-gudha	Dabwali	Kallan wali	Total
1985-86							
Boys	3300	2862	4130	2546	2267	2065	17170
Girls	1970	2073	2128	2185	2537	2058	12951
Total	5270	4935	6258	4731	4804	4123	30121
1986-87							
Boys	3349	2742	4101	2376	2616	2083	17267
Girls	2583	2189	2397	2203	2544	2128	14044
Total	5932	4931	6498	4579	5160	4211	31311
1987-88							
Boys	3238	2671	4276	2264	2875	1990	17314
Girls	2818	2226	2453	2212	3012	2164	14885
Total	6056	4897	6729	4476	5887	5154	32199
1988-89							
Boys	3303	2841	4249	2214	3135	2004	17746
Girls	2887	2358	2531	2364	3217	2386	15743
Total	6190	5199	6780	4578	5352	4390	33489
1989-90							
Boys	3094	2875	4374	2497	2859	2270	17969
Girls	3345	2689	2574	2213	3539	2106	16466
Total	6439	5564	6948	4710	6398	4376	34435
1990-91							
Boys	3339	2386	4019	2524	2869	1886	17023
Girls	4020	3048	2468	2172	3737	2423	17868
Total	7359	5434	6487	4696	6606	4309	34891
1991-92							
Boys	3055	2506	3662	2397	3056	1838	16514
Girls	3926	2942	2320	2256	3809	2341	17594
Total	6981	5448	5982	4653	6865	4179	34108
1992-93							
Boys	3150	2751	3917	2387	3097	1742	17044
Girls	4554	3124	2548	2571	4137	2553	19487
Total	7704	5875	6465	4958	7234	4295	36531

Source: District Primary Education Office - Sirsa

APPENDIX VIII

Educational Block-wise and Year-wise Enrolment in Government

attached Schools, Private School - Distt. Sirsa

Year	Sirsa I	Sirsa II	Rania	Bara- gudha	Dabwali	Kallan wali	Total
1985-86							
Boys	3698	4532	3587	3704	5636	3016	24173
Girls	2520	2719	3258	2119	3266	2211	16093
Total	6218	7251	6845	5823	8902	5227	40266
1986-87							
Boys	3888	4482	3614	3874	5715	2473	24046
Girls	2546	2892	3073	2308	3315	2466	16600
Total	6434	7374	6687	6182	9030	4939	40646
1987-88							
Boys	3726	4646	3660	4034	5937	3237	25240
Girls	2543	3010	3095	2434	3612	2139	16833
Total	6269	7656	6755	6468	9549	5376	42073
1988-89							
Boys	4192	4631	3639	4192	6115	3044	25813
Girls	2644	3048	3166	2577	3436	2303	17174
Total	6838	7679	6805	6769	9557	5347	42987
1989-90							
Boys	4638	4633	4135	4315	5890	3524	27135
Girls	2608	3074	3495	2985	3581	2545	18288
Total	7246	7707	7630	7300	9471	6069	45423
1990-91							
Boys	5051	4319	4281	4312	6265	3807	28035
Girls	2971	2934	3428	2926	3580	2467	18306
Total	8022	7253	7709	7238	9845	6274	46341
1991-92							
Boys	4598	4796	4190	4440	6465	4460	28949
Girls	2132	3195	3393	2750	3542	2618	17630
Total	6730	7991	7583	7190	10007	7078	46579
1992-93							
Boys	4912	5236	4279	4450	6982	4641	30500
Girls	2099	2688	3450	3079	3725	2523	17564
Total	7011	7924	7729	7529	10707	7164	48064

Source: District Primary Education Office - Sirsa

APPENDIX 1*

Enrolment in Govt. Pry. and attached Pry. schools
(Year-wise and Class-wise)

Year	I	II	III	IV	V	Total
1985-86						
Boys	10381	9101	8532	7145	6184	41343
Girls	7778	6821	6016	4728	3501	29044
Total	18159	15922	14548	11873	9885	70387
1986-87						
Boys	10169	8916	8878	7215	6135	41318
Girls	8136	7047	6679	4834	948	30644
Total	18305	13963	15557	12049	10083	71957
1987-88						
Boys	10404	9326	9110	7594	6130	42554
Girls	8206	7622	6832	5144	3914	31713
Total	18610	16948	15942	12738	10044	74272
1988-89						
Boys	10794	9404	9245	7567	6549	43559
Girls	8489	7603	7473	5310	4042	32917
Total	19283	17007	16718	12870	10591	76476
1989-90						
Boys	11955	9946	9331	7621	6491	43204
Girls	9534	7875	7167	5885	4253	34754
Total	21489	17821	16498	13506	10644	79958
1990-91						
Boys	11057	10451	9489	7898	6262	45058
Girls	9184	8668	7420	6212	4690	36174
Total	20241	19120	16909	14010	10952	81282
1991-92						
Boys	11503	10063	9592	8040	6365	45463
Girls	9087	7993	7318	6067	4739	35234
Total	20590	18056	16910	14107	11104	80687
1992-93						
Boys	11831	10600	9768	8304	7041	47544
Girls	10151	8389	7388	6143	4977	37051
Total	21985	18989	17156	14447	12018	84595

APPENDIX x

Calculation of Retention Rate of Boys, Girls and Total students in Primary Department in the district of Sirsa (General)

	I	II	III	IV	V
	1988-89	1989-90	1990-91	1991-92	1992-93
<u>Boys</u> 10794		9946 (92.14)	9489 (87.91)	8040 (74.49)	7041 (65.23)
<u>Girls</u> 8489		7875 (92.77)	7420 (87.41)	6067 (71.47)	4977 (58.63)
<u>Total</u> 19283		17821 (92.42)	16909 (87.69)	14107 (73.16)	12018 (62.32)

Crude Retention Rate
 Boys = 65.23%
 Girls = 58.63%
 Total = 62.32%

Crude Drop-out Rate
 Boys = 34.77%
 Girls = 41.37%
 Total = 37.68%

Appendix XI

Educational Block-wise and Year-wise Enrolment of Scheduled Castes in Government Primary Schools

Year	Sirsa I	Sirsa II	Bania	Bara- gudha	Dabwali	Kallan wali	Total
1985-86							
Boys	958	584	375	642	666	839	4064
Girls	619	425	200	664	761	1248	3917
Total	1577	1009	575	1306	1427	2087	7981
1986-87							
Boys	954	606	297	598	794	917	4166
Girls	829	551	260	666	923	1081	4311
Total	1783	1157	557	1265	1717	1998	8477
1987-88							
Boys	1017	543	273	651	936	477	3897
Girls	969	513	237	647	1227	574	4167
Total	1986	1056	510	1298	2163	1051	8064
1988-89							
Boys	1004	541	527	604	969	532	4177
Girls	946	546	457	686	1113	673	4421
Total	1950	1087	984	1290	2082	1205	8598
1989-90							
Boys	980	629	427	668	894	551	4149
Girls	1077	619	322	687	1175	608	4488
Total	2057	1248	749	1355	2069	1159	8637
1990-91							
Boys	946	553	397	704	915	619	4134
Girls	1091	595	317	680	1220	638	4531
Total	2037	1148	714	1384	2135	1257	8665
1991-92							
Boys	997	559	412	537	929	582	4016
Girls	1216	705	303	461	1369	512	4566
67301	2213	1364	715	998	2298	1094	8582
1992-93							
Boys	1063	583	444	653	1021	578	4342
Girls	1590	592	392	598	1678	699	5549
Total	2653	1175	836	1251	2699	1277	9891

Source: District Primary Education Office - Sirsa, 1993

APPENDIX xii

Educational Block-wise and Year-wise Enrolment of Schedule Castes in Government Attached Primary Schools

Year	Sirsa I	Sirsa II	Rania	Bara-gudha	Dabwali	Kallan wali	Total
1985-86							
Boys	924	888	414	890	1424	920	5460
Girls	540	648	238	494	645	1002	3567
Total	1464	1536	652	1384	2069	1922	9027
1986-87							
Boys	996	809	409	907	1583	983	5687
Girls	578	680	368	570	709	1019	3924
Total	1574	1489	777	1477	2292	2002	9611
1987-88							
Boys	985	822	321	1277	1682	598	5685
Girls	627	513	603	778	794	595	3613
Total	1612	1335	924	2055	2476	1193	9298
1988-89							
Boys	1093	817	585	1169	1808	876	5348
Girls	655	734	523	601	870	575	3958
Total	1748	1551	1108	1770	2678	1451	9306
1989-90							
Boys	1120	1064	482	1035	2109	921	6731
Girls	581	644	408	645	923	582	3783
Total	1701	1708	890	1680	3032	1503	10514
1990-91							
Boys	1323	1003	518	1037	1819	905	6605
Girls	795	627	378	584	896	585	3865
Total	2118	1630	896	1621	2715	1490	10470
1991-92							
Boys	1207	1032	478	1138	1900	1166	6921
Girls	496	736	387	515	869	769	3772
67301	1703	1768	865	1653	2769	1935	10693
1992-93							
Boys	1355	1355	483	1096	1963	1264	7516
Girls	489	867	450	580	558	689	3633
Total	1844	2222	933	1676	25217	1953	11149

Source: District Primary Education Office - Sirsa, 1993

Appendix XIII

Stage-wise enrolment of Scheduled Castes Students in Government Primary Schools

Year	Sirsa I	Sirsa II	Rania	Bara-gudha	Dabwali	Kallan wali	Total
1988-89							
Class I							
Boys	308	245	180	360	438	211	1742
Girls	212	209	126	170	160	105	982
Total	520	454	306	530	598	316	2724
1989-90							
Class II							
Boys	251	229	110	234	651	251	1726
Girls	127	156	97	166	392	148	1086
Total	378	385	204	400	1043	399	2812
1990-91							
Class III							
Boys	297	203	101	218	358	194	1371
Girls	172	102	91	133	162	130	790
Total	469	305	192	351	520	324	2161
1991-92							
Class IV							
Boys	194	135	73	195	180	177	954
Girls	76	93	60	79	103	120	531
Total	270	228	133	274	283	297	1485
1992-93							
Class V							
Boys	159	189	54	174	227	151	954
Girls	36	93	67	94	106	66	462
Total	195	282	121	268	333	217	1416

APPENDIX xiv

Calculation of Retention Rate of Boys, Girls, Total Scheduled Caste Students in Primary Department in the district of Sirsa

I	II	III	IV	V
1988-89	1989-90	1990-91	1991-92	1992-93
<u>Boys</u> 1742	1726 (99.08)	1371 (78.70)	954 (54.76)	954 (54.76)
<u>Girls</u> 982	1086 (110.59)	790 (80.45)	531 (54.07)	462 (47.05)
<u>Total</u> 2724	2812 (103.23)	2161 (79.33)	1485 (54.51)	1416 (51.98)

Crude Retention Rate

Boys = 54.76

Girls = 47.05

Total = 51.98

Crude Drop-out Rate

Boys = 45.24

Girls = 52.95

Total = 48.02

Appendix xv

Stage-wise enrolment of Scheduled Caste Students in attached Primary Schools in District Sirsa

Year	Sirsa I	Sirsa II	Rania	Bara- gudha	Dabwali	Kallan wali	Total
1988-89							
Class I							
Boys	273	163	160	127	306	179	1208
Girls	251	148	140	210	321	224	1294
Total	524	311	300	337	627	403	2502
1889-90							
Class II							
Boys	218	164	85	170	256	144	1037
Girls	271	144	86	135	310	174	1120
Total	489	308	171	305	566	318	2157
1990-91							
Class III							
Boys	209	106	65	109	189	132	810
Girls	240	125	66	139	237	133	940
Total	449	231	131	248	426	265	1750
1991-92							
Class IV							
Boys	161	99	60	75	158	100	653
Girls	167	76	35	82	197	79	636
Total	328	175	95	157	355	179	1289
1992-93							
Class V							
Boys	131	69	43	76	115	73	507
Girls	131	54	35	60	321	55	656
Total	262	123	78	136	436	128	1163

APPENDIX XVI

Calculation of Retention Rate of Boys, Girls, Total Scheduled Caste Students in attached Primary School in District Sirsa

I	II	III	IV	V
1988-89	1989-90	1990-91	1991-92	1992-93
<u>Boys</u> 1208	1037 (85.84)	910 (67.05)	653 (54.06)	507 (41.97)
<u>Girls</u> 1294	1120 (86.55)	940 (72.64)	636 (49.15)	656 (50.70)
<u>Total</u> 2502	2157 (86.21)	1750 (69.94)	1289 (51.52)	1163 (46.48)

Crude Retention Rate

Boys = 41.97
Girls = 50.70
Total = 46.48

Crude Drop-out Rate

Boys = 58.03
Girls = 49.30
Total = 53.52

APPENDIX | xvii

Block-wise and Year-wise Total Number of JBT Teachers in position in District Sirsa

Year	Sirsa I	Sirsa II	Rania	Bara-gudha	Dabwali	Kallan wali	Total
1985-86							
Male	122	148	217	124	231	105	847
Female	82	136	69	104	143	158	692
Total	204	284	286	228	374	263	1639
1986-87							
Male	125	161	205	139	218	109	957
Female	123	126	91	88	137	160	745
Total	248	287	296	227	375	269	1702
1987-88							
Male	111	160	173	123	220	114	901
Female	143	133	86	109	160	166	797
Total	254	293	259	232	380	280	1699
1988-89							
Male	127	171	178	149	185	98	908
Female	147	116	101	120	145	114	743
Total	274	287	279	269	430	212	1751
1989-90							
Male	116	143	128	131	187	98	803
Female	157	139	107	126	147	106	782
Total	273	282	235	257	334	204	1585
1990-91							
Male	89	127	137	122	195	63	733
Female	147	160	105	116	147	138	813
Total	236	287	242	238	342	201	1546
1991-92							
Male	90	104	103	76	191	63	627
Female	151	154	111	134	115	154	823
Total	241	262	214	210	306	217	1450
1992-93							
Male	78	102	101	76	191	57	605
Female	175	154	133	134	156	155	907
Total	253	256	234	210	347	212	1512

Source: DPEO - Sirsa, 1993

Appendix XVIII

Incentives for Different categories of Disadvantaged Groups of the Society

S. No.	Sections of Society	Name of the scheme and inception of the scheme	Objective of the scheme	Budget provision 1992-93 per annum (in Lakh)
1.	Nomadic Tribes	Attendance allowance Rs. 1/- per school day 1989.	To attract non-attending children and to retain them in schools	9 Lakhs
2.	De-notified Tribes schemes	Rs. 10/- per month for 70% attendance 1989.	-do-	1 Lakhs & 49,000
3.	Scheduled Castes	i) Free stationery in primary classes of Rs. 10/- per annum per student ii) Free uniform to girls iii) Attendance prizes to girls in primary classes of Rs 10/- per month per student. iv) Free books in primary classes.	-do- -do- -do-	
4.	Girls	Opening and up-grading of schools exclusively for girls.	-do-	
5.	Pre Matric Scholarship Scheme	To those children whose parents are engaged in unclean occupations 1992-93	-do-	75,000/-

STUDY OF DROP OUT AND NON-ENROLMENT AMONG GIRLS IN RURAL HARYANA



DEPARTMENT OF WOMEN'S STUDIES
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi-110 016

SECTION VIII : MAJOR FINDINGS AND RECOMMENDATIONS

The study was conducted in 11 villages located in 3 low female literacy districts of Haryana. The villages were selected on the basis of differences in population size as it is well established that larger the population size, higher the availability of developmental infrastructure.

Characteristics Of Villages Sampled

District/ Village	Number of Households	Distance of School (Kms) From		Type Of School		
		DPEO	BEO	Primary	Middle	High
KAITHAL						
Teek	850	4	8	1	10	1
Ravanhera	80	10	12	1	-	-
Ahmedpur	150	12	4	1	-	-
GURGAON						
Salihera	400	20	15	2	-	-
Khedla	350	15	10	1	1	-
Badshapur	150	21	4	1	1	-
FARIDABAD						
Dadasia	150	4	-	-	1	-
Muheri	166	4	-	1	-	-
Anua	350	12	8	1	1	-
Dhauj	3000	21	9	1	-	1
Fazipur	75	30	9	1	-	-

Note : Average Household Size ranged from 6 to 7 persons

There was oversampling done in district Faridabad as

the Mewat area to be surveyed in Gurgaon was relatively disturbed at the time of field work. In order to capture the varying nuances of education of Meo girls, Village Dhauj from district Faridabad was chosen. It may be mentioned that Dhauj provided two kinds of insights:

- (a) it was a large sized village.
- (b) it was primarily inhabited by Meos.

The study showed that larger villages were better equipped in terms of developmental and educational infrastructure such as Primary Health Care centre, Anganwadi, High School etc. Smaller villages like Salihera (Gurgaon), Mujheri (Faridabad) and Ravanhera (Kaithal) did not have the above features and no middle or high schools were available in these villages.

The villages not only varied in physical and geographical features, but also presented a panorama of cultural specificities. The composition of the communities is given below village wise:

Major Communities In Sample Villages

S. No.	Name of Village	Major Communities
1	Teek	Pandit, Gujjar, OBC and Harijan
2	Ravanhera	Chamar, Scheduled Caste
3	Ahmedpur	Harijan, Rajput, Balmiki
4	Salihera	Harijan, Chamar, Balmiki and Muslim
5	Khedla	Jats, Bhangi, Muslim
6	Badshahpur	Gujjar, Harijan
7	Dadasia	Brahmin, Tyagi, Harijan, Jat, Muslim
8	Mujheri	Gujjar, Jat, Harijan
9	Anua	Thakur, Kumhar, Harijan
10	Dhauj	Muslim, Scheduled Caste
11	Faizupur	Gujjar, Harijan

FINDINGS

Status of Women

i) Haryana is an agriculturally advanced state with the second highest GNP per capita in the country. This was adequately reflected in the sample villages, the substantial income differentials between the landless and the large agricultural land holders notwithstanding. It is interesting to note that apart from signs of the green revolution, those of the white revolution were in evidence as well. Most households had milch animals such as cows, buffaloes, and in some cases, goats. The number of cattle per household ranged from one to more than 25, with the larger livestock assets found especially in Kaithal and Faridabad. While contributing to prosperity, the animals were a major cause of poor hygiene, lack of cleanliness and poor sanitation, particularly in congested areas in the villages. To cite an instance, in Teek Village, even the Lambardar's (village headman's) house could be approached only by treading cow dung slush. The Lambardar, proud owner of some 15 robust buffaloes, had housed his bovine stock in a shed, where they stood with hordes of flies swarming about, oblivious to unsanitary environs which seemed likely to be a breeding ground not only for flies but for mosquitoes as well. In the headman's household, most of the work of animal care was done by womenfolk, with assistance from a young 'Pali' (Scheduled Caste) boy whose parents would be paid Rs 2000 as his wages for the year. (The boy had left school to work).

ii) Ironically, the affluence which has come to rural Haryana has not commensurately enhanced the lifestyles or the quality of living of the people of the villages. Particularly shocking is the abysmal status of women, obtaining regardless of the prosperity level of their households. The breeding of livestock as a commercial activity supplementing agriculture has tremendously increased the work load of women and girls who appear to be eternally immersed in the drudgery of domestic work and animal care. Many of the women interviewed, including those from the leading households, expressed deep resentment at the drudgery that was their lot. Holding forth on this theme, one of the women interviewed said : " Our lives are no better than those of animals. Our men have modern transport and access to outside world. They drink and squander away the resources of our households, and continue to exploit us mercilessly. We do not want our daughters to suffer as we do. We want to send our girls to school so that their lot is better than ours". Ironically, this woman was taking work from a girl who was the daughter of one of their employees.

iii) Low valuation of female life and low status of women in Haryana are amply borne out by many indicators such as a highly adverse sex ratio (women per thousand men), infant and child mortality that are higher among females than among males and higher rates of mortality among men than among women up to the age of 35, not to speak of wife beating and wife battering. A very aware grandfather in a sample locale had this telling commentary on how his society treats its women : " Nobody gives a

damn about what happens to girls. Girls are like cattle. You untie them from one peg and tie them to another. Once married, even their parents forget their existence".

iv) Although Mahila Mandals were reported to be in existence, these were usually headed by the Sarpanch's wife and were practically non functional. Women from weaker groups were neither members nor had any say in village affairs. With the 72nd and 73rd Amendment of the Constitution, these women are likely to have a vote and a voice in the local bodies. the Panchayats. But do they have the education and the training for this new role ?

Universal Provision:

i) As noted by us elsewhere, Haryana has been able to universalise provision for primary education. The sample villages were all covered by a primary school. Upper Primary schools were 1.5 to 3 kilometers away.

ii) In villages with primary schools, for instance, in Ravanhera and Ahmedpur, a major demand of girls and their parents / guardians was that the local primary school be upgraded into a middle level school. In villages where there were no high schools, as in Dadasia, a similar demand was expressed, with girls and their parents saying that the local schools should be upgraded to high schools.

Quality of Infrastructure:

i) Due to large scale expansion of primary education, the state has not been able to enforce high physical infrastructure quality. Exploratory visits to several villages, including the villages of the sample, showed that only a few village schools had

boundary walls, a circumstance which was not conducive to maintaining a school compound and garden. The lack of a boundary wall made it difficult to curb trespassing and keep students from running away. The quality of school infrastructure varied tremendously. The primary schools in villages like Ahmedpur and Teek (both in Kaithal), adorned with plants and green patches cared for by teachers and students, were extremely well maintained. Both these schools had boundary walls and provision for drinking water, apart from facilities provided under Operation Blackboard. In most other villages of the sample, however, conditions were very poor. The Boys Primary School in Dhanj was the worst. Here, some 400 boys were seen sitting on the ground, packed like sardines on a Chabutra (platform), with just two male teachers minding the show. The girls primary school was situated in an adjoining dingy house.

ii) A frequent complaint by the school authorities was that the schools lacked a peon or chowkidar, with the result that miscreants frequently intruded into school premises and made off with equipment provided under the Operation Blackboard scheme. Several teachers of single teacher schools complained that in the absence of effective caretaking, villagers would use the school toilet and even defecate in the classroom, making the place unfit to use during school hours.

iii) Only one school had a regular playground and sports equipment. In most schools, however, teachers were commendably ingenious, and despite adverse conditions, encouraged children to play indigenous games like Kabaddi and Kho Kho. It was a delight to

see Kabaddi teams of boys and girls perform exceedingly well in an under equipped middle school which the investigators visited. Music and the creative arts were conspicuously by their absence in most of the schools. In some schools, however, women teachers had taken the initiative to prepare girls for group songs and folk dances structured around primarily traditional themes emphasising the adornment of women and their attire in pretty costumes.

Universal enrolment

The state has made persistent efforts to universalise enrolments at the primary stage. During 1991, an additional 4.7 lakh children were enrolled taking the enrolment ratios of boys to 113 and girls to more than 90% this unprecedented expansion of enrolments is causing a lot of strain on the system especially with regard to provision of teachers and infrastructure.

Teachers

(i) Haryana has still not been able to phase out single teacher schools completely (Faizupur and Khedla had single teacher schools) The state has made its best efforts to provide a second or third teacher to schools. Posts have been created but remain unfilled, especially in the rural areas. The urban schools are overstaffed. According to recent estimates, nearly 2000 posts are lying vacant and bulk of these are reserved posts (for Scheduled Castes). It is estimated that few JBTs are unemployed which means assured employment for the graduates of the present JBT courses. However, it is estimated that bulk of those who are enrolled in these courses at the moment, are urban girls and hence the chances of filling up of these reserved posts and

vacant posts in rural areas are low.

(ii) It is also well known that Haryana through correspondence courses has been able to produce a mass of graduate trained teachers who are unemployed. This is however, not to suggest that graduate teachers be recruited for JBT posts. Once this step is taken, the same can be disastrous for girls and other disadvantaged groups from rural areas. It is perhaps not an overstatement that due to lower access of middle and high secondary schools, rural girls are unable to attain higher secondary education which is an entrance requirement for primary teacher training courses.

(iii) The field study showed that by and large the teachers in sample villages were commuting from urban areas, anything from 5 to 50 km. The local community and the head teachers were in unison in expressing a certain amount of dissatisfaction with the attitude of these women teachers, "They are always in a hurry to come and go". In one village the sarpanch reported that the only woman teacher in a girl's primary school with an enrolment of 175 girls was very erratic. She was often absent or was coming by about 10.30am, and going back by noon.

iv) Discussions with these women teachers showed that while they had the calibre to teach but were not very concerned with the problems of rural women or disadvantaged groups. Being daily commuters from the cities these women, they were less familiar with the social and cultural dynamics of the rural setup. Male teachers, mostly of rural origin appeared better informed about the social, economic and political structures in a village and had

better access to local power structures which are predominantly male. On the other hand, being urban women expressed that they face a certain amount of hostility from the local people.

v) Lack of availability of female teachers in rural areas remains a constraining factor inhibiting female education. In Mewar, there was a definite demand expressed for women teachers. Both in Dhauj and Salhiera, categorical assurance was given by the community leaders that 500 and 100 girls would be enrolled if women teachers are placed in these schools. According to the Fifth All India Survey, whereas in urban areas women formed 75% of the total teachers of the primary level, their proportion in rural areas is found to be only 34%. The problem is more basic.

The shortage of women teachers is to be seen in conjunction with the fact 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 entry into JBT courses and quotas for women in general. This quota has been raised from 40% to 60% recently. At the moment the beneficiaries of these quotas will be urban women primarily.

Percentage of Female Teachers 1986-87

Type Of Settlement	Type Of School			
	Primary	Upper Primary	Secondary	Hr Secondary
Rural	34.25	36.22	29.20	25.77
Urban	74.77	78.79	65.46	47.33
Total	41.25	40.49	38.10	40.53

Source : Usha Nayar, Universalisation of Primary Education For Rural Girls in India, N.C.E.R.T., 1993

Quality Of Education

The unprecedented expansion of enrolments has meant that existing facilities have to cater for a burgeoning clientele, with the result quality is undermined. The problem is now recognised by the Department of Education as a high priority for remedial action, and Haryana has launched a large number of quality improvement programmes which include (i) preparation of institutional plans (ii) revision of courses of study, (iii) monthly class tests (iv) improved inspection plan (v) remedial teaching (vi) provision of additional teachers (vii) provision of school complexes and innovative programmes for handwriting improvement, improving oral skills and inculcating reading habits (viii) provision in service teacher education (ix) establishment of DIET's (x) strengthening of school administration (xi) appointment of head teachers and teachers for all primary schools and (xii) 'adoption' of schools for improvement by department officials.

Discussions with teachers and observations of school and classroom practices showed that generally, there was a good rapport between teacher and taught. Nonetheless, most schools had poor teacher student ratios and methods of classroom instruction were extremely traditional. In one village, a single teacher was seen handling 91 children in addition to 30 pre schoolers who sat at a distance and echoed the older girls as the latter intoned their lessons. In another location, two teachers were observed very capably handling 125 students. Teachers' absenteeism was almost insignificant, even when the schools were visited without prior notice, a state of affairs that is in contrast to evidence from states other than Haryana. Despite large classes and 2 to 3 teachers per school, the children of the sample villages displayed good reading ability and could recite several poems fairly well. While apex research organisations which develop methodologies for multi grade teaching have something to contribute to the school system, schools like the ones in Rawanhera, Ahmedpur, Faizupur, Khedla and Salihera, despite all their limitations, do contribute greatly to the Haryana school system.

Drop Out Among Girls

i) Haryana is a relatively prosperous state and rural poverty in the sample locales was not stark. But drop outs from the schooling system mostly belonged to households that were at the subsistence level. Parents from these households pointed out that education was not cost free, for they had to contribute to different types of collections such as Boy's fund, Red Cross Fund,

State Lotteries, and the like. Children from these families asked to bring such contributions invariably absented themselves from school so as to avoid having to do so. This was a cause of infrequent attendance, lowering of academic performance, failure and eventually, drop out.

ii) Parental apathy surfaced as the main reason why girls drop out. It was also the main reason why girls were not enrolled.

iii) Negative attitudes towards girls schooling were most pronounced in Mewat where villagers indicated specific conditions that had to be met before they would send their girls to school. In Salihera, the research team was told : "Give us a woman teacher and an Urdu teacher. If you teach Urdu to our girls we will send them to school". Likewise, in Dhauj, the Meo village, low enrolment and high rates of drop out can be countered by posting a sufficient number of women teachers who are punctual and regular. Considering that Dhauj has a high school, it would appear that local girls and high school graduates could be recruited for higher secondary and teacher education programmes if a conscious efforts are made.

iv) Domestic work, care of livestock and making cowdung cakes and collecting fodder and such other work was done by women and school age girls in all households. This took precedence over girls' schooling.

Recommendations

General

1. In the 'SAARC decade of the girl child' health, nutritional and educational inputs as an interventionist strategy for raising the status of women should focus on the rural girl child and on the girl children of the urban poor. Provision to be made for support services like Early Childhood Care and Education (ECCE) and the ICDS.
2. Women's development programmes to be built around skills and technologies which mitigate the drudgery of female labour. Labour reducing newer technologies and accompanying skills to be inducted and existing skills to be upgraded and made more efficient. In this context, cheap fodder and fuel to be provided in rural habitations so that girls are released from fuel and fodder collection. Compulsory introduction of bio gas technology to be initiated so as to ease the lot of women and girls, both of whom spend a substantial part of their time collecting and making cow dung cakes. The use of bio gas for domestic and other purposes in place of traditional fuels would also mean an improvement in hygiene and sanitation, apart from a more economical use of energy.
3. Improvements in sanitation to be brought about. Now that Haryana has completed building its roads and other infrastructure, it needs to turn to improving village sanitation on a priority footing. Pucca drains, sewage and latrines are urgently needed, more so because, as reported to the investigators, the

necessity of defecating in the open forces women to resort to the cover of darkness, making them vulnerable to sexual harassment.

4. Women's Empowerment. While the universalisation of enrolment, retention and achievement amongst girls constitute one axis of women's development, the other more important function of education is to bring about gender equality and women's empowerment (NPE 1986 and POA 1992). This requires conscious interventions focusing on curriculum and its transaction, involving revisions of textbooks and strong inputs of gender equality and women's empowerment in teacher education curricula. Additionally, a definite strategy needs to be evolved to create a positive climate for the education of girls through print and non profit media, audio visual programmes, folk art forms, etc. It would perhaps be easy to build in relevant modern messages using the folk themes with which the girls are familiar. And while Doordarshan and All India Radio have played a very supportive role in promoting the identity of the new woman of Haryana to some extent, wrong messages from consumer goods advertisements and the macho video culture highlighting sexual violence and indecent exposure need to be fought tooth and nail. Women to be imbued with confidence and a sense of self worth via school curricula and public education programmes so that they are considered as deserving as men in matters pertaining to basic needs such as health and nutrition. Additionally, health consciousness to be built up through inputs in the public education system.

5. Women to be prepared for political roles. Mahila Mandals to be activated and utilised to promote women's development. Women to be tutored and psychologically prepared for taking active part in Panchayats. Schools to prepare girls for future political roles and in doing so, to impart effective leadership, decision making and communication skills. SCERT's and DIET's to concern themselves with the functioning of Mahila Mandals, the training of women Panchayat members and the building of related inputs into literacy programmes. Women to be organised around issues pertaining to their legal rights, economic participation, membership in cooperatives, family violence, and men's drinking. (In Haryana, the ground for such intervention is fertile indeed. The anger and militancy of Haryanvi women protesting against men's drinking is a case in point. Men are terrified of being caught drinking and paraded in women's skirts as punishment).

Education

In order to improve enrolment and retention of girls and disadvantaged groups in primary and middle schools, the following suggestions are made:

Universal Provision

- i. Although most of the villages are covered by primary school, smaller clusters of population known as dhanis, (Satellite villages) lack primary schools population of these dhanis being very small, mobile schools may be tried out preferably through a women teacher. Alternately, part schools upto grade II or III may be opened as feeder schools to primary schools.
- ii. Due to lower availability of middle schools, girls tend to drop out after class V. More primary schools should be upgraded to middle schools and a well designed system of distance education in liaison with National Open School may be resorted to SCERT, Haryana should experiment with the concept of open school for middle level education with focus on girls. The Andhra experiment of open school may be studied. The National Open School offers a programme of bridge courses for primary school leavers desirous of receiving secondary education.
- iii. Quality of physical infrastructure such as school buildings, boundary wall, furniture, teaching aids needs to be improved to ensure better learning and retention.
- iv. Lack of a Chowkidar/Class IV, the school is less secure and less functional. There is a tendency not to use OB equipment and other accessories even when these have been provided.
- v. A major shortcoming noticed was shortage of teachers in

rural schools whereas urban schools were overstepped. Filling up of 2000 vacant posts, majority being of reserved category, require alternate strategies. The number of TTIs needs to be increased and care taken to enrol rural girls and boys especially those from SC sections. The need is to carry out a search for higher secondary graduates among rural girls and scheduled caste groups, give them employment and give inservice teacher training after a few years. Also needed is to institute a scheme for middle pass rural girls to be put through an integrated four year course leading to higher secondary plus teacher training to meet the teacher shortfall.

Universal Enrolment.

For universalization of primary education the overall enrolment rates would have to be taken to 125% in order to cater for overage underage and repeater children. Service girls appear to be trailing behind gender specific target setting and differential strategies for enrolling more girls will be needed. The campaign approach which has been successful should be continued. Special attempts need to be made to carry out parental education and motivation programmes. A major finding of this study is that parental apathy and indifference not only to girls education but to their very existence was rampant.

Universal Retention and Achievement

i. The holding power of the school needs to be increased through suitable quantitative and qualitative measures. Emphasis will, therefore have to be placed on improving the quality of instruction, class room interaction, Continuous Comprehensive Professional Guidance (CCPG) programme for professional growth of

teachers and other innovators. The substantive programme of Quality Improvement launched by Haryana would go a long way in retaining children and ensuring minimum levels of learning.

ii. As about 8 to 9 percent of the population is still below poverty line, especially amongst the SC landless and girls from poverty households the present programmes of incentives meant only for SC children need to be extended to poor girls.

iii. Parents expressed that education is not cost free as children were expected to pay for different types of collections to include boys fund, red cross fund etc. It is made obligatory on the part of teachers to collect a definite amount. Consequently, whenever such demands are made which is very often, children tend to absent themselves as parents refuse to pay.

iv. As noted earlier, a difficult but a sure method to steer dropout amongst girls is to educate parents and the community on the benefits of girls education.

v. An unintended benefit of the Total Literacy Campaigns in several districts in India was a demand for primary education especially of girls. TLC, therefore, would be an ideal strategy for demand generation supporting universal enrolment and retention.

Administrative Measures for Attaining UPE Among Girls

i. The office of the DPEO needs to be strengthened in terms of adequate physical infrastructure and computerized management information system. It was noticed that DPEO Faridabad for instance was without a vehicle for more than a year. This had distanced the DPEO from the schools. The BEOs, however, were

using their own two wheelers for this purpose.

ii. Rationalization of teachers as between rural and urban areas needs to be done forthwith. This requires political and bureaucratic initiative.

iii. Mobilizing the community especially its women is the need of the hour to ensure UPE. The village communities need to be energised and galvanized for action. A direct intervention for girls education to avoid drop out and improve retention in the formation of village education committees. The Programme of Action formulated by the Department of Education, Government of India contains guidelines on the setting up and working of these committees. In the context of girls education it is suggested that Mahila Mandals could co-opt a fixed number of men and their function, as a village education committee so that retention of girls is guaranteed. In one form or the other VECs must function especially in the light of the 72nd constitutional amendments. In this event, Panchayats should form VEC's with 50% women members.

The Village Education Committee's main responsibility will be to collect information from the families where girl's have dropped out and make effort to draw her back to school. Such a Village Education Committee would keep in touch with other local bodies such as the gram sabha, youth clubs, social organisations with individuals active in the field of education especially retired teachers.

It is felt that parental apathy and lack of concern for the education of the girl would be mitigated to an extent by the activation of Village Education Committees.

iv. One of the main constraints to girls's enrolment/retention in school is her heavy workload, whether she is engaged in domestic chores, agricultural work, sibling care, fetching fodder, water, etc., looking after cattle, etc. Provision of support services is therefore an important component in any education project for girls. The most important service needed is child care. A variety of options is available, any of which would be taken up depending upon the location and the availability of institutions and infrastructure. Some of them are:

- Using the anganwadi as the base, but increasing the hours of functioning so as to suit the working hours of the mothers or the girl in school.
- Special ECCE centres attached to primary schools, to be provided infrastructure, etc. by the school.
- Creches run by voluntary organisations and/or Mahila Mandals under the grant-in-aid scheme of the Central Social Welfare Board.
- Child care centres sanctioned under DWCRA.
- The choice of the type of facility to be made should be left to the local women groups and or the Village Education Committee.
- Creches and Anganwadis need to be established in the village, the timings of these institutions should co-ordinate with the school timings.

There appears to be a felt need for more coordinated development efforts so that there is least resource drain and optimum

need of the hour. The Departments of Education and Women and Child Development need to work in unison, seeking lateral support from all other concerned departments to ensure UPE.

v. There is a clear need for compilation of rural urban statistics on dropout and retention rates annually in order to measure and monitor the progress of UPE of rural girls in particular. Aggregate statistics of retention no doubt get pulled down on account of lower rural retention rates and hide more than they reveal. It is only at the level of disaggregation of enrolments and all other educational statistics by rural urban areas that it hits you hard that urban girls are nearly as well off as urban boys but it is the rural girl which gets lost in aggregate figures.

This would help preparing a primary year perspective on UPE/UEE with a detailed exercise as follows:

— Selection of districts/backward areas

— Specify requirement through needs assessment (physical, personnel, support)

— See how existing structures can be optimally utilised

— Work out costs and per capita expenditure which would differ from area to area and would be substantially higher in difficult regions.

— Spell out duration of time and support needed for achieving targets, in terms of the five year plan periods so that specific budgetary provisions are made for teachers, schools, materials and support structures.

vi. In order to ensure permanent literacy, equivalent of primary school education needs to be provided to out of school girls who are already nine or ten years old and are likely to join the band of illiterates. Special courses on the lines of condensed courses of CSWB, National Open School should be beared at the adolescent out of school girls in Haryana with adequate inputs of health, nutrition and productive skills.

vii. In order to promote girls education the state announced that 200 additional schools will be opened during 1992-93, it may

however be noted that some of these girls primary schools have been created out of the existing co-educational schools.

Effectively girls in classes I to V were shifted from the main building to another wing under a women teacher for instance in Dadasia. It may be pointed out that such attempts may prove to be counter productive. In Dadasia neither the middle school staff from which girl's sections were removed nor the parents in the village were happy. The community and the girls in the village infact demanded that the middle school should be upgraded to a High School rather than making the primary school separate. It was very clear that there is no resistance to co-education at the primary or even at the upper primary level in schools in Haryana. It is therefore suggested that due care is taken in opening all girl's schools in locations where co-educational schools exist.

viii Management of Incentives has been unsatisfactory. Many potential beneficiaries were unaware of these schemes and in other cases the guardians expressed dissatisfaction with the distribution of books, uniforms as these were distributed late.

ix. The NPE/POA have emphasized the need to increase participation of women at all levels of educational management. However all the District Primary Education Officers in Haryana are male as also the Block Education Officers we met were male. This aspect needs to be changed and more women placed in these posts both on grounds of equity and women's empowerment. These women officers can provide the role models to rural girls.

Appendix Table 1

DISTRICTWISE COMPARATIVE LITERACY POSITION OF POPULATION AGED 7 YEARS AND ABOVE - 1981-1991 MALE AND FEMALE

SL. NO.	DISTRICT NAME	MALE LITERATES (IN THOUSANDS)		FEMALE LITERATES (IN THOUSANDS)		LITERACY RATE FOR MALES		LITERACY RATE FOR FEMALES		INDEX OF GENDER QUALITY	
		(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
STATE: HARYANA										<i>1981</i>	<i>1991</i>
1.	AMBALA	390	365	222	250	62.7	75.9	41.4	58.1	78.4	86.1
2.	YAMUNANAGAR	*	252	*	159	*	70.2	*	50.5	*	82.8
3.	KURUKSHETRA	249	191	110	117	50.7	68.7	26.0	47.6	66.2	80.9
4.	KATTHAL	#	197	#	86	#	54.1	#	27.8	#	66.2
5.	KARNAL	331	255	145	146	57.2	65.7	29.7	43.3	66.7	78.3
6.	PANIPAT	●	244	●	128	●	65.9	●	40.8	●	75.0
7.	SONIPAT	242	254	97	136	65.6	76.7	30.3	48.2	61.6	75.8
8.	ROHTAK	395	591	164	364	68.4	75.1	32.5	53.7	62.9	82.4
9.	FARIDABAD	283	477	98	214	63.3	72.3	27.7	39.1	58.1	68.3
10.	GURGAON	215	315	77	147	59.2	63.8	24.3	33.7	56.7	67.9
11.	REWARI	§	217	§	114	§	81.3	§	46.3	§	71.8
12.	MAHENDRAGARH	271	207	92	97	68.9	73.4	25.0	36.5	52.5	65.7
13.	BHIWANI	230	336	69	151	60.1	68.9	20.1	34.6	48.9	65.7
14.	JIND	190	255	51	107	46.5	59.6	14.8	29.7	46.0	64.7
15.	HISAR	327	492	112	224	50.4	60.7	20.1	32.0	55.2	67.5
16.	SIRSA	145	225	61	119	47.9	57.0	23.0	34.2	63.7	73.9

* (YAMUNANAGAR) NEW DISTRICT FORMED OUT OF AMBALA

(KATTHAL) NEW DISTRICT FORMED OUT OF KURUKSHETRA & JIND

● (PANIPAT) NEW DISTRICT FORMED OUT OF KARNAL AND SONIPAT

§ (REWARI) NEW DISTRICT FORMED OUT OF MAHENDRAGARH

Appendix Table 2

GROWTH IN NUMBER OF INSTITUTION (1966 - 90)				
TYPE OF INSTITUTION	1966-67	1970-71	1985-86	1989-90
PRIMARY/Jr. BASIC PRE-PRIMARY	4449	4207	5078	4976
MIDDLE /SENIOR BASIC SCHOOL	735	760	1121	1321
SENIOR SECONDARY / HIGH SCHOOL / POST BASIC SCHOOLS	597	975	1946	2266
TEACHER'S TRAINING COLLEGES	5	12	13	18
ART, SCIENCE COMMERCE COLLEGE	40	65	110	120
TEACHER'S TRAINING SCHOOL (J.B.T.)	10	12	-	1
OTHERS	5	5	5	6

Appendix Table 3

GROSS ENROLMENT RATE OF PRIMARY SCHOOL
GOING CHILDREN IN AGE GROUP OF 6 - 11 YEARS 90-91

S.No.	District	Percentage of School Going Children		
		Boys	Girls	Total
1	Anbhala	95.08	79.60	87.27
2	Bhiwani	131.92	105.95	118.84
3	Faridabad	108.91	78.61	94.24
4	Gurgaon	120.07	87.33	103.66
5	Hisar	109.47	91.11	100.38
6	Jind	118.61	89.36	104.31
7	Kaithal	102.75	78.61	90.91
8	Karnal	113.49	91.40	102.91
9	Kurukshetra	121.15	98.04	109.57
10	Narnaul	125.74	92.89	112.09
11	Panipat	92.42	76.36	84.53
12	Rewari	117.11	97.64	107.15
13	Rohtak	125.00	112.22	118.68
14	Sirsa	109.04	84.74	96.87
15	Sonepat	107.23	89.18	98.56
16	Yamunanagar	103.20	86.24	94.27
HARYANA		112.90	91.04	102.20

Appendix Table 4

HARYANA: GROSS ENROLMENT RATIO BY SEX 1988-89

S.NO.	DISTRICT	AGE (6 - 11 YEARS)			AGE (11 - 14 YEARS)			AGE (14 - 16 YEARS)		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11
1	Hisar	86.9	59.3 L	73.2	65.5	32.6	49.9	27.3	11.8	20.2
2	Sirsa	87.1	67.3	72.2 L	53.7 L	32.0 L	43.4 L	21.5 L	10.0	16.1 L
3	Bhiwani	114.9 H	84.2	99.4 H	98.3	47.4	78.8	38.2	16.2	27.7
4	Gurgaon	96.4	60.1	78.2	84.7	41.4	64.0	40.1	16.7	29.1
5	Faridabad	95.5	70.0	83.3	84.6	47.2	67.5	39.8	20.8	31.3
6	Jind	99.4	67.9	83.9	76.1	35.5	57.9	30.4	9.5 L	21.0
7	Mahendergarh	105.9	84.9 H	95.1	106.6 H	59.2	83.3 H	49.8 H	18.4	34.6 H
8	Ambala	83.9 L	71.5	77.7	81.6	59.5	71.1	34.1	20.6	27.8
9	Karnal	88.2	69.3	78.9	70.6	42.2	57.3	28.4	15.6	22.6
10	Kurukshetra	91.0	68.4	79.8	70.1	43.2	57.4	28.6	13.6	21.3
11	Rohtak	97.1	84.7	90.9	86.8	60.3 H	74.2	38.4	22.6	31.0
12	Sonepat	94.2	79.6	87.0	90.7	60.3 H	76.3	42.8	23.0 H	33.6

Source : Director of Public Instructions, Haryana.
Statistical Hand Book of Haryana 1989-90

Appendix Table 5

GROSS ENROLMENT RATIOS AT PRIMARY & UPPER PRIMARY IN HARYANA												
CLASS	1970-71			1978-79			1986-87			1990-91		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Primary Class I - V (6-11 years)	79.1	37.8	59.9	92.3	49.6	71.9	98.19	72.09	85.50	93.99	73.09	83.57
Middle Class VI - VIII (11-14 Years)	61.2	20.0	42.2	63.1	23.8	44.7	78.34	40.45	60.50	75.38	47.36	62.03

Source: A Hand Book of Educational & Allied Statistics of Education & Culture, Government of India, New Delhi.

Appendix Table 6

TEACHERS AT SCHOOL STAGE IN HARYANA (1970-71)								
YEAR	PRIMARY		UPPER PRIMARY		SECONDARY		HIGHER SECONDARY	
	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER
1970-71	13078	26.33%	6230	24.23%			19381	26.23%
1977-78	17521	30.58%	8201	23.55%			25255	29.59%
1986-87	15916	41.25%	10903	40.49%	39882	38.10%	6151	40.11%
1990-91	15461	41.71%	11815	39.34%	39352	39.74%	7863	44.91%

Sources :-

- i) Data for the year 1970-71 and 1977-78 is obtained from :- "A Hand Book of Educational & Allied Statistics", Ministry of Education & Culture, Government of India, New Delhi 1983.
- ii) Data for the year 1986-87 is obtained from "Fifth All India Educational Survey", A concise Report, N.C.E.R.T.
- iii) Data for the year 1990-91 is obtained from "Selected Educational Statistics", Ministry of H.R.D., New Delhi.

Select Bibliography

- Altekar, A.S., *The Position of women in Hindu Civilization*, Motilal Banarsi Das, Delhi, 1962—*Education in Ancient India*, Motilal Banarsi Das, 1956.
- Agarwal, Bina, "Women, Poverty and Agricultural Growth in India", *Journal of Peasant Studies*, Vol. 13, No. 4, 1987, pp. 166-182.
- Aggarwal Yash, *Education and Human Resource Development*, Commonwealth Publishers, New Delhi, 1988.
- Ambanavar, J.P., "Changes in Economic Activity of Male and Females in India 1911-61" in *Demography India*, Vol. IV, No.2, 1975 & Census of India, 1981 (Paper 6, series 1).
- Anderson, Mary B, "On Girls' access to Primary Education in Pakistan", *The Bridges Forum*, January 3-8, 1988.
- Andhra Pradesh, *Educational Statistics At A Glance*, Directorate of School Education, Hyderabad, 1988.
- APEID : *Literacy Situation in Asia and the Pacific. Country Studies-Thailand, India, Bangladesh, Vietnam, Pakistan, Nepal, ROEAP*, Bangkok, 1984.
- APEID : *Education of Girls in Asia and the Pacific*, 1986.
- APEID : *Universal Primary Education for Girls—Pakistan, China, India, Bangladesh, Papua New Guinea and Nepal*, 1987.
- APEID : *Towards Equality of Educational Opportunity*, UNESCO, Bangkok, 1985.
- Ashby, Jacqueline A., "Equity and Discrimination Among Children : Schooling Decision in Rural Nepal", *Comparative Education Review* 29, 1985.
- Barma, U.C.D., *A Study of the Progress of Universal Elementary Education of Tribal Children in Tripura*, New Delhi, NIEPA, DEPA, 1983.
- Bairathi, B.C., 'A Critical Study of Girls Education at Primary Level in the Nawalgarh Panchayat Samiti of Jhunjhunu District of Rajasthan', New Delhi, NIEPA, DEPA, 1989
- Boko, T.S., 'The Problems of Primary Education in Upper Subansiri District of Arunachal Pradesh due to topographic difficulties, New Delhi, NIEPA, DEPA, 1983.
- Bombay Municipal Corporation : Research Unit*
- (a) "Report on the study of the incidence of wastage and stagnation in municipal schools and the effectiveness of our educational efforts", 1955.
 - (b) "The incidence of drop-outs in primary schools in Worli for six months between September 1955 and February 1956 and the factors responsible for the Same", 1956.
 - (c) "A study of the extent and causes of non-attendance of compulsory age children in the different localities in Greater Bombay", 1957.
 - (d) "Observation of the Census of Compulsory age-group children conducted by the Education Department (in Worli)", 1958.

- (e) "A Study of the incidence of wastage and stagnation and the effectiveness of our educational efforts", 1967.
- Boserup, Ester, *Women's Role in Economic Development*, London, George Allen & Unwin Ltd., Ruskin House, 1970.
- "The Changing Role of Women in Developing Countries", *India International Quarterly*, Vol.2, No.3, July 1975.
- Boulding Elise, *The Underside of History*, West New Press, Bouldes, Colorado, 1976.
- Bowman, M.J., "The Human Investment Revolution" in *Sociology of Education*, 39/2, Spring, 111, 1961.
- Burra, Neera, "Sight Unseen : Reflections on the Female Working Child", *Report of the National Workshop on the Girl Child*, Women's Division, National Institute of Public Cooperation and Child Development, New Delh, 1987.
- Caldwell, John C., Pat Caldwell and P.H. Reddy, "*Educational Transition in Rural South India*", Vol. 11, 1985.
- Census of India, Fertility and Child Mortality Estimates*, 1981.
- Series-I India, Part II-B (i) Primary Census Abstract, General Population, New Delhi, 1983.
- Child Mortality, Estimates of India, Occasional Paper No. (v) New Delhi, 1988.
- Fertility in India and Analysis for 1981 Census Data, Occasional Paper No.13, New Delhi, 1988.
- Female Age at Marriage, An Analysis of 1981, Census data Occasional Paper No. (vii), New Delhi, 1988.
- Series I, India Part viii A&B (v) Household Tables, New Delhi.
- Provisional Totals, 1991 Census.
- Chakrabarty, N.G., 'Introduction of Tribal dialect in Class I&II—its impact on enrolment : a case study of West District of Tripura, New Delhi, NIEPA, 1985.
- Chamie, Mary, *National Institutional and Household Factors Affecting Young Girls School Attendance in Developing Countries*. Washington : The International Centre for Research on Women and U.S. Agency for International Development-Office of Human Resources, 1983.
- Chatterjee, Meera, A Situational Analysis of Women from Birth to Twenty, *Report on the National Workshop on the Girl Child*, New Delhi, 1987.
- Chaudhary, R.H., "The Influence of Female Education, labour force participation, and age at marriage on fertility behaviour in Bangladesh", in *Social Biology*, Vol.31, No.1-2, Spring Summer 1984, pp. 59-79.
- Chernickovsky, Dav and Oey Astra Meesook, "*School Enrolment in Indonesia*", World Bank Staff Working Paper No. 746, World Bank, Washington D.C.
- Clason, Carla, "Women and Development : Three Experimental Projects", *Literacy Discussion* 1976-77, p. 182.

- Cochrane, Suran H., *Fertility and Education*, What do we really know? Baltimore, John Hopkins University Press, 1979.
- Comer, Lorriane, "Human Resource Development for Developing Countries : A Survey of Major Theoretical Issues", in ESCAP, *Human Resource Development in Asia and the Pacific, Its Social Dimensions*, ST/ESCAP/472, 1986.
- De Tray, Dennis N., "Child Quality and the Demand for Children" in *Economic of the Family*, Theodore Schultz (ed.) Chicago, University of Chicago Press, 1974, pp. 91-116.
- Devnath, N.B., 'A Study of the Causes of Low Enrolment and high drop-out of ST girls children in five Primary Schools of a Block in West Tripura District', DERA dissertation, New Delhi, NIBPA, 1991.
- ESCAP, *Asia-Pacific Call for Action on Population Development, Bangladesh*, ESCAP, 1982.
- Duvvury, Nata, "*Irrigation and Agrarian Structure : A Case Study of the Nagarjuna Sagar Irrigation Project*", Centre for Women's Development Studies, Trivandrum, 1985.
- ESCAP, Expert Group Meeting on *Forward Looking Strategies for Advancement of Women*, 28 November-2 December, 1983, Bangkok.
- *Background to an Integrated Plan of Action on Human Resource Development for the ESCAP Region*, Bangkok, 1988.
 - *Human Resource Development in Asia and the Pacific*, Bangkok, 1986.
- Farouq, A and Ali, M., *The Hardworking Poors*, Dhaka University, Dhaka, 1975.
- Family Welfare Programme in India*, Department of Family Welfare, Government of India, Ministry of Health and Family Welfare, Year Book 1986-87.
- Gadgil, G.R. and Dandekar, V.M., *Report of Two Investigations, Primary Education in Satara District*, Gokhale Institute of Politics and Economics, Pune, 1953.
- Gahlot, S.S., "*Rural Life in Rajasthan*", Rajasthan Granthgar, Jodhpur, 1986.
- Ghee, Lim Teck, "Policies and Priorities in Human Resource Development for Asia and the Pacific" in *Human Resource Development in Asia and the Pacific : Its Social Dimension*, UN, ESCAP, ST/ESCAP/472 Projections by the International Council for Educational Development Based on Data Contained in UNESCO Statistical Year Book 1986.
- Government of India, *Women in India—A Statistical Profile*, Government of India, Department of Women and Child Development, Ministry of Human Resource Development, New Delhi, 1988:
- Department of Women and Child Development, *The Lesser Child*, MHRD, New Delhi, 1989.
 - *Education for All By 2000 : Indian Perspective*, MHRD, Delhi, 1990.
 - *National Perspective Plan for Women 1988-2000*, Department of Women and Child Development, Ministry of Human Resource Development, Delhi, 1988.
 - *Central Advisory Board of Education : Linkage Between Early Childhood Care and Education (ECCCE) and Primary Education—Report of a Working Group set up by CARE Committee on Elementary Education*, January 1989.

- Government of India, *Plan Documents from First to Seventh Five Year Plans*, Planning Commission, 1950-1990.
- *Wastage Stagnation and Inequality of Opportunity in Rural Primary Education*, New Delhi, 1987.
 - *National Policy on Education*, New Delhi, 1986.
 - *National Policy on Education—Programme of Action*, New Delhi, 1986.
 - *Towards an Enlightened Humane Society*, New Delhi, 1990.
 - *Report of the National Commission on Education 1964-66, Education and National Development*, New Delhi, 1966
 - *The Hansa Mehta Committee on Differentiation of Curricula*, 1962-64.
 - M. Bhaktavatsalam Committee on Women's Education, 1963.
 - *Report of the Committee on Status of Women in India (CSWI), Towards, Equality*, 1974.
 - *The National Policy Resolution on Child*, 1974.
- Heyzer Noeleen, *Missing Women*, APDC, Kuala Lumpur, 1985.
- Hughes, Helen, Dennis Ahlburg and Sun-Hee Fee : *Human Resource Development in the Pacific Island Developing Countries, Human Resource Development Asia and Pacific. Its Social Dimension*, ESCAP, 1986.
- Islam, Shamima, *Women's Education in Bangladesh*, FREPD, Dacca University, Bangladesh, 1982.
- Jacob, C.S. *The problem of implementation of Universalization of Elementary Education in Arunachal Pradesh with focus on Iawang District*, New Delhi, NIEPA.
- Jain, Devaki and Malini Chand, *Time Allocation Study : Its Methodological Implications*, Institute of Social Studies, New Delhi.
- Jain Devaki, "The Household Report on a Field Survey of Female Activity Patterns", in Devaki Jain and N. Baniyees (eds.), *Tyranny of the Household*, Shakti Books, Delhi, 1985.
- Jain, L.C., *Grass Without Roots—Rural Development Under Government Auspices*, Sage, New Delhi, 1985.
- Jalaluddin, A.K., *Basic Education and National Development*, UNICEF, New Delhi, 1990.
- Jolly, K.G., "Literacy Still Remains Low in Backward States, 1991 Census Results", Institute of Economic Growth, Delhi, 1991 (mimeo).
- Jamison, Dean T. : *Child Malnutrition and School Performance in China*, Dec. 1987.
- Jamison, Dean T. and Lockheed, Marlaine, E., "Participation in Schooling : Determinants and Learning Outcomes in Nepal", *Economic Development and Cultural Change*, 1987, pp. 279-366.
- Kapoor, P.N., "Implications of Family Planning for Population Growth", *Seminar on First Results of Census 1991*, Centre for the Study of Regional Development, Jawahar Lal Nehru University, New Delhi, April 1991.

- Khandekar M., "A Study of Drop-outs" TISS Bombay 1974, abstracted in *Second Survey of Educational Research (Ed.)* M.B. Buch, CASE, Baroda, 1979, p.69.
- Kothari, Smith, "Child Labour in India : A Case Study of Sivakasi" Paper presented at AWOTFES Seminar on the *State of Unorganised Labour*, 24-27 February 1983, p.113.
- Kumar Satish and Atiya Habeeb Kidwai, "Tertiarisation and Female Participation in the Indian Urban Economy" 1971. Paper presented to *Research Seminar on Third World Urbanisation and the Household Economy*, University of Malaysia, Penong, 1984.
- Khan, Shahrukh R., *Barriers to Female Education in South Asia*, PHREE Document November 89/17 Education and Employment Division, Population and Human Resource Development, May 1989.
- Lakadwala, D.T., "New Horizons in Educational Planing", EPA, Bulletin, NIEPA, 1 April 1978.
- Lal Chand (Haryana, India) : *Planning for Education of Gujjar Girls in Haryana*. NIEPA, 1984.
- Larrabee, Marva J., "A Challenge for Third-World Education : Changing Male/Female Literacy in Pakistan". Paper presented at the *Sixty-eighth Annual Meeting of the American Educational Research Association*, New Orleans, April 23-27, 1984.
- Levinger, Beryl, *Malnutrition, School Feeding and Education Performance*. Notes, Comments, No. 186 UNESCO UNICEF WEP, Paris, 1989.
- Lowe, Charles, "Adolescent Fertility" *International Conference on Adolescent Fertility*, Aug. 31-Sept. 4, 1986, Virginia Airlies Foundation.
- Mahler, H., "Women and Health for All" Address at the *World Conference to Review and Appraise the Achievements of UN Decade for Women*, Nairobi, 16 July, 1985.
- Majumdar, Vina, "The Social Reform Movement in India from Ranade to Nehru", in B.R. Nanda (ed.) *Indian Women from Purdah to Modernity*, Vikas, Delhi, 1976.
- Martius von Harder, G., "The Role of National Rural Organisation and Agricultural Extension Services in Relation to Women," *Tiers Monde*, Vol. 26, No.102, April-June, 1985, pp.317-24.
- Midtley Bhanu, "Analysis of problems related to the promotion of UPE for Girls from disadvantaged groups", Paper presented at UNESCO sponsored *National Workshop on UPE for Girls*, NCERT, August, 1989.
- Mies, Maria, *Indian Women and Patriarchy*, Concept, New Delhi, 1980.
- Mitra, Ashok, Participation of Women in Socio-economic Development; indicative as tools for development planning—"The Case of India", UNESCO in *Women and Development, Indicative of Their Changing Role*, Paris, 1981.
- Mitra, Ashok, *The Status of Women : Household and Non Household Work*, Allied, Delhi, 1979.
- Mukherjee, Radhakamai, "Women in Ancient India, in Tara Ali Baig, (ed.), *Women of India*, Publications Division, Govt. of India, 1958. "
- Muralidharan, R. & U. Banerjee, "Effect of Pre-School Education on the school readiness of the underprivileged children, *Indian Journal of Early Childhood*, 7(2), 1975.

- Muralidharan, R. & Kaur, quoted from p.30 of *Report of National Workshop on Pre-School Education*. NIPCCD, New Delhi, September 27-28, 1988.
- Muralidharan, Rajalakshmi, "Some Major NCERT Findings on Young Children from Disadvantaged Families and Their Implications for the Education of such Children", UNESCO supported *National Workshop on Educational Research*, 25-28 September, 1989a, NCERT, New Delhi.
- "A Note on Summer Enrichment Programme for Disadvantaged Children (mimeo).
 - "Early Childhood Care and Stimulation for the Visually Handicapped", *National Seminar on Pre-School Intervention, Prevention and Early Detection*, Dehradun, 1989(b).
 - "A Home Based Programme in Child Development for Tribal and Urban Slum Children -- Aged 0-6 years" findings of study, NCERT, n.d.
- Naik, Chitra, *Growing up at Kosbad Hill*, Gram Shiksha Kendra, Kosbad, 1978.
- Narayan, Ashok, "Child Labour Policies and Programmes : The Indian Experience" in Assefa Bequele and Jo Boyden (eds.) *Combating Child Labour*.
- National Council of Educational Research and Training, *National Curriculum for Elementary and Secondary Education -- A Framework*. New Delhi, 1988.
- *Fifth All India Educational Survey--A Concise Report*, New Delhi, 1986.
 - *Minimum Levels of Learning*, New Delhi, 1990.
 - *Fifth All India Educational Survey*, (Unpublished Data)
 - *Education of the Girl Child in India*, 1991-- A Fact Sheet.
 - *National Workshop on Promotion of Girls Education in the Context of UPE*, 1989.
 - *Report of the National Workshop for the Training of Teachers Focussed on Girls and Women*, Indian Institute of Education, Pune, 1986.
 - National Labour Institute (Rural Wing), "The Dark World of Jeeta Gaddu", NIE Bulletin Vol.3, No.12, December, 1977, p.542.
- Nautiyal, K.C., *Women in the World of Work and Employment*, NCERT, New Delhi, 1984.
- Nayar, Usha, UNESCO Study on "Problems and Methods of Educational Administration at Block and Institutional Levels", Section on Educational Finance in Haryana, India, 1982.
- Nayar, Usha & C.L. Sapra, *Study of Administration of Elementary Education in relation to the Programme of Universalization in Nine Educationally Backward States*, conducted by NIEPA for the Ministry of Education and Culture, Government of India, 1980.
- Nayar, Usha, "Education of Girls at the Secondary Level in India Issues", in *Indian Review of Management Future*, 1983:344.
- Nayar Usha, "Education of Women : A Major Poseur for the Commonwealth" Paper presented to Vth CCEA Regional Conference, 1984, published in CCEA News letter, Vol.6, No.6, Sept., 1984.
- "Cultural Roots of Opression : Patterns of Women's Education in India" published in *Women's Opression : Patterns and Perspectives* ed. by Susheela Kaushik, Shakti Books, New Delhi, 1985.
 - "Education in South Asia : A Challenge for SAARC", *Business Standard*, December 31, 1985.
 - "Education of Women in South Asia with Special Reference to UFE, "First Regional Conference of Educational Planners and Administrators, NIEPA, April 23-24, 1986.

- Education of Women in South Asia & Role of Protective Discrimination" (A PTI Feature published by Several dailies including the Tribune, Patriot, Indian News Chronicle, Hitavada), January, 1986.
 - "Education of Women in India : Planning and Management Issues", in *Indian Association of Educational Planning and Administration Bulletin*, January, 1987.
 - "Education for Women's Equality, Implementation of National Policy of Education", Training Module for Educational Personnel, National Council of Educational Research and Training, New Delhi, 1988a.
 - Women's World : An Alternate Paradigm, *Mainstream*, New Delhi, July 1988b
 - Towards a Gender Inclusive Theory of Human Resource Development, Invited theme paper *IAMR-ICUN National Seminar on Development of Women as a Human Resource*, Institute of Applied Manpower Research, Indraprastha Estate, New Delh, 1987.
 - *Women Teachers in South Asia*, Chanakya Publications, Delhi, 1988c.
 - *Hamari Betiyan -Rajasthan*, Situational Analysis of the Education of the Girl-Child, UNICEF, NCERT, 1989a.
- Nayar, Usha, "Women, Education and Equality : The Elusive Triangle", *VIIIth World Congress of Comparative Education Development, Communication and Language*, University of Montreal, Canada, June 26-30, 1989b.
- "Universalization of Elementary Education for Girls in India : Some Basic Issues", Paper presented at UNESCO Sponsored National Training Workshop on Universal Primary Education for Girls, NCERT, New Delhi, 21-26 August, 1989c.
 - "Designing Education for Women's Development : Basic Issues in Education of Women in Asia and the Pacific", APDC sub-regional Workshop on *Women and Development Management in South Asia*, Kuala Lumpur, 2-6 October, 1989d.
 - "Women's Education in Asia and the Pacific : Some Basic Issues", *Education for All*, Bulletin of the UNESCO PROEAP, Bangkok, Number 30, Dec. 1989e.
 - "Education of Women in India—Country Paper", *SAARC Conference on Women's Education*, Male, Maldives, February 1990.
 - "Declining Sex Ratio : Implications for Education and Media", Department of Women's Studies, NCERT, May, 1991.
- NIPCCD, *Report of the national Workshop on Pre-School Education Programmes*, New Delhi, September, 1988.
- Nityanand Sinha, (West bengal, India), *A Study into the problems of Girls low participation in non-traditional Education Courses at plus two stage in Calcutta*. NIEPA (mimeo)
- Nuna, S.C., *Women and Development*, NIEPA, 1990.
- Oshima, Harey, T., "Human Resources in Asian Development Trends, Problems and Research Issues", in *HRD in Asia and the Pacific : Its Social Dimensions*, United Nations, ST/ESCAP/472, 1989.
- Papayungan, M.M., *Income, Child, Mortality, Women's Social Status and Fertility : A developmental perspective on fertility behaviour in Indonesia*, Doctoral Dessertation, University of Pittsburg, 1985.
- Parekh, K., "An Experimental Study Determining the Effects of Learning Experiences Offered to the Mothers on Learning Abilities of Children, in *Synopsis Series No. 11* (March) University of Baroda, n.d.

- Patel, Ila, *Nonformal Education for Women in South and South East Asia*, Education and Employment Division, The World Bank, March, 1989.
- Pillai, J.K., *Impact of Incentives on Enrolment, Retention and Performance of Girls and SC Children in District Madurai*, Tamil Nadu, 1989.
- Piore, M.J., "The dual market labour theory and implications" in D.M. Gordon (ed.), *Problems in Political Economy: An Urban Perspective*, D.C. Heath, 1971.
- Planning Commission—Programme Evaluation Organisation : "Problem of Extension for Primary Education in Rural Areas", New Delhi, 1965.
- Prakasha, Veda, *Our Future is in Our Children : The Case for Early Childhood Care and Education*, Digest No. 1 Notes, Comments ... (Child, Family Community, UNESCO/UNICEF Cooperative Programme, UNESCO, Paris.
- Battling Costs for Quality and Quantity : Emerging Responses in *ECCE-Digest* No.II.
- Prasad, Geeta., "An Evaluation of Fertility in Bihar", Global Training Programme, UNFPA, The Hague, 2 June, 1989.
- Prasad, K., An investigation into the extent of causes of Wastage at Primary Stage of Education in Middle Andaman, NIEPA, DEPA, 1984.
- Premi, M.K., "The Growing Imbalance in India's Male Female Ratio", *Economic Times*, 18 April, 1991.
- Psacharopoulos, George, "Return to Education : A Further International Update and Implications", *Journal of Human Resources*, 20(4) (Fall):584-604, 1985.
- Pushpa Manas (Uttar Pradesh, India : *A Comparative Study of the Performance of Different Socio-Economic Groups of Class XI Girls in Bhopal*.
- Qasem, K.A. (ed.), *Attitude of Parents Towards Schooling of Children*, Foundation of Research on Educational Planning and Development, Dacca, 1983, pp. 1-41.
- Rajeshwari Chandrashekar, "A Critical Study in Depth of the Various Measures taken by the Government of Karnataka in the Field of Primary Education during the period 1947-1972", Unpublished Ph.D. Thesis, ISEC, (University of Mysore), 1978.
- Raj Krishna, "Women and Development Planning", *Occasional Paper No.1, Asia and Pacific Development Centre*, Kuala Lumpur, Malaysia, 1985.
- Reddy, A.K., "Appropriate Technology for Rural Development", *National Workshop for Health Care*, Indian Council of Medical Care.
- Ramabhadran, V.K., *Monograph on Age at Marriage in India*— Family Planning Foundation, 1984.
- Rosenzweig, Mark R., "Household and Non-household activities of youth : Issues of Modelling, Data Estimates Strategies", "Working Paper, No. 90, *Population and Labour Policies, Programme, World Employment Programme Research*, New York, United Nations, I.L.O., 1980.
- Sapra, C.L., "Educational Wastage and Stagnation in India", NCERT, 1967.
- "Measurement of Educational Wastage", NCERT, 1972.
- Sawant, S.D. and R.D. Swan, "Rural Female Labour and Economic Development", *Economic and Political Weekly*, Jan 30, 1979.

- Schultz, Paul T., *Return's to Women's Education*, The World Bank, May 1989.
- Seetharamu, A.S. and Usha Devi, M.D, *Education in Slums* Ashish Publishing House, New Delhi, 1985.
- Selowsky, Marvelow, "Women's Access to schooling and the value added of educational system - An application to higher education" in Mayra Burinic et. al. (eds.) *Women and Poverty in the Third World*, Baltimore, John Hopkins Press, 1983.
- "A note on pre-school investments in human capital in developing countries", *Economic Development and Cultural Change*, 24 (4) (July) : 1976, pp. 702-20.
- "The economic effects of investment in children: A survey of the quantitative evidence in T.E. Johnson (ed.) *Child Development Information of Public Policy : An International Perspective*, Springfield, Illionous Charles, C. Thomas, 1982.
- Sen. Tarulata: *"A Study into the problems of non-enrolment of girls in the Primary Schools of Chakdah Block in District of Nadia, West Bengal"*, New Delhi, NICPA, DEPA, 1986.
- Sen, Gita and Charanjit Sen, Women's Domestic Work and Economic Activity : Results from National Sample Survey', *Economic and Political Weekly*, 21(12), March 22, 1985
- Shantimathi (Karnataka, India) : *Causes of Low Enrolment and Low Retention Among Girls at Elementary Stage in a Rural District of Karnataka State and Implications of New Education Policy, 1986*
- Sharma, O.P. and Robert D. Retherford, *Recent Literacy Trends in India*, Occasional Paper No. 1 of 1987, New Delhi Office of the Registrar General of India.
- *Effect of Female Literacy on Fertility in India*, Occasional Paper No. 1 of 1990, Office of the Registrar General of India, New Delhi.
- Shram Shakti*, Report of the National Commission on Self-employed Women and Women in the Informal Sector, New Delhi, June 1985.
- Singh, RaghuRam, Impact of Chief Minister's Nutritive Meal Programme on the Enrolment and Health of Girls in Primary School in Tamilnadu, Sri Ramakrishna Mission Vidyalyaya of Education, Coimbatore, Tamil Nadu, 1987.
- Singh, Y "Traditional Culture Patterns of India and Industrial Change", in A.B. Shah and G.R.M. Rao (ecds) *Tradition and Modernity in India*, Bombay, 1985.
- Sister Dilecta (Sri Lanka), *The Socio-Cultural and Economic Implications of Girls Enrolment and Retention Patterns in Primary Grades in Sri Lanka with Special Reference to Batticaloa Region*.
- Smock, Audrey Chapman, *Women's Education in Developing Countries*, New York, PRAEGER, 1981.
- Sood, Neelam, "An Evaluation of Non-formal Pre-school Component in Mongolpuri ICDS, Block", *Technical Bulletin*, NIPCCD, New Delhi, No. 1, April, 1987.
- Stromquist, Nelly, "Empowering Women through knowledge: Policies and Practices in International Cooperation in Basic Education", Report prepared for the UNICEF Standard: SIDEC, Stanford University, 1986.

- Suneja, O.P. (Madhya Pradesh, India) : *Enrolment, Retention and Drop-out of Girls at Primary Level in Tehsil Raghurah District, Guna, Madhya Pradesh.*
- Sundaram, K., "Inter State Variations in Work Force Participation Rates of Women in India : An Analysis", in A.V. Jose (ed.) *Limited Options : Women Workers in Rural India*, World Employment Programme, ARTEP, New Delhi, 1989.
- Sushila Bai, "Drop-outs in Lower Primary Schools-An Analysis", *Kurukshetra* Vol. 27, No. 14, 16 April, 1979.
- Swaminathan, Meena, "Child care services for Working Women", A note prepared for the National Commission on Self Employed Women and Women in the Informal Sector, n.d.
- Tadvi, K.C., *Planning Education for Muslim Girls in Surat (Gujarat)*.
- Tamil Nadu, *Educational Statistics in Tamil Nadu* As on 30.9.1986, Directorate of School Education, Madras - 6.

SOCIAL MOBILISATION OF THE GIRL CHILD: STUDIES & CONFERENCES

1. National Workshop on Education for Women's Equality, NIEPA, New Delhi, 1987.
 2. National Workshop on the Girl Child, NIPCCD, New Delhi, 1987
 3. Bisaria, Sarojini, UNESCO sponsored Identification and Elimination of Sexist stereotypes from Educational Programmes and Textbooks, NCERT, 1987.
 4. National Curriculum for Elementary and Secondary Education: A Framework, NCERT, 1988.
 5. UNESCO sponsored National Training Workshop on Universalisation of Primary Education of Girls in India, Department of Women's Studies, NCERT, 1988.
 6. Publication of the Lesser Child, Department of Women and Child Development, MHRD, 1989.
 7. Nayar, Usha, Women Teachers in South Asia, Chanakya, New Delhi, 1988.
 - UNICEF sponsored Hamari Betiyan: Situational Analysis of the Girl Child in Rajasthan, Department of Women's Studies, NCERT, 1989.
 - UNICEF sponsored Education of the Child in India with Focus on Girls, Department of Women's Studies, NCERT, 1989.
 - Commonwealth sponsored study on Measures to Promote Vocational, Technical and Professional Education Among Girls and Women in India, Department of Women's Studies, NCERT, 1990.
 - Universal Primary Education of Rural Girls in India, Department of Women's Studies, NCERT, 1993(a).
 - Girls and Women's Education in India, (Country paper for SAARC Technical Meeting on Women's Education), Department of Women's Studies, NCERT, 1993(b).
- Study on Factors of Continuance and Discontinuance of Girls in Elementary Schooling, Department of Women's Studies, NCERT, 1990-92.

1. Education of Girl Child in India - A Fact sheet, Department of Women Studies, NCERT, 1991.
2. Report of Consultative Meeting on SAARC Decade of Girl Child - 1991-2000, Department of Women's Studies, NCERT, 1991-92.
3. UNESCO sponsored Innovative Pilot Project on Universalisation of Primary Education Among Girls and Disadvantaged Groups in Rural Areas of Haryana, Department of Women's Studies, NCERT, 1992-95.
4. Report of National Conference on Gender Issues in Education for All, Department of Women's Studies, NCERT, 1993.
5. Policies and Programmes for the Advancement of Women in India, Department of Women & Child Development, New Delhi, 1993.
6. Dighe, Anita et. al. An Analytic Documentation Study of the Girl Child Campaign in Rajasthan, National Institute of Adult Education, 1993.
7. DPEP - Gender Studies in 43 districts of India, Department of Women's Studies, NCERT, 1993.
8. A Module for Awareness on Survival Protection and Development of the Girl Child, Central Social Welfare Board, New Delhi, 1990.
9. Report of the National Workshop on Awareness Generation on the Girl Child, Central Social welfare Board, New Delhi, 1990
10. Nuna, S.C., Women and Development, National Institute of Educational Planning and Administration, New Delhi, 1990
11. Ramabhadran, V.K., Monograph on Age at Marriage in India - Family Planning Foundation, 1984
12. Reddy, A.K., Appropriate Technology for Rural Development, National Workshop for Health Care, Indian Council of Medical Care
13. MHRD, Education For All, New Delhi, 1993
14. Chetna, Centre for Health Education, Training and Nutrition Awareness.

LIBRARY INFORMATION CENTRE
 National Institute of Educational
 Planning and Administration.
 17, Sri Aurobindo Marg,
 New Delhi-110016
 Date: 28-9-94

