

DISTRICT PRIMARY EDUCATION PROGRAMME
GENDER STUDIES

MALAPPURAM (*Revised*)
KERALA

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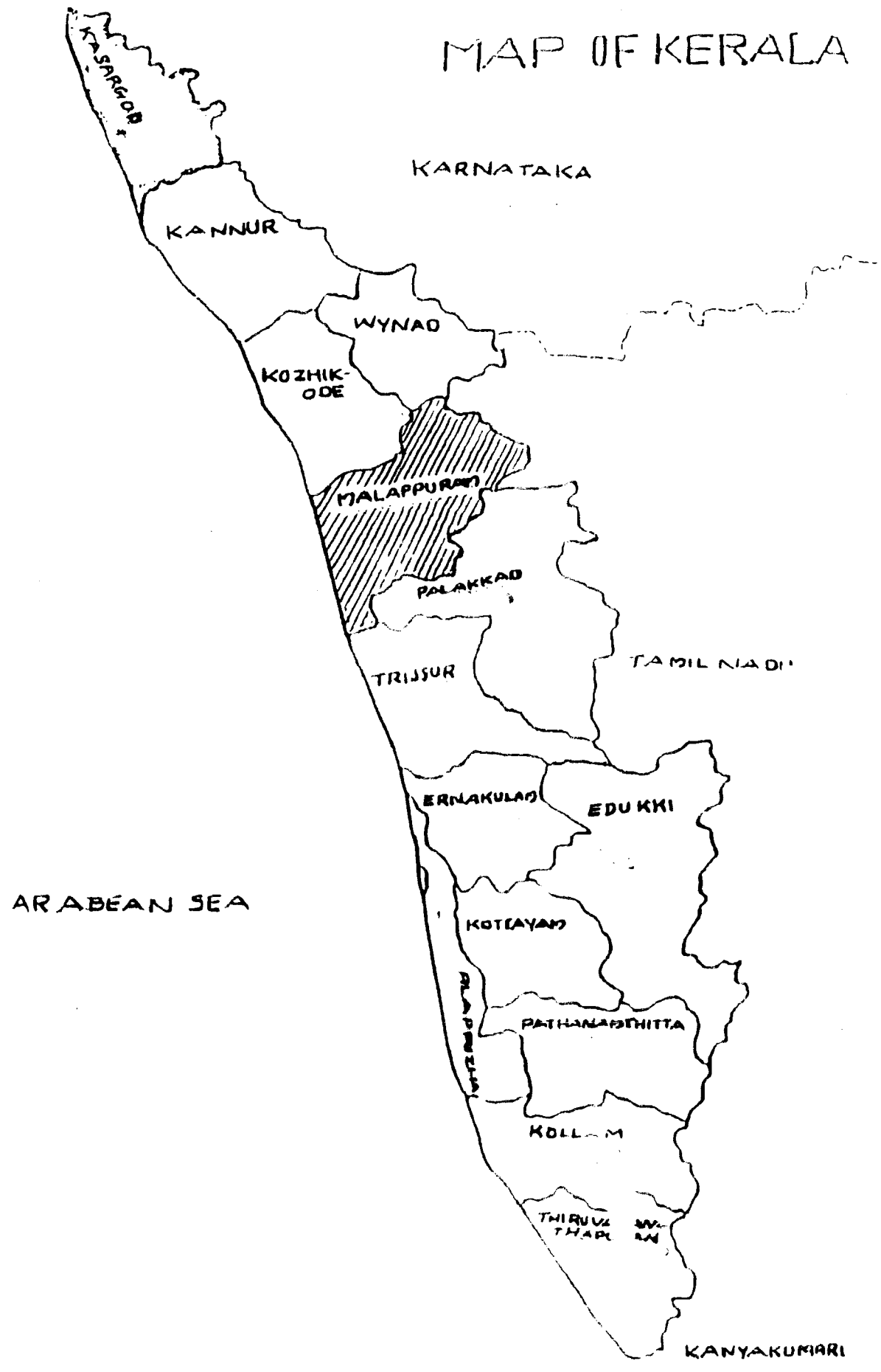
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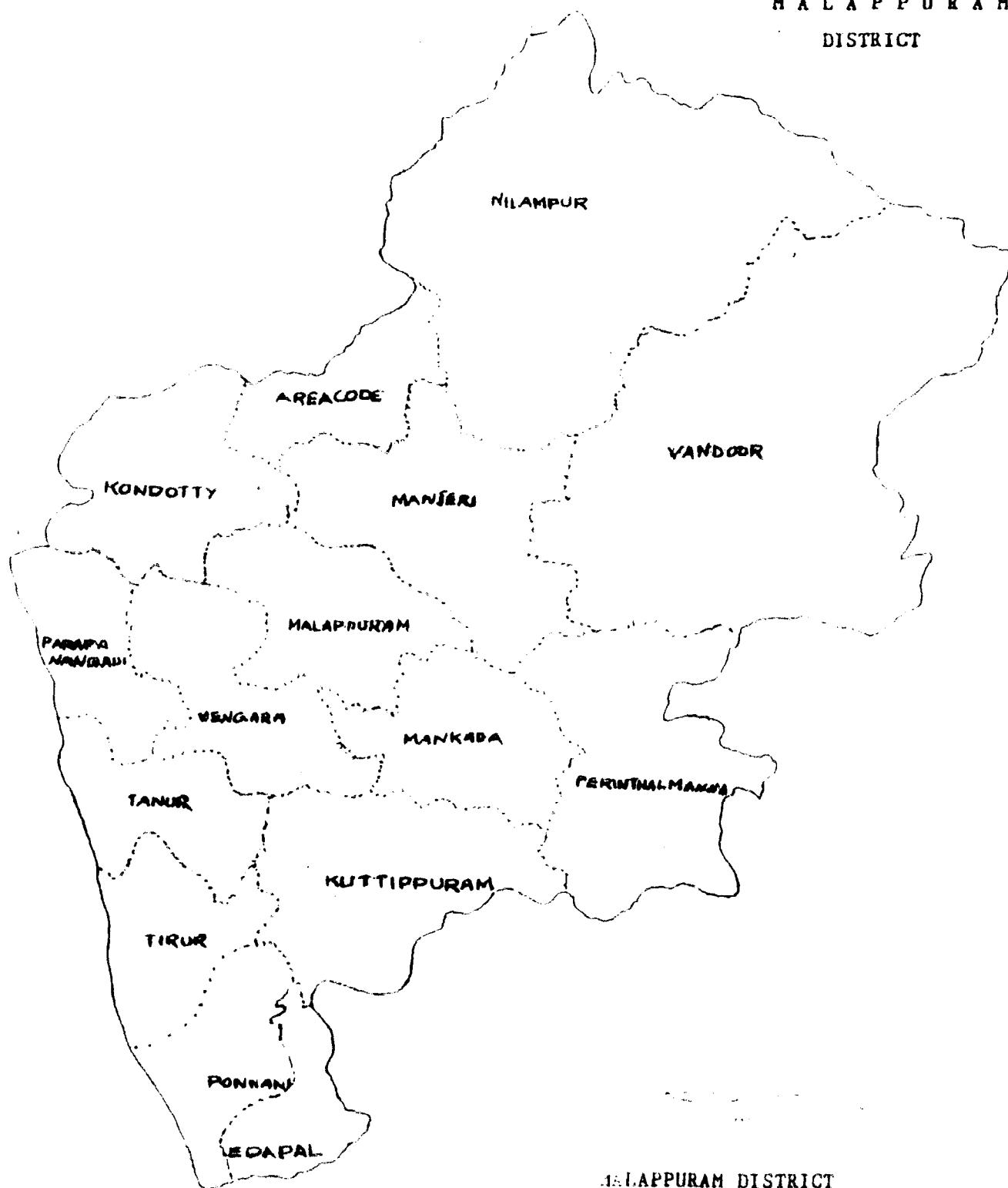
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MAP OF KERALA



MALAPPURAM
DISTRICT



MALAPPURAM DISTRICT
Sub District

Malappuram at a Glance

Linking Pacca Road : NH 17, State Highway
Distance from R.Station : 20 KM to Civil Station
Bus Service : KSRTC & Private

Population :

Male	Female	Total
1505360	1587330	3093190

Sc	ST
255731	10555

Literacy

Male	Female	Total
1123794	1103490	22,22,721

No. of Anganwadi : 1319

Educational Set up :

L.P.S.	U.P.S.	H.S.
827	334	159

No. of Teachers for Primary School

Male	Female	Total
8140	10128	18268

Roll Strength of Pupils

	Primary	Upper Primary	High School
Boys	182079	133588	92883
Girls	170410	127203	91320
Total	352489	260791	184203

Nr. of never enrolled children 7815

PART - I

Women of Kerala :

Women of Kerala, in the historic past, enjoyed to a large extent freedom to lead an independent life. During the Chera and Sangham period, we come across a galaxy of women, remarkable for their scholarship and culture. 'Chandrostavam', a poetic composition of 12th century, refers to women artistes like Mathu, remarkable for her musical talent and dexterity in playing veena. It is read that there were 15 women poets in the Durbar of sangham kings. Avaiyyar was a famous poetess of this period. The women of that period used to accompany their husbands to the battle fields for encouraging and inspiring their husbands. There was no purdha system prevailed. They composed and chanted vedic hymms at the time of holy sacrifice. Polygamy was not there. In selecting their marriage partners, women had equal rights. Bride grooms used to give money to the parents of the bride. Widow marriage were allowed in the society. Women were engaged in weaving, stitching, agriculture etc. But during the period of Aryanisation, the position of women in the society began to deteriorate considerably. During the 9th century, there existed the Devadasi system. Beautiful women dancers were used to perform dances in the temples in order to please the Gods. But, during the 15th century, the status of these Devadasies came down and were treated as prostitutes. It was in 1930 the ruler of Travancore, Rani Sethulakshmi bai, abolished the system. The status of women is interlinked with caste and religion.

According to Manu, for women there cannot be any freedom at any stage or life. This dictum had its impact in the social life of women in Kerala too. It made women, entirely dependent on man and subjected her to the authority of father, husband and son in different periods of her life as wife, daughter and mother. Two systems prevailed in Kerala were '**Marumakkathayam**' and '**Makkathayam**'. In the strata of society who followed '**Marumakkathayam**', women dominated while in '**Makkathayam**', men dominated. Brahmin ladies were called '**Antharjanams**', which means, those who lived indoors. They had to cover their faces with a '**Marakkuda**', an umbrella, made out of palm leaves. Widow marriages were not allowed by the society, during the 16th, 17th and 18th centuries. We come across 60 year old men marrying 16 year old girls. Naturally, the chances of women becoming widows in their early age, were common. In 1859, Nadar women fought for the permission to cover their upper part of the body. This revolt was known as 'channar revolt'. Till that time only Namboodiri women covered their body. Social reformers like Sree Narayana Guru, Dr. Palpu, Shri. C.V.Kunhi Raman, and Shri. Kumaranasan contributed many reforms in the social life. It was Sri. Narayana Guru who preached "One Caste, One Religion, One God for man". He consecrated shrines of worship for Ezhavas and Scheduled castes. He raised his voice against Thalikkettukalyanam among children. In 1934, the first widow marriage took place in Kerala. Nair women were not allowed to come out of their houses, after the evening hours. If they happened to see a man of the lower strata of the society, that woman was declared

as out-cast from the society. In 1696, the ruler of Venad, Kottayam, Keralavarma, gave freedom for women to travel at any time of the day. Shri Sankara, the philosopher of Advaita who lived during the period 788 to 820 A.D. revised Hinduism by combining the best of Hinduism and Buddhism.

EDUCATION :

HISTORICAL PERSPECTIVE AND PRESENT SITUATION :

History of Kerala, reveals the existence of educational institutions like 'Kudipallikudam', 'Padassala', and 'Kalari'. In 'Padassala', special courses of studies in the higher branches of learning such as philosophy, grammar, Theology, law etc. were taught. Hundreds of young men were given free food, clothing and tuition in these institutions. These institutions were attached to temples singing of devotional songs in temples by groups of devotees was a source of adult education. Vedic recitals and proficiency tests in religious scriptures were conducted in temples in order to give a deep study of Hindu religion.

It was the Christian Missionaries who started schools in various parts of the state. In 1817, Rani Parvathibhai of Travancore declared education as a programme undertaken by the government. In 1817, Colonel Mundro came forward with the idea of free education to children in the age group 5-10. In 1820, Mrs. Norton started Girls' schools in Kottayam and Alappuzha. In Trivandrum the first girls' school was started in 1859. In 1888, it was upgraded as High

School and was undertaken by the Government. After 10 years, it was converted as the first woman's college of Travancore. In Cochin area, there were 33 schools in 1880. By the Act of 1888, Private schools were also provided Grants by the Government.

In 1819, Department of education was established in Cochin. An education officer was appointed in 1908. In 1921, an Act was passed by the Cochin Government to give free education for girls. A survey conducted in 1911 reveals that there were women literates at the rate of 45 per thousand. In Malabar Area, which was under the control of British, was very backward in the field of education. Compulsory education was encouraged by the Act of 1922. In 1949, a common system of education was approved by the rulers of Travancore, Cochin and Malabar. In 1953, Hindi was taught as third language. Free education Act was passed in 1954.

In 1956, Kerala State was formed by uniting Travancore, Cochin and Malabar. In 1957, when Dr. Joseph Mundassery was the Education Minister an Act passed to meet the salary expenditure of all teachers by the State Government. Free education became the right of each individual by the Act of 1969. Great attention was given to the expansion of education system in Kerala, after 1969.

Malappuram :

Malappuram District was formed on 16th June, 1969 by merging the contiguous under-developed regions of the earth while Palghat and Kozhikode Districts. This district stretches from the Arabian Sea shore, to the high hills in the Western Ghats. This District is bounded by Kozhikode District on the North, Arabian Sea on the West, Trichur on South and Palghat on East. The District got the name from it's head quarters Malappuram literally means a teraced place over the hills. With it's scenic coastal line in the west and the hilly tribal belt in the east, Malappuram is a typical backward district in Kerala. It has a total area of 3550 Sq.Kms. It comprises 9.14% of the States area. There are 107 Panchayaths and 5 Muncipalities in the Distirct.

Demographic Features :

The total population of this District is 3096330 (Census 1991), that is 11% of the State's Population. The sex ratio is 1054 females to 1000 males. Muslims form 60% of the total population 8.3% of the population is scheduled castes and 0.34% scheduled tribes. Majority of the population live in rural areas (90.9%). The urban population is only 9.1% of the total. Most of the people are agricultural labourers except in costal areas, where fishing is the main occupation. The per capita income of the district the lowest in Kerala. A survey conducted by the Integrated Rural Development Programme (IRDP) during April to September 1992 reveals that 1786874 families in Kerala live below poverty line out of which, 170926 families

belong to Malappuram District. Malappuram is the only District in Kerala included in the list of 90 Districts in India, which have high crude birth rate infant mortality rate and low mean age of marriage.

13.5% of the population belongs to the age group of 6-11. The literacy rate of Malappuram District is 71.9%. The male literacy rate is 74.48% and female literacy rate is 69.48% (Census 1991).

A large portion of the former Malabar area belongs to Malappuram District. Before independence this district was a part of the Malabar District of Madras State. The history of Education of the District can be traced back to the reforms of the late Malabar Collector Mr. Logans. Logan's Manual is the authentic back record available.

The common man's education was confined to the religious institutes called Madras as till 1950. Madras as imported a special language known as 'Arabic Malayalam' ie. Malayalam dialect written in Arabic scripts. Even today the elderly people of the Muslim community can read and write this language. They are considered illiterates in the survey conducted in connection with the total literacy campaign (T.L.C), Since they were unable to read and write Malayalam. It was the Malabar District Board, which started several schools during 1950 to 1956, which enabled the common mass to enjoy general education. After the formation of the Kerala State in 1956, the State Government, took special interest in expanding education. New schools were started, scholarships were

given to the backward students and school education was given free of tuition fees. Muslim girls scholarship and the efforts of pocket Education Officers (P.E.O) helped a lot in improving education.

CURRENT SITUATION OF EDUCATIONAL INSTITUTIONS :

Primary Schools :

At present there are 1161 primary schools in this district 927 lower primary schools and 334 upper primary schools. In addition to this there are 8 un-aided recognized Primary Schools. There are Government Primary Schools having more than 1000 students (23 Nos.). There are 192 Government Primary Schools working in rented buildings.

Pre-Schools :

There are three types of Pre-schools namely Anganwadies run by social welfare department, Pre-primary Schools attached to Government Primary Schools and unrecognized Nursery Schools managed by Private Agencies. Altogether there are 1319 Anganwadies in 10 blocks.

Anganwadies are yet to be opened in the remaining 4 blocks. 30 to 40 children of the age group 3 to 5 are admitted to these Anganwadies. In each of these Institutions there is a worker and helper. They are paid by the Social Welfare Department. The expenses in connection with the nutrition and immunisation are also met by the department. The Anganwadies are provided with baby benches and some toys.

High Schools :

There are 159 High Schools including 5 unaided recognized schools 23 of them are L.P. attached. In addition, to this there is a Navodhaya Vidyalaya at Urakam and Central Schools at Malappuram.

Special Schools :

There is a special school meant for the blind children, called Kerala Schools for the Blinds, Mankada-Pallippuram.

Students :

Total number of students in classes 1 to 5 during the year 1993-94 is 436762 of these 225161 are boys and 211601 are girls. The percentage of girl students is 48.45. There are 172705 students in 6th and 7th standards. Out of which 48.89% are girls.

Total number of scheduled caste students in Standard 1 to 5 during the year 1993-94 is 37337, which amounts to 8.55% of the total. The total number of the scheduled tribe students in Standards 1 to 5 during the year 1993-94, is 1240 which comes to 0.2848% of the total students.

There has been a decrease in the total number of students in primary classes since 1990-91. The number of scheduled tribe students is also decreasing. But the number of scheduled caste students that showed a decreasing tendency in 1992-93 is now again gradually increasing as the table indicates.

The retention rate of students studying in different categories in primary and Upper Primary Classes is given in. The rate are calculated as the ratio of Class V, enrollment in 1993-94 to the Class I enrollment in 1989-90. Thus it is found that the ratios are greater than one in some cases. This is due to the additional enrollment in Classes II to V from other districts and from private studies.

In order to calculate the actual drop out rate, scientific studies were conducted by the DIET by counting the drop outs as those pupils who were removed from the rolls for long absence. It is found out that the drop out rate is 2.27%. But it is rather high in the case of Scheduled Caste (3.47%) and Scheduled Tribes (10.64%).

Teachers :

Total number of Primary School Teachers in Government and Aided Schools in 92-93, is 18268. This includes specialist teachers like Craft Teachers, Physical Education Teachers, Drawing Teachers and Teachers handling languages like Arabic, Urdu, and Sanskrit. There are 8140 male teachers and 10128 women teachers (55.5%).

A survey conducted by the DIET revealed that all the Primary School Teachers excluding specialist and language teachers have the prescribed qualifications i.e. S.S.L.C. and T.T.C. 37,29% of the teachers possess higher qualifications. The details are given in however the base line Assessment Studies conducted in 40 Schools spread over in four blocks shows that 7.70 of

the male teachers and 3.9% of the female are less than metric. Again 13.2% of the male teachers and 5.8% of the female teachers are untrained. The details are shown in.

The available data from the educational Sub-Districts indicates that there has been a marginal increase in the total number of teachers during the last five years.

School Buildings :

Out of the 456 Government Primary Schools, 192 are running in rented buildings. Among this 54 have its own land. The remaining 247 schools have permanent buildings as well as temporary sheds. The temporary sheds are mainly thatched sheds by plaited palm leaves. There are 293 such class rooms in 72 Government Primary Schools.

A survey conducted by the DIET Malappuram shows that :

- 118 - Schools have urinals.
- 241 - Schools have toilets.
- 3 - Schools have adequate furniture facilities.
- 7 - Schools have sufficient laboratory equipments and audio visual aids.
- 104 - Schools are electrified.
- 94 - Schools have enough separation walls in the permanent buildings.

Operation Black Board Scheme :

Under the operation Black Board Scheme, 80% of the Primary Schools have been supplied with learning materials such as Science, Mathematics and musical kits. The remaining schools are expected to get the same within a period of two months. 35 schools are provided with buildings under this scheme.

Back up Programme :

- Supply of text books and slates to all the students of Standard I free of cost.
- Free noon meals to the needy and serving children to 50%.
- Lumb-Sum-Grant to the scheduled caste and scheduled tribe students.
- Muslim girls scholarship.
- Lower Secondary scholarship to the most brilliant children.
- Meritorious scholarships to the scheduled cast and scheduled tribe students.
- Scholarship to the physically and orthopadically handicapped children.

THE RATE OF DIFFERENT SCHOLARSHIPS ARE GIVEN BELOW :

STD	I	II	III	IV	V
Lump-Sum-Grant to SC/ST pupils Rs.per annum	50	50	50	55	80
Monthly stipend to ST pupils	16	16	16	16	20
Incentive Grant to ST parents per month	10	10	10	10	-
Muslim girls Scholarship per annum	30	30	30	30	30
(Eligible to those whose family income below Rs.8,000/-)					
Meritorious scholarship to SC/ST pupils per annum	40	-	-	-	40
LSS	-	-	-	-	40

In addition to this, a few charitable organisations are running orphanages. They provide free boarding and lodging facilities to the inmates. The number of beneficiaries comes around 2000.

Educational Facilities for the Tribals :

3.29% of the State's tribal population belongs to this District. They live in small colonies of 5 to 90 families, in the following panchayaths.

- | | | |
|-----------------|-----------------|--------------|
| 1. Chunkathara. | 2. Chaliyar | 3. Nilambur |
| 4. Edakkara | 5. Vazhikkadavu | 6. Moothedam |
| 7. Karulai | 8. Amarambalam | 9. Kalikavu |

- | | | |
|-------------------|----------------|------------|
| 10. Thuvvur | 11. Pandikkad | 12. Porur |
| 13. Wandoor | 14. Thiruvaili | 15. Mampad |
| 16. Karuvarakundu | | |

In order to improve the educational progress of tribal children, the Government have adopted the following measures in this District.

OPENING OF NINE BALAWADIES AT THE FOLLOWING TRIBAL AREAS:

Munderi	Pothukallu
Peruvampadam	Kottappadam
Vaniyampuzha	Valanthode
Appenkap	Palakkayam and Kalkulam

Hostels for Tribal Children :

There are 11 hostels out of which 9 are for boys and two girls. Each hostels accommodates a maximum number of 30 students. These hostels are situated at the following tribal areas.

- | | |
|--------------------------------|--------------------------|
| 1. Manimooly (Boys) | 2. Pookootumpadam (Boys) |
| 3. Nilambur (Girls) | 4. Pothukal (Boys) |
| 5. Chungathara Pothukal (Boys) | 6. Chungathara (Girls) |
| 7. Munderi (Boys) | 8. Mampad (Boys) |
| 9. Odakkayam (Girls) | 10. Edakkara (Boys) |
| 11. Nilambur (Boys). | |

Ashram Schools :

There is an Ashram School-Indiraji Memorial Ashram School at Manjeri meant for the primitive tribes. Uniforms are supplied students in L.P. Classes.

Financing :

Financing of education is mainly done by the state Government Primary Education is free to all. Learning materials are supplied free of cost to the first standard students. This programme has already attracted a large number of students resulting in the improvement of enrollment rate. All the incentives and scholarships mentioned under the sub titles 'Black up Programme' are financed by the Government.

Land buildings, furnitures and other facilities are provided by the Government to Government Schools and by the Manager to the aided schools. The contribution of parent Teachers Association is also worth mentioning. All teachers irrespective of Government or aided are paid from the State Ex-chequer. Expenses for thatching and annual maintenance of Government schools are met by the Government whereas the same for Aided Schools are met by the managers concerned. Government gives grant-in-aid for the maintenance of aided schools at the rate of Rs.5/- per child per year.

The total non plan expenditure on primary Education in Malappuram District during 1992-93 is Rs.174.47 million.

Management System :

The Director of public instruction is the Administrative head of the General Education, Department. For administrative convenience, a Deputy Director is heading the school Administration in each

revenue district. The appointment of all the teachers and other staff (Except High School Headmasters, AEC'S) in the Government schools are made by him but in the case of Aided Schools it is the Manager who appointment the staff. Malappuram Revenue District is divided into two Educational Districts headed by a District Educational Officer (DEO). The DEO attends to the administration of high schools-and Training Schools. Malappuram Educational Districts is further divided into Eight Sub Districts and Tirur into Seven. An Assistant Educational Officer (AEO) is responsible for the administration of all the primary schools within the sub District. Each primary school is headed by a Headmaster.

The State Institute of Education, Thiruvananthapuram established in 1964 is implementing programmes for multisied qualitiative improvement at all levels of school Education.

The District Institute of Education and Training (DIET) is headed by a principal in the cadre of a Deputy Director of Education. It provides academic and resource support at District level in the field of primary and adult education.

The Text Books Branch, a wing of the Directorate headed by a Text Books Officer is functioning a commercial undertaking. The branch is responsible for printing, distributing and sale of all text books, teacher hand books, work books etc. There are three Central Text Book Stores functioning under the text books wing, with head quarters at Trivandrum, Ernakulam and Shornur. One text book depot is attached to

each Educational District. Each District text book depot is under the administrative control of the DEC. The text books required for each depot are supplied on indent from the central text books store. The text books required for each school are supplied on indent by the school Co-operative Societies, AEO'S, High School Headmasters etc.

Literacy Campaign :

Kerala State has achieved cent-per-cent literacy by 1991 itself. The total literacy campaign was rigorous in Malappuram District also. The voluntary involvements of organisations, common people, rural women, students and community leaders made literacy campaign a grand success. Malappuram District won the first place for the implementation of total literacy campaign among the 14 Districts of Kerala. From 1992 onwards post literacy campaign is going on. In this connection, school Vijnana Samithis (SVS) are functioning in all the primary schools of the District. SVS is a rigorous attempt to eradicate backwardness of under achieved learners, especially in rural areas. This promoted an enthusiasm for better achievement among the backward people. At present, total literacy campaign is on progress, as Jana Vidya Kendras (JVK).

Population - 1991			
	Males	Females	Total
Malappuram	1,505,860	1,587,330	3,093,190
Kerala	14,218,167	14,793,070	29,011,237
India	437,597,929	406,332,932	843,930,861

	Population		Literates	
	Male	Female	Male	Female
Malappuram	1,505,860	1,587,330	1,121,605	1,101,116
Kerala	14,218,167	14,793,070	14,218,167	14,793,070
India	437,60 millions	406,33 millions	46,89 millions	24.82 millions

		Enrolment Strength of Pupils	
		Boys	Girls
Malappuram	L.P	182073	170410
	U.P	133588	127203
	H.S	92883	91320
Kerala	L.P	1209971	1152279
	U.P	978960	924370
	H.S	788101	797686
India	L.P.	104,88 millions	77.55 millions
	U.P	60,03 millions	35,03 millions

OTHER INSTITUTIONS

Sl. No.	Institutions	Number	Enrollment			No. of Teachers		
			M	F	T	M	F	T
1.	Primary Teachers Training Institutions	5	114	363	477	17	5	23
2.	Colleges	13	8385	6103	14588	578	148	726
3.	NFF Centres	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4.	No. of Anganwaides	1319	22265	23900	46165	NIL	1319	1319

10

DROPOUT RATE OF SC/ST STUDENTS IN PRIMARY CLASSES
(1992-93)
(Std. 1 to 5)

Cate	No. of Students	Drop-out	Drop-out
Scheduled Castes :			
Boys	345	15	4.35%
Girls	318	8	2.51%
Total	663	23	3.47%
Scheduled Tribes :			
Boys	24	1	4.17%
Girls	23	4	17.4%
Total	47	5	10.64%

(Sample study conducted in 16 Schools in Malappuram Districts).

DROP OUT RATE (ALL COMMUNITIES) STD. I TO V

No. of Schools Selected	No. of students on reopening in 1992-93	No. of students dropped out during the year	Rate of drop out
108	41064	931	2.27%

TABLE SHOWING NO.OF TEACHERS IN PRIMARY
SCHOOLS FROM 1988-1993

1992-93

GOVT :	MALE	3393
	FEMALE	3948
	TOTAL	7341
AIDED	MALE	4747
	FEMALE	6180
	TOTAL	10927
GRAND TOTAL	MALE	8140
	FEMALE	10128
	TOTAL	18268

PART - II**Gender Study Needs and Objectives :**

Gender studies is a part of the District Primary Education Programme (DPEP) which is implemented in Low Female Literacy and Low Female Enrolment district in Kerala.

As Girls Education continues to be a low supply and a low demand area, it is necessary that the state plan provides necessary intervention for increasing the number of schools for girls and promoting women's participation in the constructive fields of the state.

In Kerala the Female Literacy Rate is 86.93%. This high percentage is co-related with other developmental fields of progress. Social attitudes in the home and the society are to be analysed and the causes for the backwardness of women are to be identified. By this study it is expected to make a mass movement among the remote places of Kerala and hence make the common man aware of women's freedom and equality.

Liberation of women from the traditional and family ties is required for empowerment. Educational programmes have led to domestication of women rather than their liberation.

The study intends to change the attitudes of the people of these selected areas. This Gender Study seeks the various reasons for the low status of women.

The Main Objectives of the Study are :

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 district/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) test books (b) teacher training (c) teachers attitude (d) curriculum transaction and (e) administrators attitudes.
5. To identify supportive community structures such as womens' groups, V.E.Cs, Panchayats, P.T. As, Teacher Organisations, youth clubs for developing effective strategies of UPE among girls.
6. Identifying and facilitate convergence of services of different departments for UPE among girls (Focal areas ECCE, Health and support services).
7. Study the availability of educational (books, Stationery, Uniforms) and other incentives (noon meals, attendance prizes etc.).

8. To assess participation of women in teaching, administration and other decision making bodies.
9. To develop state/district level monitoring and evaluation frame work.

Methodology :

Methodology of the study comprises both qualitative and quantitative techniques.

In Kerala D.P.E.P., Programme is being implemented in Kasargod, Wynad and Malappuram Districts. 10 Villages were selected on random basis from each district. Survey was conducted by professional Assistants under the District Co-ordinators. The survey was conducted during the months of October and November.

Primary Data was collected using the following tools :

Interview Schedules :

G.S. 1	District Schedule
G3.3.1	House Hold Schedule
GS. 3.2	Drop out Schedule
GS. 3.3	Never Enrolled Schedule
GS. 4	Teacher Schedule
GS. 5	Institution Head Schedule
GS. 6	Community Leader Schedule
GS. 7	Administrator Schedule
	School Going Girl Schedule

The Secondary Data was collected from Census of India Hand Books, Publications of the Education Department ect.

Qualitative and Quantitative techniques of Data Analysis including Content Analysis is applied. In each district 10 to 15 Group Discussions were conducted, among those persons who can exchange their position and ideas concerning women participation.

Group Discussions were focussed on the following points :

- (a) Reasons why parents do or do not send their daughters to schools.
- (b) Household demand factors or constraints.
- (c) Factors making schools accessible and attractive/unaccessible and unattractive.
- (d) Physical factors.
- (e) Relevance of Curriculum.
- (f) What do families/communities expect from education of girls ?
- (g) Why are they willing to send girls to Schools?
- (h) Existence and role (actual or potential) of community organisations (e.g. VEC's, MM's).

The Field Investigators submitted the schedules to the District Co-ordinators. The District Co-ordinators accompanied the Investigators for collecting the data. This data was later processed using the techniques of computer science.

Mode of Study :

6 Professional Assistants were engaged in collecting the data, in three districts. Each team was supplied with sufficient number of Interview Schedules 350 Household Schedules, 50 Drop out Girl Schedules, 40 Teacher Schedules, 35 community Leader Schedules, 20 Administrator's Schedules, 15 Institution Head Schedules and 350 School Going Girl Schedules.

The list of villages selected for the study in Malappuram District is given below :

Malappuram District - Villages Selected

Areekkode	Cheekkode	Edavanna
Kavanoor	Keezhu Paramba	Kuzhimanna
Oorngattiri	Pulpetta	Tiru (Urban)
Malappuram (Urban)		

Supervisors frequently accompanied the professional assistants for giving necessary guidance.

The data was collected during the months October and November 1993. The professional assistants found it very difficult to get conveyance facilities in Hillyareas of Wayanad and Malappuram. Frequently them had to depend on special conveyance like taxies. They finished the work before the time scheduled. The professional assistants work in group to collect informations. The national core team also camped in

Malappuram and guided the professional assistants. Each group conducted ten to fifteen group discussions.

Qualitative information is collected on the basis the following :

1. Perception of parents, teachers, institution heads, community leaders on low enrollments, Poor retention and low achievement of girls in primary schools.
2. Perception of parents on utility of girl's education, educational and occupational aspirations for their daughters and gender roles.
3. Perception of teachers, institutional heads, community leaders on gender equality and utility of girls education.
4. Findings from parents and community the conditions which on conducive for promoting girls education, such as availability of adequate educational infrastructures, facilities, women teachers, relevant curriculum and other support machanisms.
5. Finding out from parents and community as to what they are willing to do for educating girls.
6. To obtain perceptions of drop-out and non-enrolled girls on reasons for dropping out and their aspirations.

7. To obtain perceptions of School Going Girls on their liking to attend school, discrimination felt by them and domestic work they are doing.

PART - III

Data Analysis :

In Malappuram District 327 School going girls were interviewed. Data related to liking to go to school, family support in studies, continuance of study in the school, reasons for failure in class, willingness to do homework, time to do homework, liking of their family members help received from family members in studies, conducive atmosphere at home, discrimination by parents at home, liking of teachers, acceptance of family members, neighbours, ambition in studies, domestic work physically handicapped etc. were collected.

- Concerning achievement, data reveals that in primary classes, 268 girls are promoted, sources of encouragement are enquired.
- Almost all children do homework but 20% are helped by parents 71% of the school going girls prefer provision of stationary items from the school.
- 67% of the girls get time to study at home.
- 50% are provided with space at home for doing homework and studies.
- 25% of the girls do not have conducive atmosphere at home.
- 89% of the girls are regular in class.

- Among the failures 88% of them complain that the reason for their failure is domestic work. Concerning liking of the teachers 41% are not sure whether their teachers like them.
- Almost all girls are liked by their mothers. They are accepted by the family members brothers, friends, neighbours, teachers and relatives.
- Few of them take part in dance, drama and other programmes.
- 80% of the girls reveal that no discrimination they feel at home in getting food, clothes, food, stationery, participation in social activities.
- Half of the girls told that there were no priority in their homes for father to take food.
- 82% of them are engaged in fetching water, making Cow-dung cakes, grazing cattle, care of siblings, Coking washing and care of sick members.

Total Nr. interviewed	Promoted Nr.	%
327	268	82

Source of Encouragement

Total Nr.	Mother	%	Father	%	Others	%
334	114	34	294	73	2	0.6

Willingness to go to School :

Total Nr.	Willing N	%
327	267	81

Getting time to Study at Home :

Total Nr.	Getting time N	%
327	272	83

Help by Various Persons :

Total Nr.	Parents	%	Family Members	Tuition	%	Others	%	
	94	29	44	13	36	11	52	15

	Total Nr.	Yes	%	No	%
1. Family support received in Supervision of Home work	327	112	34	101	31
2. Supply of stationery	327	234	71	16	5
3. Sufficient time to study	327	219	67	21	6
4. Adequate space for study	327	165	50	79	24
5. Conducive atmosphere for study	327	140	43	82	25
6. Regularity in school	327	294	90	3	0.9
7. Reaching in time	327	289	88	4	1.2

Reasons for Failure :

	Nr.	%
1. Illness	37	11
2. Domestic work	294	88
3. No. Reading Material	1	0.3
4. No. Guide	22	6.6

	Nr.	Yes	%	No	%
1. Liking of Teachers	327	283	86	6	2
2. Acceptance by Mother	327	291	89	1	0.3
3. Acceptance by Father	327	262	80	1	0.3
4. Acceptance by Sister	327	230	70	2	0.6
5. Acceptance by Friends	327	187	87	2	0.6
6. Acceptance by Neighbours	327	169	51	1	0.3
7. Acceptance by Teachers	327	175	53	2	0.6
8. Acceptance by Relation	327	144	44		

Perception of Girls about Discrimination
between Family Members food

	Nr.	Yes	%	No	%
Food	327	8	2	263	80
Clothing	327	5	1.5	267	81
Toys	327	4	1.2	267	81
Books	327	4	1.2	264	81
Helping Studies	327	3	0.9	266	81
Opportunities	327	41	12	128	39

Distribution of Girls According to
Work done in Family

	Total N = 327	Nr.	%
1. Fetching Water		274	82
2. Fetching Fuel		152	45
3. Fetching Fodder		28	8
4. Care of Sibilings		23	7
5. Wage earning activity		92	28

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House Hold Schedules :

- 341 houses were visited by the investigators. For all of the houses they depend on well water at a distance of 250 mts.
- 51% of the houses are electrified.
- 66% have no drainage system.
- Agriculture is the main occupation.
- 89% are of the income group 4000 to 5000.
- Only 60% have private toilet facilities.
- 69% of the guardians send their children to Govt. Schools.
- According to 40% of the parents drop outs are due to lack of provision of tuition fees, books, stationery and cloths.
- 28% of them agree that drop outs are due to domestic work; care of siblings, helping parents.
- 30% of them agree that early marriage is also one of the main factors of drop outs,
- Concerning encouragement of parents 86% prefer to have free uniformms, free books, free stationery.
- Concerning utility of Girls Education more than half of the members of areas agree that Girls Education help to develop self image, ensure education of future generation, prepare economic

contribution, improve health and nutritional status most of them agree in providing equal food, equal health, toys and responsibilities. 46% of households disagree in providing equal freedom between boys and girls.

- Half of them agree that both boys and girls can perform all tasks equally well. Both can not do the same occupations. Both of them are not having same intelligence.
- Only 83% agree in taking all decisions jointly.
- 57% agree that work at home should be shared by all 51% agree that assets for the family should be registered on joint names of husband and wife.

The House hold Context :

Total Nr. of Households : 341. Details obtained by the Investigators are given below.

Religion	Hindu	Muslim	Christian
	123	217	1
Percentage	36	63	3

Drinking Water :

Source of Drinking Water

Tap		Well	
Nr.	%	Nr.	%
67	19	272	79

Distance of Source of Water :

341 Households get water within a distance of 280 mt.

Fuel and Electricity :

Main Source of Fuel

Wood		Kerosene		Others	
Nr.	%	Nr.	%	Nr.	%
287	84	3	0.9	35	10

Availability of Electricity 175 (51%)

Now availability of Electricity 166 (48%)

Drainage Facility :

Good		Poor	
Nr.	%	Nr.	%
114	33	227	66

Respondents According to Sex :

Total	Male		Female	
	Nr.	%	Nr.	%
2046	729	35	959	46

Distribution According to Occupation :

Total	Cultivation		Agri Act		Agr tab		Trade		Servants		Others	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
	327	16	53	3	55	2	3	0.1	6	0.3	3	0.1

Distribution According to Income (on Thousands) :

Total	1-3		4-5		6-9		10-12		13-15		16-18	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
2046	0	0	1839	90	94	5	48	2	19	0.9	46	2

Sanitation :

Total	Public		Private		Open	
	Nr.	%	Nr.	%	Nr.	%
314	10	3	209	61	121	35

School Going Children :

Total	Male		Female	
	Nr.	%	Nr.	%
628	167	26	415	61

Type of School :

Total	Govt.		Semi Govt.		Private	
	Nr.	%	Nr.	%	Nr.	%
682	114	17	475	70	85	13

Perception of Parents about the Main Reasons for Girls Continuing
in School :

Reasons	Respondents	
	Nr.	%
1. Better economic standing	26	8
2. Parental education	78	23
3. Parental motivation	276	81
4. Parental support		
a. Payment of Fees	43	13
b. Provision of books	36	11
c. Provision of Food & Clothing	0	0
d. Space for study	0	0
e. Academic support	0	0
5. Self motivation	2	0.6
6. Teachers Position attitude	1	0.3

Perception of Parents about Main Reasons for Girl dropping from School :

	Nr.	%
1. In ability of to pay extra Tuition fees	138	40
2. In ability of provide cloths and shoes	108	31
3. In ability of Provide books	107	31
4. In ability of provide stationery	99	29
5. In ability of provide food	81	24
6. Helping parents in Occupation	98	29
7. Engaged in Remuneration employment	43	13
8. Domestic work	93	27
9. Care of siblings	88	26
10. Early marriage	105	31
11. Absence of support services	2	0.6
12. Social	8	0.7
13. Parental Lacks of motivation	21	6.2
14. Parental illiteracy	42	12
15. Lack of Academic support	4	1.2

Perception of Parents about Programmes need for Girls Education :

Programmes	Nr.	%
1. Literacy Programmes	144	42
2. Income Generating	229	85
3. Camps on Health and	112	33

Perception of the Parents about Factors Associated with Parents Encouragement :

Factors	Nr.	%
1. Changing school timing	4	1
2. Availability of School close to habitation	100	29
3. Free Uniforms	294	86
4. Free Books	302	88
5. Free Stationery	291	85
6. Appointing more Female	10	3
7. Free meals	221	64
8. Pre-School	39	11
9. Separate School for Girls	129	38

Perception of Parents about ability of Girls Education :

Aspects	Nr.	%
1. Develop positive image	195	57
2. Prepares girls for economic contribution	230	67
3. Can improve health and nutritional status of family members	199	58
4. Will ensure education of future generation	138	41
5. Will make girls and women aware of their rights	23	7
6. Will help to reduce family size	5	1

Parental Perception of Gender Equality :

Indicators	Agree	%
1. Girls and Boys need equal education	323	94
2. Both need to be given equal food	338	99
3. Both need to be given equal care and medical attention	340	99
4. Both can be assigned same duties	162	48
5. Both should be given same freedom	136	40
6. Both should be equal time for play	no response	
7. Both can perform all tasks equally well	139	41
8. Both can have similar occupation	191	56
9. Both can have same intelligence abilities	143	42
10. Men and women be paid equal wages	199	58
11. Husband and wife take decisions jointly	284	83
12. House hold work must be shared by all maintainers of household	197	58
13. Assets of the family should be registered on joint names of husband and wife	176	52

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Institutional Heads Schedule :

- Only 60% agree that they have the facilities like library, lab in schools. Only 28% are having toilet facilities.
- 60% of them agree that girls education helps in reducing family size, helps to prevent early marriage, prepare for leadership, providing equal time for playing, doing similar occupation, dividing household work among boys and girls equally.
- 95% of the teachers are trained.
- Most of them are of the opinion that girls continue their education because of parental motivation.
- Many of them stress the need of providing books, clothes, more academic support, more acceptance for the girls.
- 78% of the teachers do not favour provision of noon meals in the schools.
- Concerning utility girls education more than 70% agree that girls education prepares for economic contribution, developing self image and improve health ensure education for future generation creating awareness of their rights, reducing IMR reducing family size, preparing for leaderships and encouraging social participation.

- More than 90% of the teachers agree that both boys and girls need equal education, equal food, equal medical attention, equal time for playing.
- Only 53% of them agree that both the boys and girls can perform task equally well.
- 57% of the teachers agree that similar occupations can be provided by girls and boys.
- 91% of the teachers agree that decisions should be taken by both husband and wife jointly.
- 68% agree that family assets should be registered in joint names.

Physical Facilities in School :

Facility	Nr.	%
1. Playground	10	71
2. Laboratory	10	71
3. Library/Book Bank/Stationery	5	35
4. Toilets	4	28
5. Seperate Toilets for girls	8	57
6. Health/Medical Checkup in the school	10	71

Utility of Girls Education :

	Nr.	%
1. Develops a positive self image and confidence among girls	9	69
2. Prepares girls for economic contribution	8	57
3. Can improve health and nutritional status of children and other family members	9	64
4. Will ensure education of future generations	10	71
5. Will make girls and women aware of their rights	10	71
6. Helps raise age at marriage and reduce maternal, infant and child mortality	10	71
7. Helps in reducing the family size	7	50
8. Will prepare girls for leadership roles in society	9	64
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, Panchayats, municipalities and legislature	10	71

Drop Out Schedule :

Drop out girls were interviewed. They like their school, teachers, subjects. All of them dislike Mathematics. Most of them do not get any help at home for their studies. Half of them feel the inability to pay extra tuition fees, to buy books and stationery. Half of them are engaged in domestic work and care of siblings. 18% drop outs say that early marriage is also one of the reasons for stopping their education. They stress the need of parental motivation, parental literacy. Some of them have stopped due to repeated failures.

It is interesting to note that in spite of the Governmental policies for Universal Enrolment, Universal Retention, Universal Achievement, 64% of dropout is after 2nd standard.

Dropouts According to Standard :

	Std 1	Std 2	Std 3
Percentage	18	64	18

Only Half of them like to continue their Studies. According to their opinion parents do not like to send them to schools.

Willingness of parents to Send to School :

Yes	%	No	%
	18.2		82

Distribution of Dropout Girls :

	Nr.	%
1. Regular attendance	10	91
2. Punctuality	11	100
3. Fetching water	10	90
4. Fuel Collection	8	72
5. Care of	11	100
6. Finaling Cowdung	8	72
7. Grazing Cattle	10	91
8. Care of siblings	9	82
9. Cooking	9	82
10. Washing clothes	11	100
11. Care of Siblings	11	100
12. Wage earning activities	10	91
13. Engaged in Agriculture	11	100

Concerning their liking of school and teachers 80 % of them agree. 72% of stopped studies not due to failure in exam.

Most of them are punctual and regular in Class.

Dropouts According to Most dislike Subject :

Malappuram	Maths	100
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Main Reasons for Dropping out of Girls :

	Nr.	%
1. Inability of Parents to pay extra fees	3	27
2. Inability of Parents to provide clothes	5	46
3. Inability of Parents to provide books	5	46
4. Inability of Parents to provide stationery	5	46
5. Inability of parents to provide food	2	18
6. Helping parents in Occupation	1	9
7. Engaged remuneration work	1	9
8. Domestic work	6	55
9. Care of siblings	6	54
10. Early marriage	2	18
11. Social Taboo	0	0
12. Parental lack of motivation	6	54
13. Parental Illiteracy	4	36
14. Lack of support from family	2	18
15. School far away	2	18
16. Failures	1	9
17. Own Illness	1	9

Main Factors for Girls Continuing their Education :

	Nr.	%
1. Sound Economic condition	21	48
2. Parental Education	23	48
3. Parental Motivation	39	83
4. Parental support for Fees	17	36
5. Parental support for Books	20	42
6. Provision of Clothing	20	42
7. Provision of space for study	12	25
8. Provision academic support	13	27
9. Self Motivation	17	36
10. Position attitude of teachers	24	51

Community Leaders Schedule :

- Community leaders agree that they have not done anything for the promotion of girls education.
- 84% of them agree that girls education can promote women's participation in social activities, prepare for leadership help in reducing family size. They also agree that both boys and girls have equal freedom in the society.
- Only 78% agree in keeping the household property in joint account.

Utility of Girl's Education :

	Agree	%
1. Develops a positive self-image and confidence among girls	30	93
2. Prepares girls for economic contribution	30	93
3. Can improve health and nutritional status of children and other family members	29	90
4. Will insure education of future generation	30	93
5. Will make girls and women aware of their rights	28	87
6. Helps raise age at marriage and reduce maternal, infant and child mortality	27	84
7. Helps in reducing the family size	27	84
8. Will prepare girls for leadership roles in society	27	84
9. Will prepare girls for participation and decision making process in all walks of life for e.g. family, panchayats, municipalities and legislature	28	87
10. Any other		

Perception of Gender Equality :

	Agree	%
1. Girls and boys need equal education	32	100
2. Both need to be given equal amount of food	32	100
3. Both need to be given equal health care and medical attention when needed	32	100
4. Both can be assigned the same duties/proper abilities	28	87
5. Both should be given the same freedom	27	84
6. Both should be given equal time to play	28	87
7. Both can perform all tasks equally well	26	81
8. Both can have similar occupations	25	78
9. Both have same intelligence and abilities	28	87
10. Man and woman should be paid equal wages for equal work	30	93
11. Husband and wife should take all decisions jointly	32	100
12. House hold work must be shared by all members of the household	29	90
13. Assets of the family should be registered in joint names of husband and wife	25	78

Administrators Schedule :

- 61% of the administrators are of the opinion that drop outs in schools are due to lack of help at home, illness, domestic work, parental illiteracy and acceptance by the family members.
- 44% of the administrators say that early marriages is one of the reasons for drop-outs.
- 72% of them do not agree that both boys and girls have the same intelligence. Institutional heads schedule.

Main Reasons for Girls Continuing their Education in School :

	Agree	%
1. Better economic standing of a household	8	44
2. Parental education	10	55
3. Parental motivation	6	33

Parental Support like :

	Agree	%
1. Payment of non-tuition fees (other than tuition fees)	12	67
2. Provision of books and stationery	9	50
3. Provision of adequate food and clothing	11	61
4. Creating space and time for studies at home	11	61
5. Provision of academic support (themselves or paid)	13	72
6. Self motivation of the girl child	11	61

Give main Reasons for Dropout of Girls :

	Agree	%
1. Inability of parents to pay extra tuition fee/fund	17	94
2. Helping parents in occupation	7	38
3. Domestic work	19	83
4. Care of siblings	9	50
5. Absence of support services e.g. Anganwadies, Balwadies, Creches	7	38
6. Early marriage	8	44
7. Social taboo on onset of puberty	12	66
8. Parental lack of motivation	10	55
9. Lack of academic support/help from parents/family members/others	10	55
10. School far away	13	72
11. Un-attractive school environment	15	83
12. Un-suitable school timings	16	88
13. Failure	15	83

Give main reasons for Girls not Attending School :

	Agree	%
1. Inability of parents to pay fees/fund	17	94
2. Inability of parents to provide clothes and shoes	16	88
3. Inability of parents to provide books	15	83
4. Helping parents in occupation	7	61
5. Care of siblings	6	55
6. Parental illiteracy	6	55

Utility of Girls Education :

	Agree	%
1. Develops a positive self image and confidence amongst girls	18	100
2. Prepares girls for economic contribution	18	100
3. Can improve health and nutritional status of children and other family members	18	100
4. Helps in reducing the family size	18	100
5. Will prepare girls for leadership roles in society	18	100
6. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislation	18	100

Perception of Gender Equality :

	Agree	%
1. Girls and boys need equal education	18	100
2. Both need to be given equal amount of food	9	50
3. Both need to be given equal health care and medical attention when needed	18	100
4. Both can be assigned the same duties/responsibilities	14	77
5. Both should be given the same freedom	11	61
6. Both should be given equal time to play	14	77
7. Both can perform all tasks equally well	14	77
8. Both can have similar occupations	11	66
9. Both have same intelligence and abilities	13	72
10. Men and women should be paid equal wages for equal work	17	94
11. Husband and wife should take all decisions jointly	17	94
12. Household work must be shared by all members of the household	18	100
13. Assets of the family should be registered in joint names of husband and wife	13	72

DISCOURAGING FACTORS FOR GIRLS CONTINUING IN SCHOOLS

MALAPPURAM DISTRICT

Lack of Electric facility	:	48.7%
Percentage of Houses which used wood as a Fuel	:	84.2%
Percentage of Children Engaged fetching fuel	:	45%
Percentage of Children engaged in case of siblings	:	10%

ENCOURAGING FACTORS FOR GIRLS CONTINUING IN SCHOOLS

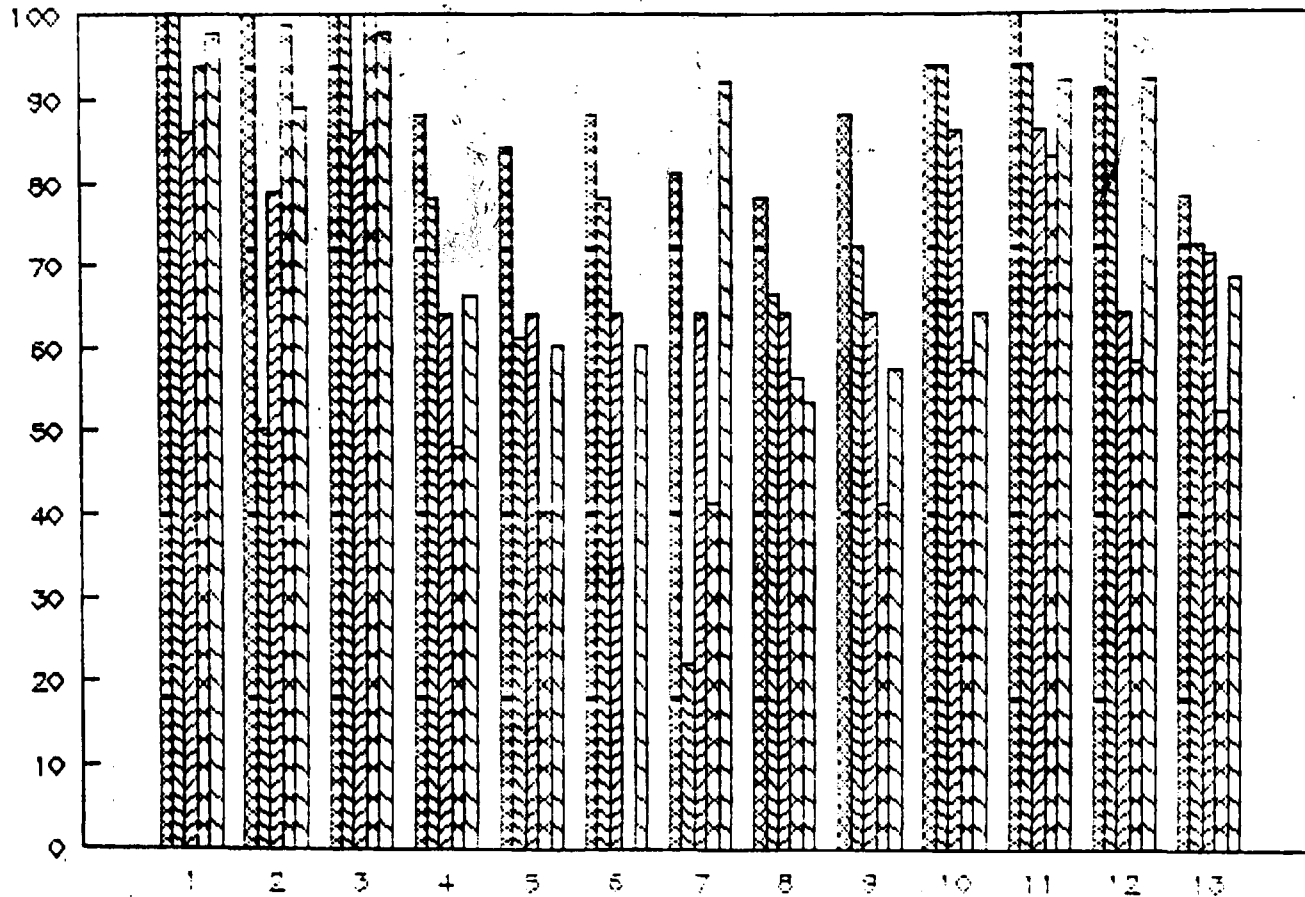
MALAPPURAM DISTRICT

Free Books	:	88.6%
Free Stationery	:	85.3%
Free Uniforms	:	86.2%
Free Meals	:	64.8%

Perception of Gender Equality G(7)

Ma. J. J. J. J.

Respondent



Leader
 Administrator
 Institutional Heads
 Parents
 Teacher

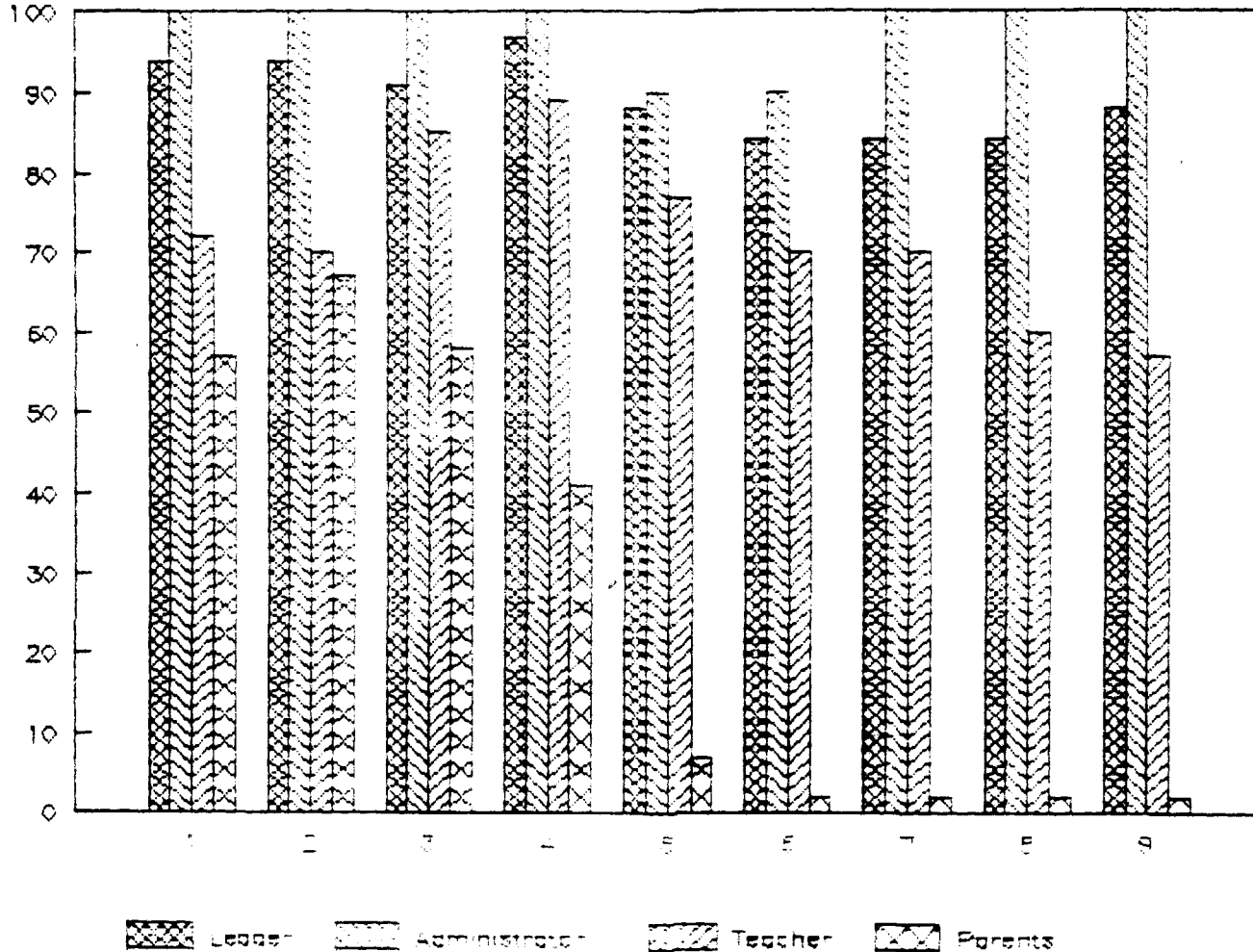
- 1) Girls and Boys need equal education.
- 2) Both need to be given equal amount of food.
- 3) Both need to be given equal health care and medical attention.
- 4) Both can be assigned same duties/responsibilities.
- 5) Both should be given the same freedom.
- 6) Both should be given equal time to play.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

Perception Of Utility Of Girls Education (5)

Malappuram

69

Respondent



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

- 6) Helps raise age at marriage and reduce maternal, infant and child mortality
- 7) Helps in reducing family size.
- 8) Will prepare girls for leadership roles in society.
- 9) Will prepare girls for participation and decision-making process in all walks of life - Eq. family, Panchayath, Municipality and Legislature.

Major Findings :

The study in Malappuram District reveal that early marriage, domestic work, care of siblings and poverty are main reasons for girl drop outs. No discrimination is seen in distribution of food clothes and learning materials among girls and boys. But it is seen that only women and girls are engaged in domestic work and care of livestock. 20% school girls do not have conducive atmosphere at home.

Parents express the difficulties without electric facilities. 40% do not have Private toilets. They reveal that dropouts are due to their inefficiency in providing extra tuition fees. Half the households do not agree in keeping the family assets jointly. 46% of the households do not perceive that both boys and girls enjoy equal freedom.

Institutional Heads and teachers reveal the lack of facilities like Library, Laboratory and Toilet. Majority of teachers agree the utility of girls education. Education help girls to develop self image, improve health, ensure education of failure generation, reduce family rise and preparing for leadership. But only 68% agree that family assets should be registered in joint names.

According to dropout girls eventhough they are willing to continue in schools their parents do not like to send them. Most of them were regular and punctual 64% of dropouts are seen from second standard. They are in need of books, stationery and uniforms. Poverty is the reason for their dropouts.

Community leaders interviewed in this District reveal that they have not done anything for the promotion of girls education. 84% of them agree that girls education can promote women's participation in social activities, prepare for leadership, reducing family size. Only 78% agree in keeping the family assets in joint account.

Educational Administrators perceive that dropout of girls are due to lack of help in studies, parental illiteracy, illness and domestic work. 72% do not agree that both girls and boys have equal intelligence. Unsuitable school timing is also one of reasons for girls dropout. Inability to pay tuition fee, books and stationery are also reasons for not attending school. These is cent percentage agreement in the utility of girls education.

PART - IV

Conclusions :

"Women gifted with high mental capacities is the companion of man in all respects. She has the right to participate in the minutes details of the activities of man and has the same right of freedom and liberty. She is entitled to have a supreme place in her own sphere of activity.

Man and women are equal in status but not identical. They are complementary to one another. Each helps one another in all spheres of life. Therefore it follows as a necessary corollary from these facts that anything that will unpair the status of either of them will involve the equal ruin of both". Mahatma Gandhiji ardently advocates womens rights and their status in the society. In the post independence period the status of women in Kerala has improved amaizingly when compared to other states of India. Kerala has become a unique model in the field of literacy. Women of Kerala have achieved three times more literacy than the female population of India in general. Life expectancy of Kerala female is higher than that of males of India. Infant and girl child mortality rates are very low in Kerala. Sex ratio gives excess number of women over men. In spite of all these women of Kerala are still deprived off equality of oppportunities in educational, social, political, agricultural industrial fields. This study tried to seek out the different encouraging and discouraging

factors in the field of education. It is true that Kerala girl today spends more time in the name of education than her mother. Despite the social status adorned to women in Kerala, divorces, desertion have increased enormously much during the post independence period. It is evident that there is no gender equality and justice for the deserted women especially among the lower classes. While seeking an explanation for this malady a detailed study has to be conducted throughout the State. Kerala with its progressive policies in every field, the women are tied of with the strong black chain of dowry. Even now Sita and Savathri are upheld as models of women. Almost in all strata of society woman can marry only once even if her husband is a wife beater drunkard, gambler or womanizer. Her duty is to serve and obey him blindly.

Education is the only instrument through which the status of women can be raised. National Policy on Education of 1986 envisages that "Education will be used as an agent for basic change in the status of women. 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, interventional role, in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and the orientation of teachers decision makers and administration and active involvement of educational institutions. In order to operationalise the policy MHRD has include a Chapter on education for women's equality in the document. The various strategies

include phased time-bound programmes of elementary education, adult education, vocational, technical and professional education to be implemented vigorously with renewed commitment. If the education is to have any value for women, it must be a means to raise their consciousness about the oppressive structure that keeps them in a position of powerlessness. In addition to the 3 Rs education for women should be to bring out what is inside women. When we educate women, we educate the entire family. Education of women put new life to the community. Half of the population are women, who are encouraged only in cooking and caring. When we analyse the work load of men and women it is evident that work load of women surpasses the work load of men. She is carrying a double burden. Traditions and customs inhibit, women from gaining equality. District primary education programmes undertake the process of womens empowerment in Kerala. The strategies embodied in NPE and POA, if implemented in true spirit there is no doubt that women will be empowered sufficiently in the near future and liberated from the traditional taboos.

Education by itself cannot liberate women. A strong mass movement should be organized by enlightened women leaders in the rural areas of the state. The different strategies for implementation are given below.

Strategies :

1. From the school going girl schedule it is clear that all most all girl, pupils have to do

domestic work, fetching water from wells which are at a distance of 150 metres, graze cattle, care of sibilings, cooking, and care of sick members. Parents should be made aware that both boys and girls can share there jobs equally.

2. There are twenty percentage of girls who feel the discrimination at home in providing books, stationary and participation in social activities. This can be eleminated by orienting the parents about gender equality.
3. Poverty is one of reasons for drop outs. The needy pupils may be provided with books, uniforms and stationery items.
4. For those who can not attend tuition may be helped at school itself. Teachers may be proided with incentives for extra work.
5. Only 28% of the schools are having toilet facilities. Seperate toilet facilities may be provided.
6. Many pupils fail in mathematics. These classes may be made interesting by providing learning aids and new techniques.

DIET may be involved in helping the teachers to make the classes more attractive.

7. The girl pupils rarely take part in dance, drama and other activities in the schools. The teachers and HMS may be oriented in this respect and make sure that the girl children also get

equal opportunities in all the programmes of the school.

8. 82% of the girls are engaged in fetching water. The Panchayaths concerned may be requested to provide water facilities for each house.
9. Many houses are not electrified. This may be brought to the notice of the authorities and necessary steps may be taken to electrify the houses especially in the villages area.
10. Parents may be oriented to send the girl children on all working days to the schools.
11. 30% of the drop outs are due to early marriage. This may be prevented by issuing Government orders.
12. The teachers complain lack of conveyance to reach their schools. This may be rectified by providing more bus services in the panchayaths.
13. 44% of the parents send the girls for economic contribution. Job oriented courses may be provided in the Panchayath. This will help girl children to start their own small industries.
14. Provision may be done to improve the health conditions of girl children. Frequent medical check ups by qualified doctors may be arranged in each school. Parents may be oriented to provide nutritious food for the children.

15. From all the schedules it is clear that many disagree in keeping the family assets in joint names. Women leaders may be invited and people may be oriented on the advantages of keeping joint accounts.
16. In this district 50% of the women do not take part in any of the social activities or members of Mahila Mandals. NFF workers or Nehru Yuvak Kendra members can do some work in the Panchayats to mobilize the women.
17. Most of the women are not aware of their rights and duties. This District is having more Muslims. So laws concerning their religion may be extended to all women of that community.

Programme Areas :

Major programme areas are identified.

Social Mobilisation on Girls Education :

1. Campaigns to create parental awareness and motivation.
2. Orientation programme for community leaders, members of Panchayaths and social workers.
3. Strengthening Mahila Mandals.

Incentives to be given to all Girls :

1. Free books and stationery
2. Uniforms
3. Noon meal
4. Transportation facilities
5. Tuition facilities for the needy.

Support Services :

1. More creches, day care centres and anganwadis may be provided.
2. NFE centres may be provided so as to help the dropout girls to continue their studies.
3. Authorities may take steps to bring the dropouts to the school again by providing compensatory education in these NFE centres.
4. Gender Sensitization among the social workers.

Gender Sensitives Curriculum Development and Transaction:

1. From the very early classes Gender internalisation is felt. For example washing of clothes is picturised as an act done by mother only. Such internalisation may be identified and removed from texts of all classes.
2. All teachers and administrators may be oriented to this perspective.

PART - V

CASE STUDY

**National Youth Award for a Physically
Handicapped Girl****Rabia :**

The physically handicapped girl who can't stand or even sit comfortably. But she was honoured at the National level. She received the National Youth Award from the Honourable Prime Minister of India on 12.1.1994.

On behalf of Smt. K.K. Lalitha, The State Co-ordinator, Gender Studies, Kerala, Sri. M.M.Ramakrishnan, Dt. Co-ordinator, Gender studies, Malappuram met her at her residence in Vellilakkad a village near Thiroorangadi in Malappuram District. Her autobiography gives inspiration to all women of India.

A Brief Report about her Life and Activities :

Rabia hails from an ordinary family. She has five sisters. All of them except Rabia, are married. Her father is working as a Salesman in a Local ration shop.

Rabis was forced to stop her formal education after her Pre-Degree Course in P.S.M.O. College, Thiroorangadi.

But the deformity of her legs or spinal cord could not clip the wings of her desire to continue her education.

She collected books and newspapers from wherever possible and continued her study. She found delight in reading. Within years she passed the B.A. (History) degree examination availing the Distance Education facility of the Indira Gandhi National Open University, New Delhi.

Meanwhile she had started tuition classes for the school going children of her village. It was a great success. Her students scored high marks in the examinations conducted in schools.

The passive attitude of the villagers began to change. They slowly recognized the merits of her work.

It was in 1990-'91 Sri. Subair who was working as an Instructor in the "Saksharatha" Class (Literacy Class) could not continue his work due to certain personal problems. He persuaded Rabia to work as the Instructor and continue the class. At that time there were 7 Learners.

Rabia agreed. But there were certain legal problems. She had not undergone the course for the Instructors. Though the Literacy Mission was functioning for Non-formal education, these formalities had to be strictly followed.

But the physical condition of Rabia was so bad. She was under treatment. She could not think of doing courses and completing the other official formalities.

She began to teach the seven literate learners. She used the text books prescribed for the "Saksharatha" Classes. But she taught many other things which were more useful for practical life. She inspired them by narrating the experiences of Mahatma Gandhiji, Abraham Lincoln, Jawaharlal Nehru, Indira Gandhi etc. She taught many basic and simple facts of health and hygiene, Arithmetic related to practical life, etc. Mere "letters" of an Alphabet was not her prime concern. She worked for the all-round development of the learners.

The number of learners was increasing. It reached 92. Her life became very busy. She was still conducting the tuition classes in the day-time.

One of her sisters helped her. Later some of her first back learners also helped her. They were competent to serve as Instructors in her class rooms for the illiterates.

She had to go to Kottakkal to continue the Ayurveda treatment and Physio-therapy. The treatment was highly expensive.

Technically, her classes were not organised or controlled by the "Saksharatha Samithy" (Literacy Mission) at first. But Mr. Kuruvila John, then District Collector visited her Class and he was highly impressed by the performance of the learners as well as the Instructor Rabia. MMr. Hamza Thayyil, the Co-ordinator, Nehru Yuvak Kendra, Mr. Kunhahammed, the District Youth Co-ordinator, Prof. C.P. Mohamed, the Project Officer, Tanur also appreciated and encouraged her activities.

The present District Collector Sri. K.P. Balakrishnan, I.A.S. is also taking been interest in her activities.

Now she has started a D.W.C.R.A. unit called "Akshara Envelopes" financed by a Bank. Poor women, the Neo-literates are working there. Their business is in steady progress.

Mahilasamajam of Neo-literate women is functioning under her guidance in her village.

Now a good library is functioning in her house. It is a public library.

"Janavidya Kendra" is effectively functioning in her residence. The Panchayath is regularly supplying the Newspapers and other periodicals.

Now the village is blessed with road and electricity practically it was a recognition to the services of Rabia.

Now Rabia, 28, is thinking of completing the M.A. (History) course in IGNOU. But the problem is, she gets very little time to spare for her studies. Eventhough she is in need of money, she donated the Award money Rs.10,000/- for the welfare of the learners.

She can move only with the help of a wheel-chair. But she is the moving force behind the activities which are slowly changing the image and appearance of he whole village.



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