

DRAFT

DFEP GENDER STUDIES
KARNATAKA

PROJECT REPORT
ON
GIRL EDUCATION
AND
WOMEN EMPOWERMENT

KOLAR DISTRICT

DSERT
BANGALORE

DRAFT

DFEP GENDER STUDIES
KARNATAKA

PROJECT REPORT
ON
GIRL EDUCATION
AND
WOMEN EMPOWERMENT

KOLAR DISTRICT

DSERT

BANGALORE

NIEPA DC



D08212

Gender Studies : National Team

Member, National Core Group : Professor Usha Nayan
and Project Director

Consultant : Professor Sarojini Bisaria

National Core Group,
Member (Incharge) : Dr. K.C. Nautiyal

SMT. GAYATRI DEVI DUTT

State Team
STATE CO-ORDINATOR

DDPI

- 548714
372
KAR - D

O/O DSERT
B. P. WADIA ROAD
BASAVANAGUDI
BANGALORE

SRI. CHANDRASHEKAR

DISTRICT CO-ORDINATOR

DDPI

National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC, No

Date

D-8212
26-9-94

O/O DDPI

KOLAR

KOLAR DISTRICT

SRI. NAGARAJ

CO-ORDINATOR OF
SELECTED BLOCK

A. E. O.

BAGEPALLY TALUK
KOLAR DISTRICT

SMT. M RAJALAKSHMI

PROFESSIONAL ASSISTANT

SRI. CHANDRASHEKAR

PROFESSIONAL ASSISTANT

NARAYANAPPA

O/O A. E. O. BAGEPALLY

YUSUF

O/O DDPI. KOLAR

J N SHESHADRI

DSERT BANGALORE

H V VENKATESH

DSERT BANGALORE

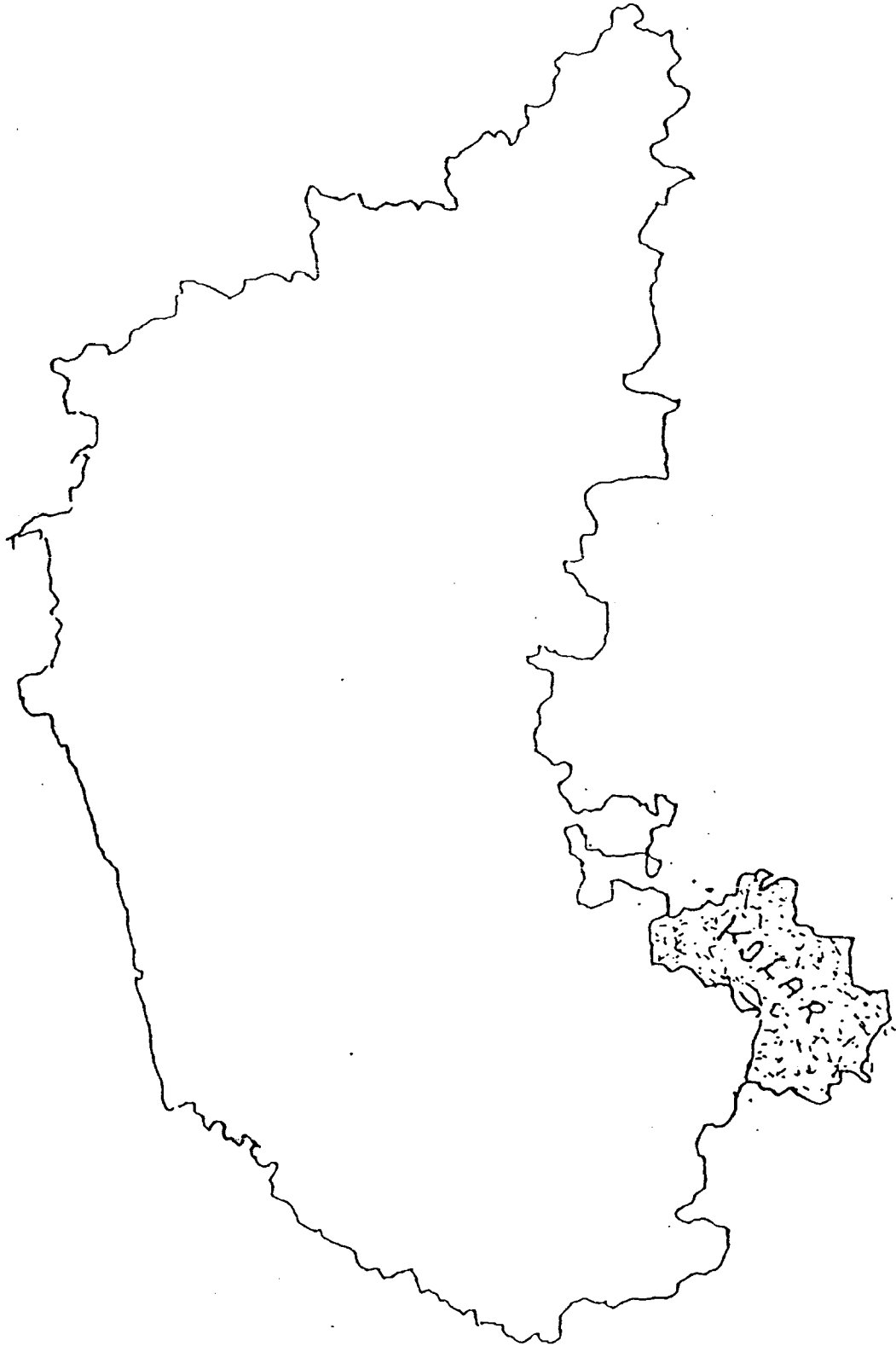
TEACHERS AND HEAD OF THE INSTITUTIONS OF THE SELECTED VILLAGES OF
THE BAGEPALLY TALUK.

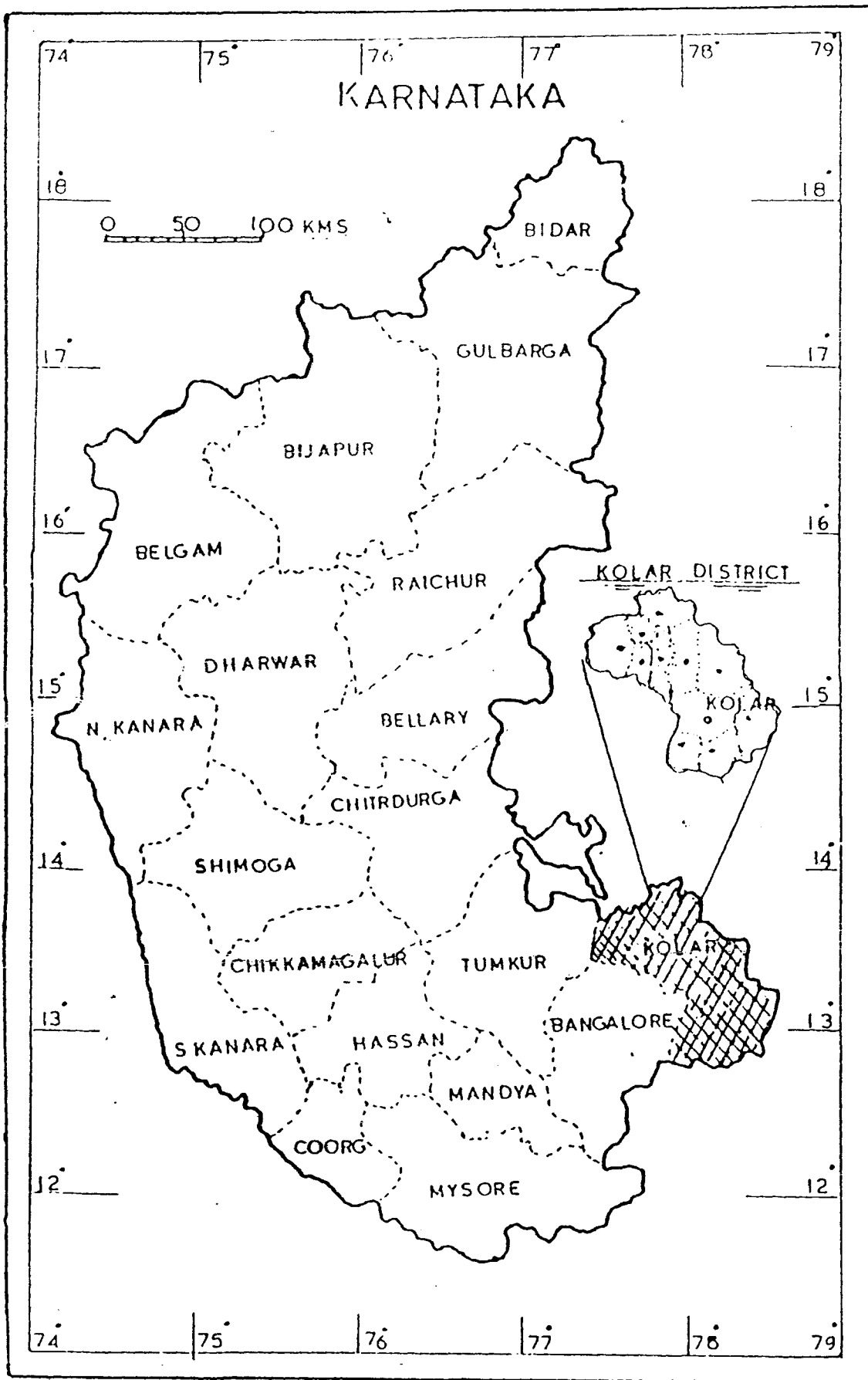
OFFICERS OF DIET, KOLAR DIST., O/O DDPI, KOLAR O/O A. E. O. BAGEPALLY

C O N T E N T S

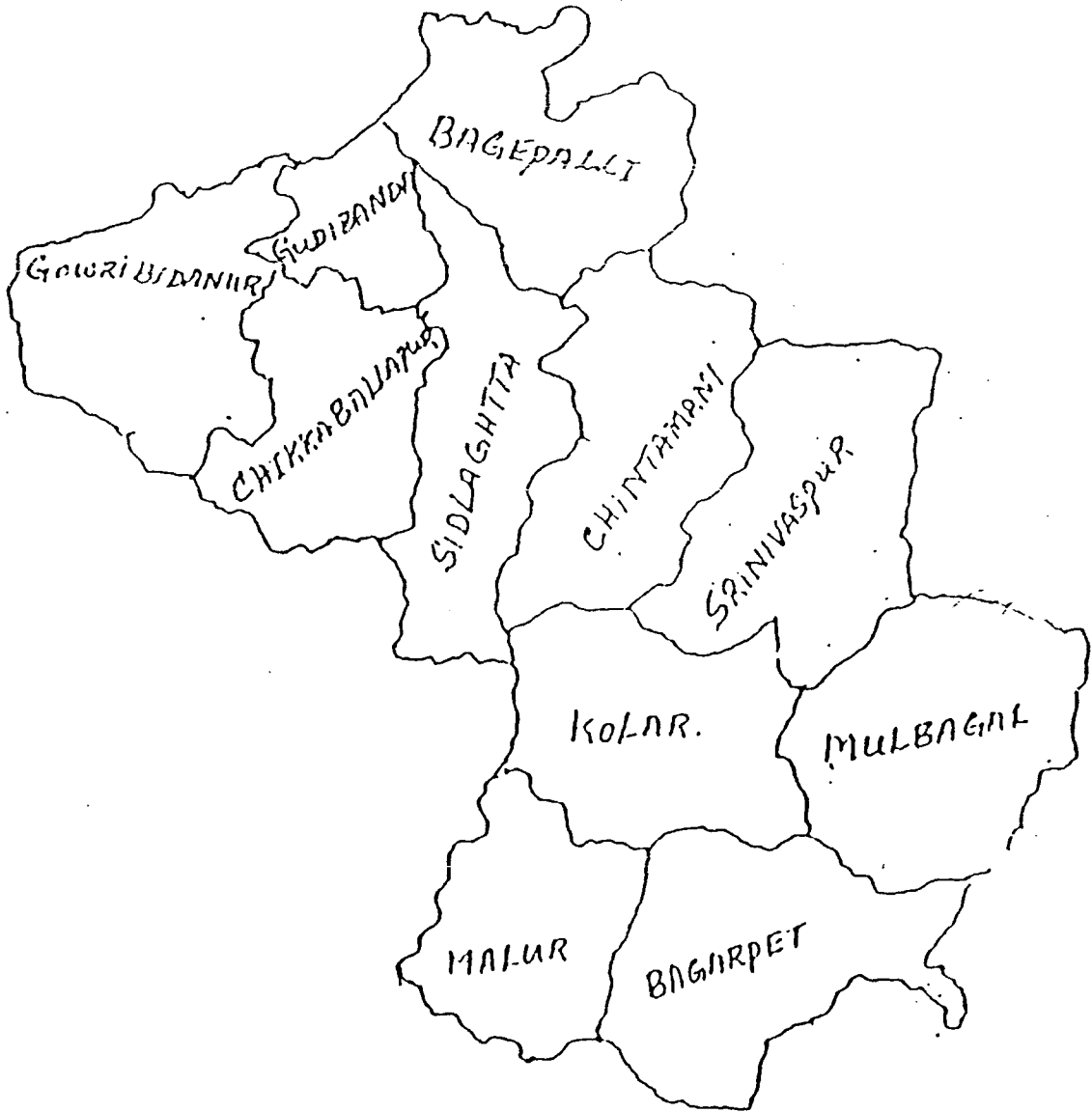
SLODIO	CHAPTER NO	CONTENTS	PAGE
1.	I	INTRODUCTION	1
		PHYSICAL FEATURES	2-6
2.	II	SOCIAL AND CULTURAL LIFE	7-11
3.	III	HISTORICAL PERSPECTIVES 12-24 OF ALL TALUKS OF THE DISTRICT.	
4	IV	ANALYSIS OF SECONDARY DATA	25-4
5.	V	ANALYSIS OF PRIMARY DATA	47-69
6	VI	GROUP DISCUSSIONS	70-77
7	VII	OBJECTIVES OF THE STUDY, FINDINGS, STRATAGIES, COSTING AND PHASING	78-80
8	VIII	D. P. E. P. RECOMMENDATIONS	81-82
9	IX	CONCLUSIONS	83-84
10	X	TABLES BASED ON SECONDARY DATA	

KARNATAKA

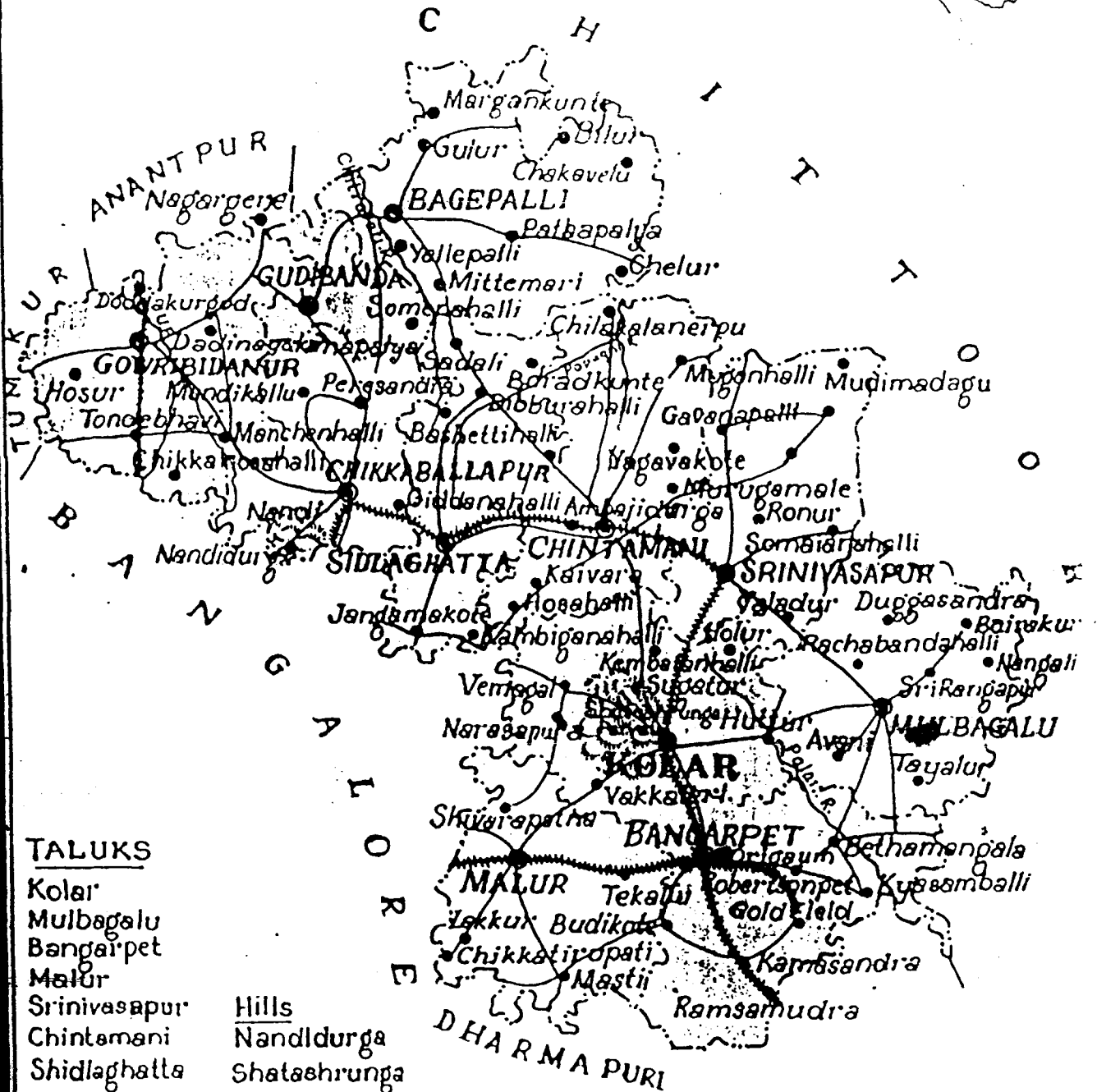
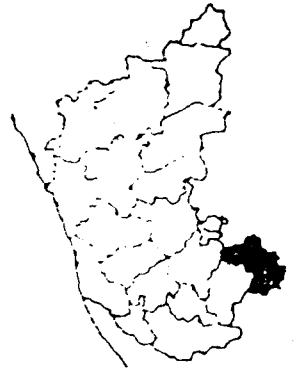




GEOGRAPHICAL MAP OF KOLAR DISTRICT



KOLAR DISTRICT



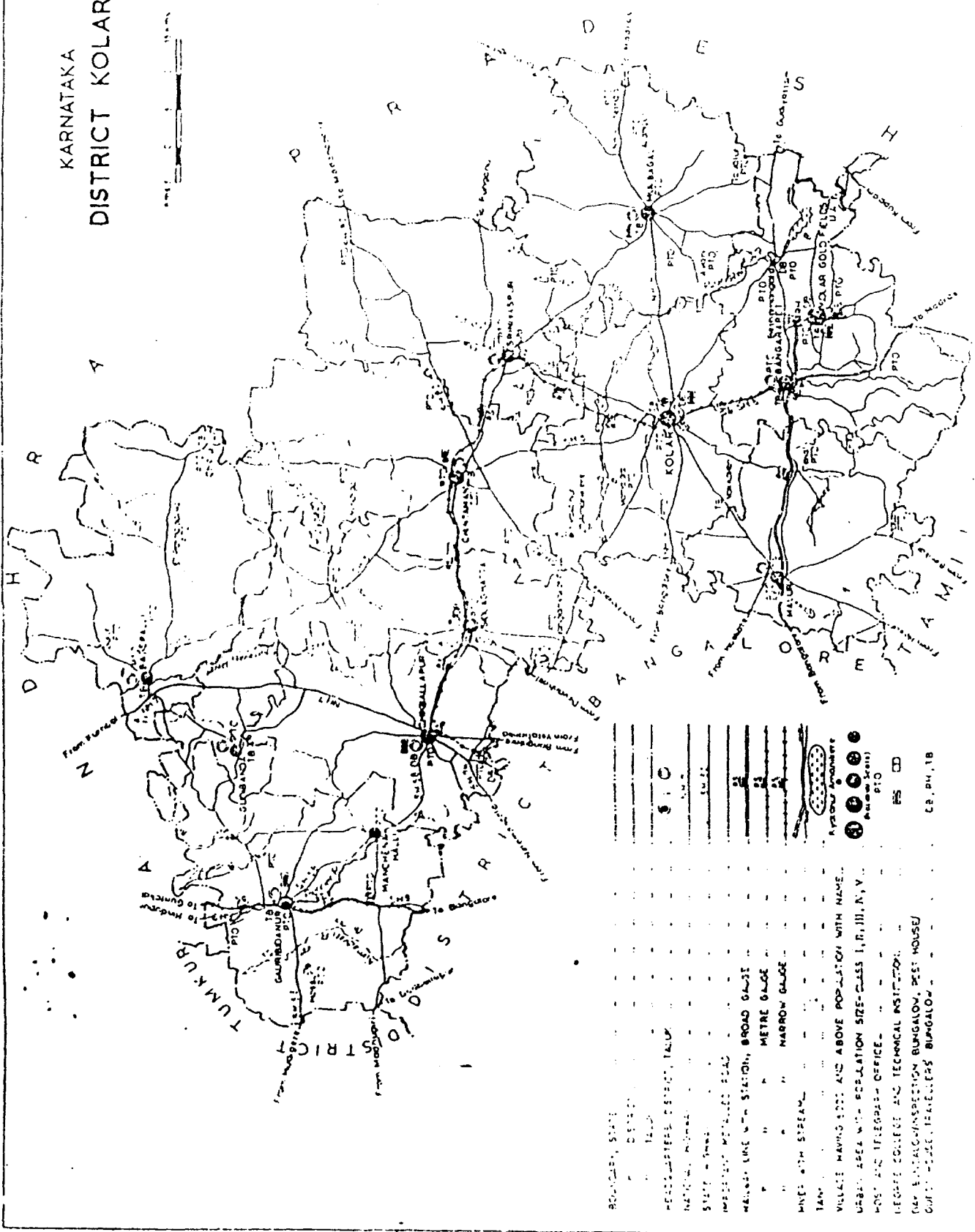
TALUKS

- Kolar
- Mulbagalu
- Bangarpet
- Malur
- Srinivasapur
- Chintamani
- Shidlaghatta
- Chikkaballapur
- Gowribidanur
- Gudibanda
- Bagepalli

- Hills
- Nandidurga
- Shatashruniga
- Rivers
- Papaghni
- Uttar Pinakini
- Palar
- Chitravati

U.P : Uttara Pinakini

KARNATAKA DISTRICT KOLAR

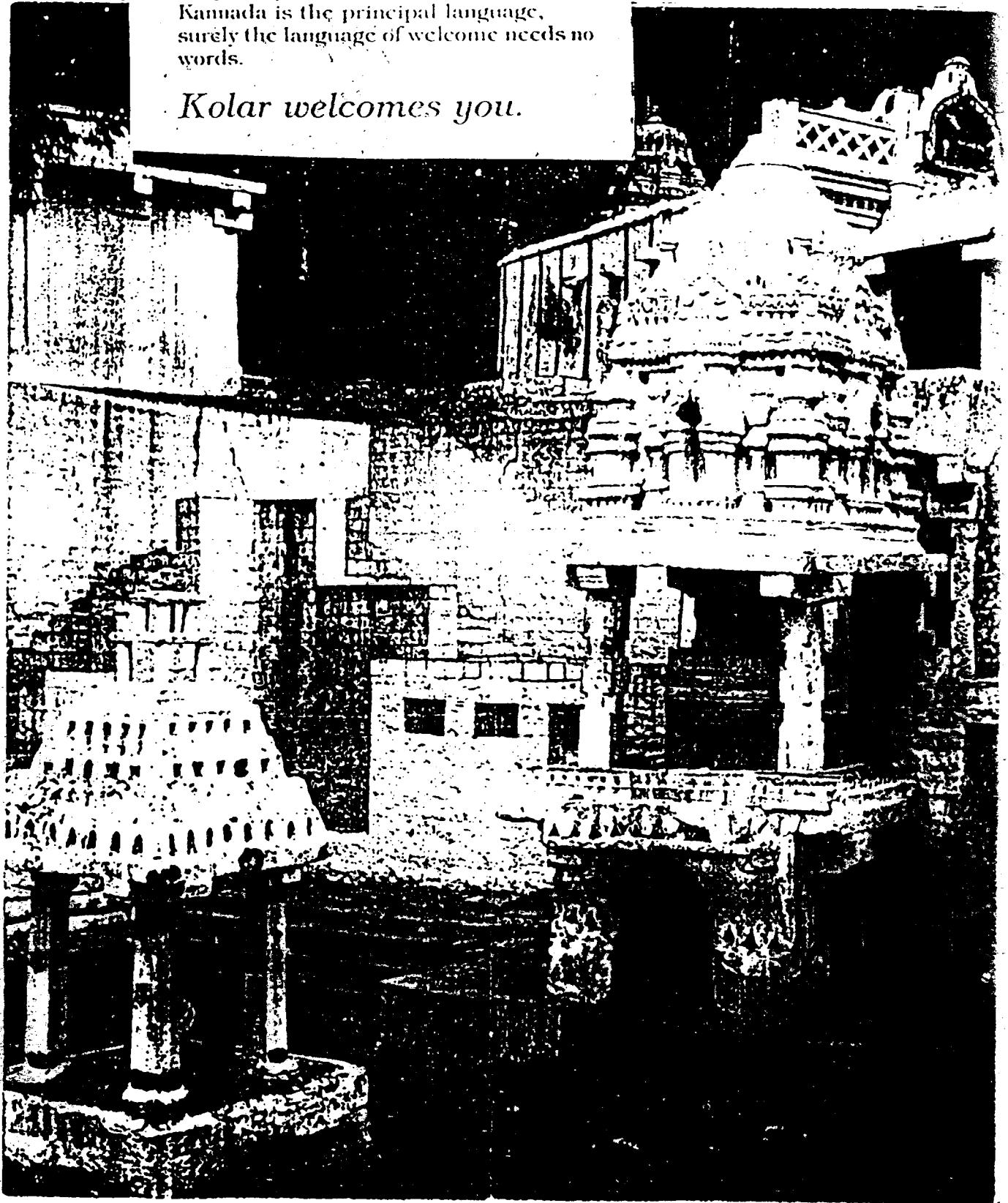


- BOUNDARY, STATE
- BOUNDARY, DISTRICT
- BOUNDARY, TALUK
- BOUNDARY, VILLAGE
- BOUNDARY, NATIONAL HIGHWAY
- STATE ROAD
- IMPAVED METALLED ROAD
- RAILWAY LINE WITH STATION, BROAD GAUGE
- " " " " METRE GAUGE
- " " " " NARROW GAUGE
- MINES WITH STREAM
- TANK
- VILLAGE HAVING 5000 AND ABOVE POPULATION WITH NAME
- URBAN AREA WITH POPULATION SIZE CLASS I, II, III, IV, V
- POST AND TELEGRAPH OFFICE
- LEGISLATIVE COUNCIL AND TECHNICAL INSTITUTION
- DEPT. OF AGRICULTURE INSPECTION BUNGALOW, POST HOUSE
- COURT HOUSE, TELEPHONE BUNGALOW

CR. PH. 18

Kolar is a district rich in its historicity and culture. It is also a delightful area for adventure tourists who can go trekking around Antara-gange and rock climbing near *Kaivara* and *Chintamani*. The greater thrill seekers will find facilities for hand gliding as well. Kolar is also the home of warm and gracious people whose hospitality is renowned. Though Kannada is the principal language, surely the language of welcome needs no words.

Kolar welcomes you.



C H A P T E R I

KOLAR DISTRICT

INTRODUCTION

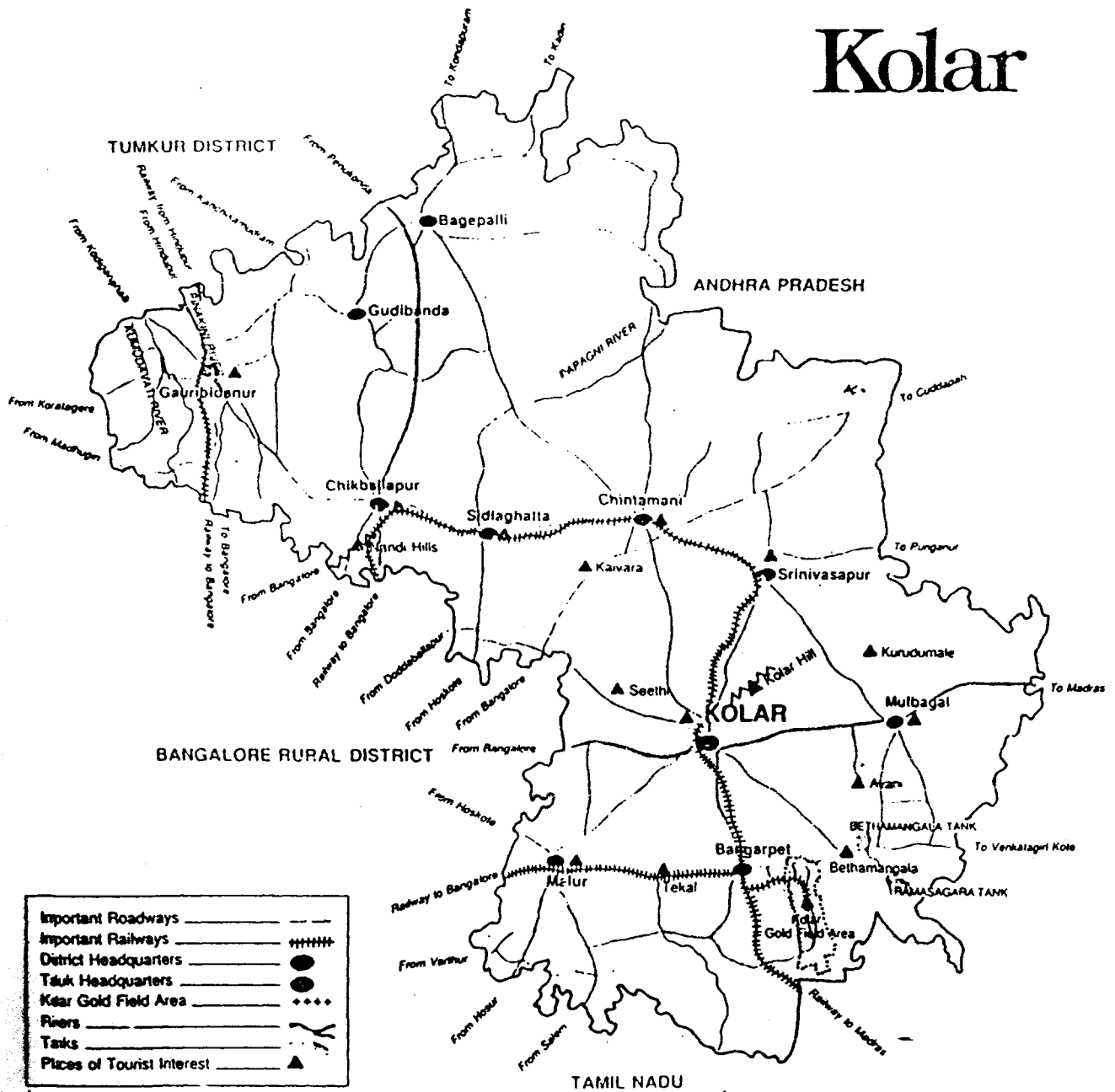
KOLAR, which is the headquarters of the district and by which name the district is also called was known as 'KOLAHALA', 'KUALALA' and 'KOLALA' in the former times. The local tradition points to the probability that the name KOLAR might have been derived from the presiding deity of the town, "KOLARAMMA".

Kolar is one of the famous places in the country and also abroad as it is one of the few places where gold is being successfully extracted continuously during the past several decades. This gold mining industry provided the requisite boost to the sagging economy of the district and what is stated as a mining township less than a hundred years ago has now developed into the largest urban complex of the district.

PHYSICAL FEATURES OF KOLAR DISTRICT

Kolar

Kolar



Distance from the nearest airport

Bangalore - Kolar: 65 kms

Nearest Railway Station

Kolar town has a railway station with connecting train to Bangalore and most of the Taluk Headquarters.

Among 19 districts of Karnataka -One of the important districts is KOLAR.

KOLAR belongs to the maidan (p. ins) group of districts as district form the hilly western portions of the State called MALNAD and it is the eastern most district of Karnataka State. It is situated between 12.41 degree Celsius and 13.58 degree Celsius north latitude and 77.21 degree Celsius and 78.35 degree Celsius east longitude. Its greatest length from north to south is about 85 miles and greatest distance from east to west is also roughly the same. It is bounded by the district of Bangalore and Tumkur on the west, and on all the other sides it is surrounded by the districts of the adjoining States of Andhra-Pradesh and Madras. The shape of the district roughly a rectangle, the larger side is being in the south -easterly to north-westerly direction. The area of the district occupies that the portion of the Mysore plateau, which immediately borders on the eastern ghats. The total area of the district is 3,180.1 Sq.miles or 8,236.5 Sq.Km, which is nearly 1/23rd of the whole area of the State.

Minerals, Rivers, forests, and cultivable lands are the main natural resources of the district. Of the above, forest resources in the district are very meager. Rain fall being scanty the rivers and streams remained mostly dry for a major part of the year. As a result the forest may be said to be

almost devoid of any valuable vegetation. Most of the forest areas are confined to hilly tracts, the intervening plain areas having been brought under the plough. In these tracts, the soils are either rocky, gravel or very shallow and are incapable of bearing better types of vegetation especially in view of the low rainfall. The vegetation is either the dry deciduous type or of the thorny scrub type, typical of the maidan tracts of the States. Owing to heavy working in the past for firewood and charcoal, most parts of the forests have lost the characteristics of forests. The forest belt around NANDI has some sandalwood, the remaining area are mere scrub jungles interspread with a few Eucalyptus trees, Honge trees, Tamarind trees and the like. The important minor forest products are bark of KAKKE and AVARIKE plants used in leather tanning industry, myrobalans, tamarind, seetaphal fruits, maradi seeds, honge leaves and seeds and tupra leaves. The scrub jungles do not provide much cover for any of the species of wild animals like tiger, bison or elephant. Wild game is practically unknown in the district. Bears and panthers are occasionally met with in the NANDI HILLS ranges. In the hill slopes and valleys several kinds of reptiles are found, cobras being very common. The district has no game preserves or sanctuaries.

The district which is situated half way between eastern and western coasts comes under the influence of both the south-west and north-east monsoons. The district, being located in the moderate rainfall area is largely used dry farming practices. However the rain fall is often meager and unseasonal rendering agriculture to almost a gamble. Ragi is the major food crop.

Rearing of silkworms is one of the most important cottage industries of the districts. Kolar is renowned for its sericulture industry which provides employment to large number of people. This has also been of considerable importance in the overall economic development of the district. Manufacture of raggers is another important cottage industry. However its importance is considerably lost especially of the establishment of a sugar factory at Gaunibidanur. The cane growing areas of Gaunibidhanur, Chikballapur and Sidalghatta have a large number of crushing mills under the management of private operators. Manufactures of coarse woolen blankets or KAMBLIS is another important and famous cottage industry in wool has survived the vicissitudes of time inspite of several adverse factors.

Irrigation by tanks and wells is a characteristic feature of the district. In the matter of exploitation of underground water resources Kolar district has earned an important place among the districts in the State.

This district has afforded immense potentialities for construction tanks because of its peculiar river system. The advantageous features have already been adequately exploited as well, for it is evident that in kolar district the TANK system is very well-established. Most of the tanks are found in series, one emptying into the other. Large number of tanks are constructed on a connected system of streams and their feeders which are many. Most of the wells in the district are fitted

with electric pumpsets. In addition, there are also yathas and picots which are operated manually. With no major or perennial river coursing through the district there is no scope for any major irrigation project. The canal irrigation is almost non-existent. However despite drawback in terms of net area irrigated 18.69 per cent 1980-81 as a proportion of the net cropped the district ranks amongst the well developed districts of the State. Among the Taluks, Gauribidanur stands first with 20.4 percent of the net area being followed by Kolar Chikballapur and Sririvaspur.

Agriculture is the back-bone of the economy of the district. The net area sown in the agricultural year 1980-81 was 306,477 hectares which accounted for 39.4 percent the total geographical area. The cultivable land of inhabited villages in the district accounted for 76.09 percent the total area of the district as per the land utilisation data collected village-wise for village dairy. During the year 1980-81 18.69 percent of the net area sown was irrigated by different sources.

Nearly 71 percent of the total irrigated area was under irrigation by wells and the remaining area was under irrigation by tanks. Land utilisation statistics for the year 1980-81 reveals that the area under forests accounts for 9.2 percent of the total geographical area. About 41 percent account for lands that are either not available for cultivation or are cultivable wastes. Thus, it is only about 40 percent of the total area of the district that has already been brought under the plough. There is thus still considerable scope for reclamation and expansion of cultivable area.

C H A P T E R I I

S O C I A L A N D C U L T U R A L L I F E O F P E O P L E

PROPERTY AND INHERITANCE

All the Hindu castes and communities in the district are governed the Hindu Law, Inheritance being universally in the male line. No other form of inheritance such as matriarchy is in vogue in this district. Among the Kurubas, Voddas, Madigas, Holeyas, Etc., family was sometimes sought to be continued through a daughter who lived in a father's house. The affiliation of a son-in-law in the family is also prevalent in some castes.

MARRIAGE AND MORALS

There are many restrictions on marriage among the generality of castes and tribes. A man must not marry outside the limits of his castes and if he is member of a sub-caste, he may not marry outside the particular sub-caste. Social, Economic, Linguistic, Territorial, Religious and Occupational differences often prove effectual bars to inter-marriage. Again,

in one and the same caste the rule that the bride and the bride-groom should not belong to the same GOTRA (or sept) also prevails. Traditionally, in the past, a number of castes preferred child-marriage or pre-puberty marriage to adult or post-puberty marriage. Now the usual marriageable age in the generality of the castes and communities is wrong about 17 for girls and 22 to 25 for boys.

Among the generality of castes, the marriage ceremonies used to be elaborate and, in all their details, lasted usually for 5 days but now they have been generally simplified and are completed in two or three days. In the majority of cases, the marriage takes place at the bride's place and in the rest, either at the bride-groom's or in holy places. Muslim marriages are celebrated according to the Islamic rights. The Christians celebrate their marriage in the church. It is the duty of the parish priest or any other religious authority superior to the parish priest to conduct the marriage.

SOCIAL EVILS

Social evils like prostitutions, traffic in women and gambling are prohibited by law; but these evils, however, exist to some extent. They are found more in towns and cities than in the rural areas. While a few vestiges of untouchability would be found in some of the rural parts, it is no longer prevalent in the urban areas.

FOOD HABITS

Ragi and rice are the staple foodgrains throughout the district. The town-dwellers use more of rice, while the people in the villages use more of ragi. SAME (or save) is used in some parts. To some extent, food varies with castes, or more correctly, with class. The Brahmins, Vishyas, Lingayats, Vishwakarmas, Jains, etc., are vegetarians. The majority of the others eat meat, poultry and fish. As else where, beef is not eaten by Hindus and pork by the muslims. The Myasa Bedas do not eat fowl and the pinjaris, a section of the Muslims, beef.

FESTIVALS

The lives of the Hindus are enlivened by a great variety of festivals. While some important festivals are common to all the communities, others are sectarian in nature, the Brahmins claiming many more than the rest. The following is a chronological enumeration of some of the more important festivals observed by the different sections of Hindus of the district.

Festivals are UGADI, RAMANAVAMI, HANUMA JAYANTHI, BASAVA JAYANTHI, AKSHAYATRITIYA, NARASIMHA JAYANTI, ASHADHA EKADASHI, NAGARAPANCHAMI, GOKULASHTAMI, GANESHA CHATURTHI, NAVARATRI, NADAHABBA, DIPAVALI, MAKARA SANKRANTI, HOLLI or KAMANA HABBA.

Christians celebrate CHRISTMAS, EASTER. Muslims celebrate RAMZAN, MOHARRAM, BAKRID, ID-MILAD. in the district

Communal life of a people is expressed in the group-games, general means of recreation and communal festivals like Jatras. Children in this district play a variety of indigenous and inexpensive games. Some of these are Chinni-Kol, Suri-Chendu, Kabaddi, Kho-Kho, Bugari, Mara-koti, Ote-ata, Kuntata, Uppana-Patti etc. In the urban areas, the grown-up students and others play modern games like Football, Cricket, Hockey, Volley-Ball Badmiton and Basket-Ball. Among girls kolata is a common item of entertainment. This is also played on a large-scale in a beautiful manner on festive occasions. Girls also play both individually and in groups Haggada-ata or Skipping over a rope. Other minor girl games are played with pebbles, Gajjaga (a kind of nut), Tamarind seeds and dolls. Major indian games for boys are Kho-kho and kabaddi. Of the indoor games the game of Cards and Carrom are the most popular ones. Some of the office-goers usually spend some time of the evenings in the clubs which are formed in almost all towns. There are also several Mahila Samajas or Women's Associations in the district, which are doing good social work.

Many elderly people spend their afternoons in listening to puranas, leenthanas, Bajans, etc. In the villages an additional attraction is the singing of lavanis. Some of the villages have professional singers of lavanis. Bayalata or Bayala Nataka is a major form of recreation, particularly in the rural areas. The type of drama is staged often on festival and jatra days. The play is enacted on platforms erected in an open space. It starts late at night and continues till day-break. They are almost always puranic in content and are very popular among the villagers.

Open air plays called bayalata are staged by the amateur rural youth during the summer months in the rural areas. For this purpose the stories of great Hindu epics like Ramayana and Mahabharata are chosen for presentation." PUPPET-SHOW OR DOLLS PLAY " is also one of the important activity for some families in the district. Cattle fairs and car festivals are held in many places of the district are also important places of the district, they are also important places of worship in which the people of all creeds and faiths mingle freely. The important Hindu festivals like Ugadi, Navarathri, and Deepavali, are observed by faiths. So also during Muharram the Hindus also participate in the same spirit and enthusiasm as the muslims.

C H A P T E R I I I

HISTORICAL PERSPECTIVES—KOLAR DIST.

The existence of many temples and other places of worship since days of years bear testimony to the fact that there were several places of cultural activities in the past.

BAGEPALLI TALUK

DAVARAGUDIPALLI. During the reign of Vijayanagara King Harihara Raya the famous temple Venkataranana Swamy was built by Tirumala Nayaka in 1391 A.D. Speaks the art and traditions of Hoysalas and Dravidans Sculptures.

BANGARPET TALUK

EPIGRAPHS and SCULPTURE of the king Rajendra Chola at Yelaburgi. Hunkunda is a place of great antiquity. Bethamangala is a place tourist situated on the right bank of the palar river is suppose to be a contraction vijayaditya-mangala from Bana-king-Vijayaditya. This village is now famous for the large tank which is ancient origin. It is now principal source of drinking water supply to the Kolar Gold Fields (KGF) Urban

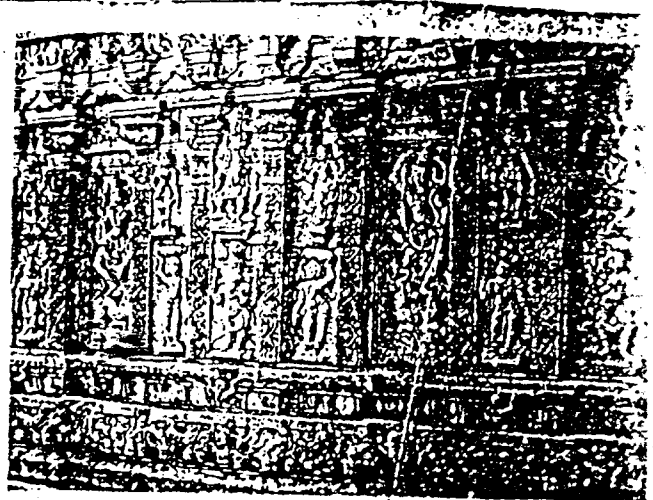
Agglomeration. Venkatapura is more popularly is known as Golden Tirupathi. Bedikote is the birth place of Hyder Ali a Muslim famous king of Mysore.

CHIKKABALLAPURA TALUK

Kalavara is known as Skandagiri- the summit of this hill with height 1447 meters above the sea level formerly fortified and it directly commanded the town of chikkaballapur. The river Papagni is said to have its source in this hill. Nandi village is situated at the north-eastern base of NANDI DURGA HILL, contains the famous and finest and ornate dravidians temple of Bhoganadishwara. Nandi Hills with 1,478 meters above MSL and it is a popular holiday resort and tourist centre. The famous rivers Palar, North Pennar, Chitravati, Arkavati and Papagni rise in or near about the Nandi Hills. Nandi Durga was a formidable strong hold of Tippu Sultan and was captured by the British army



The entrance of the Bhoganandeeshwara temple, Nandi Village.



The decorated temple walls - Nandi Village

Chikballapur lies the famous fortified hill and popular summer resort, **Nandidurga**. This range of *Nandi Hills*, 1478 M high forms the source of many rivers like Palar, Pennar and Arkavathi. Nandidurga itself was probably first fortified by the Chikballapur chiefs but the ruins that can be seen now are those of Hyder Ali and Tipu Sultan's fort. One of the views here, is that of *'Tipu's Drop'* where prisoners were supposed to have been hurled down the precipice. The temple on the hill is dedicated to *Yoga Nandeeshwara* where the Dwarapalakas are splendid metallic figures. With its beautiful gardens, mysterious caves and its bracing atmosphere, Nandi Hills is a pretty picnic spot. **Muddenahalli**, the home town of Sir M. Visveswaraya is just a few kilometres away. The house of this genius is now a museum. At the foot of the hills is the village of **Nandi**, famous for its *Bhoga Nandeeshwara* temple, considered the finest and most ornate of the Dravidian temples in the south. The temple is an elaborate and divine structure with two shrines. This was built by the Bana and Nolamba dynasties in the 9th century and was renovated right up to the Vijayanagara times.





CHINTAMANI TALUK

Kaiwara is a pilgrim centre has a mutt of a saint and a poet called Narayanappa. Murugamalla village is famous for the Darga (Tomb shrine) of Fakirsha Wali saint is highly is venerated by the muslims who organise Urus (Prayer Sessions).

GAURIIBIDANUR TALUK

Vidurashwatha is popular pilgrimage situated on the left bank of the river North-Pinakini. It is place of great antiquity of MAHABHARATHA fame. The Name is also associated with the recent struggle for Independence.



North-east of Chikballapur is the town of Gouribidanur believed to have been where Vidura, the uncle of Pandavas lived. 6.4 kms north of the town is an ancient peepul tree known as *Vidurashwatha*, said to have been planted by him and is naturally an object of veneration. Below the tree are a number of idols dedicated to the snake god. The town also has a National Martyrs Memorial dedicated to the freedom fighters who laid down their lives in the 1938 struggle.



GUDIBANDA TALUK

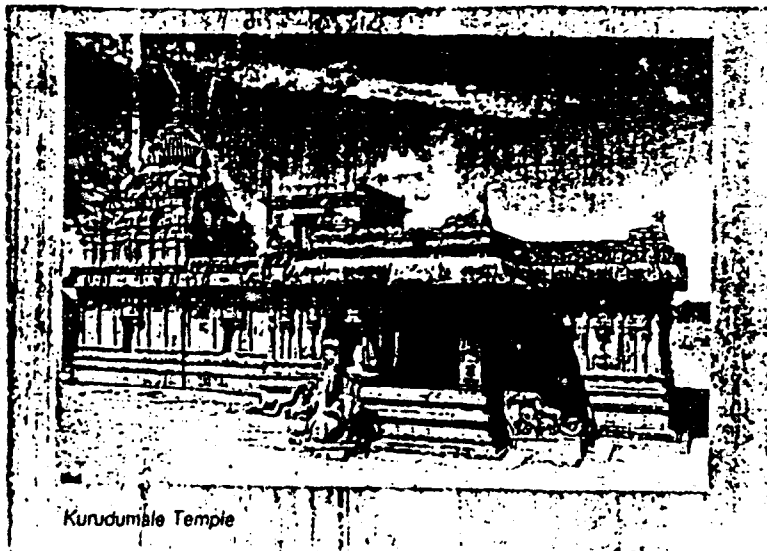
Yellodu, a temple dedicated to Vishnu on a hillock is of religious importance.

KOLAR TALUK

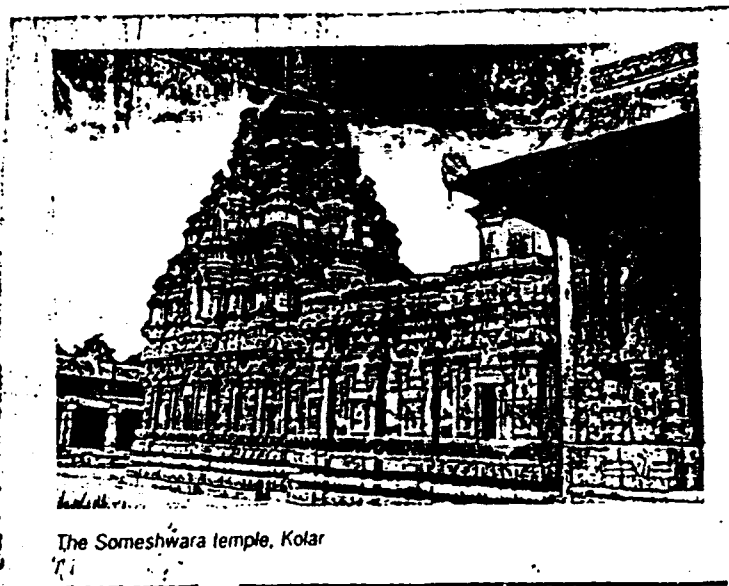
Kolar enjoys the reputation under the name of Kuvalala of having been the first capital of Gangas till about 4th century A.D. In 1004 A.D the Cholas over threw the Gangas and annexed Kolar in 15th century. The Kolaramma temple in Dravidian Structure is attributed to Rajendra Chola. Kannada and Tamil Inscriptions can be seen on the walls of the Someshwara temple. Copper plates of eight century belonging to the Chalukyas and the contemporary political events of the south found in Vokkaleri village. The Persian inscriptions found in the hamlet called Thiruhalli.



12kms from kolar is KURUDUMALE famous for the massive Ganesha deity in the Maha Ganapathi temple and the fine someshwara temple.



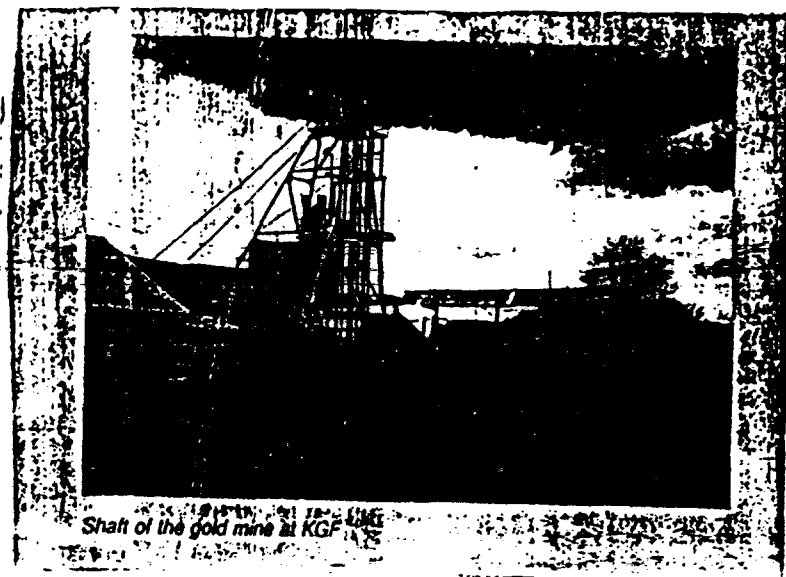
Kurudumale Temple



The Someshwara temple, Kolar

KOLAR GOLD FIELDS

Place for tourist interest well known for the gold mining industry. During 18th century, Tippu sultan is said to have unsuccessfully tried to extract the gold in the mines. The remains of water vessels etc., discovered at a depth of about 70 meters in certain parts revealed that in ancient days gold was being extracted here. The first authentic record of gold find in recent history is found in the report of LT. John Warren of H.M. 33 Regiment published in the Asiatic Journal of 1804.



MALURI TALUK

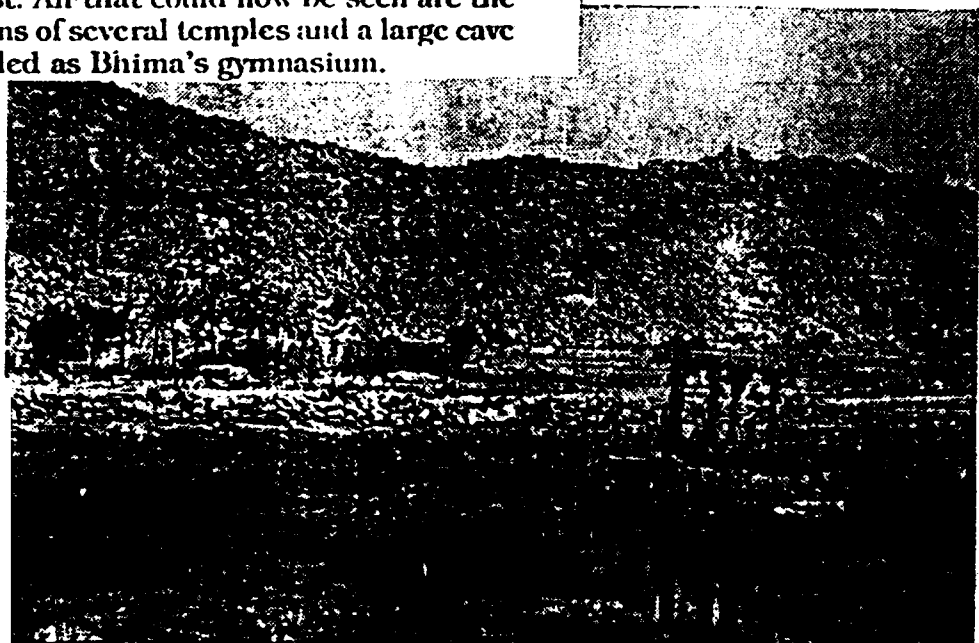
ShivaraPatna is known for the carving of images in stone and metal. Several unfinished images of Goddesses, Nagar-stones etc., found strewn all over the village. There are several old lithic records belongs to Ganga Kings were also found in this village. Tekal village once had 101 temples and 101 ponds (Holy springs). Masti is the birth place of famous Kannada poet called "MASTI VENKATESHA IYENGAR".

Nearby is Shivarapattana, a small village famous for its skillful sculptors whose art goes back to 1200 years. The village now has a training centre and 50 families continue this fine tradition.



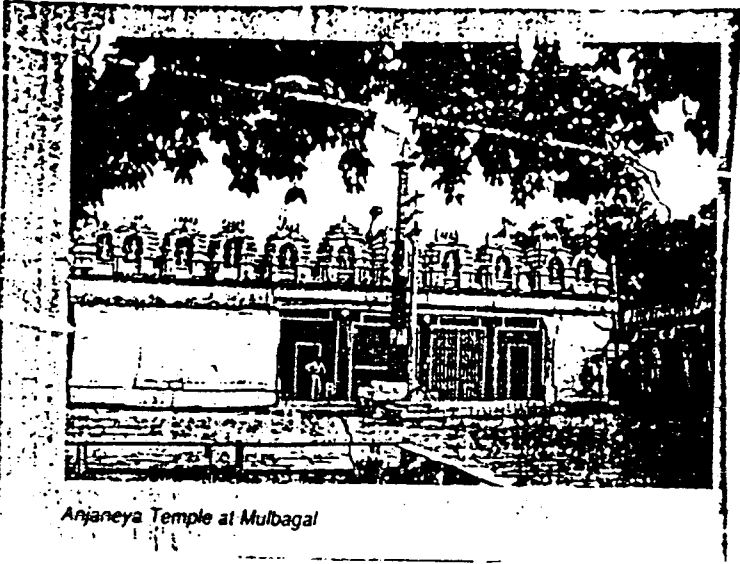
Between Malur and Bangarpet lies Tekal, a village once noted for the manufacture of carthsalt. The *Anjaneya temple* here, contains a 2 m tall figure of Anjaneya. According to tradition, Tekal had 101 temples and 101 ponds in the past. All that could now be seen are the ruins of several temples and a large cave called as Bhima's gymnasium.

TEKAL HILL



MULBAGAL TALUK

Mulbagal is the corrupt form of the kannada Name MUDALA BAGILU meaning the eastern gates . Avani formerly tradition called Avanthikashetra was regarded as a place of graat sanctity. Legend says a hill (Valmiki Pavartha) near to Avani was residence of sage Valmiki, the author of the great Hindu Epic RAMAYANA. Kudumale the hill found the ruins of several large temples attributed to the famous temples bulider JAKANACHARI.



Anjaneya Temple at Mulbagal



The tomb of Hyder Wali, Mulbagal



Backdrop of blue skies at Avani

SIDLAGHATTA TALUK

Sadali village is said to have been founded by SAHADEVA the youngest of PANDAVAS BROTHERS in Mahabharatha period was called sahadevapatna since abbreviated to Sadahalli or Sadali.

SRINIVASPUR TALUK

A pallava Inscription dated in 760 A.D. as also been discovered here. Hebbeta is a place of antiquity, which has Kannada and Tamil epigraphs .

C H A P T E R I V

ANALYSIS OF SECONDARY DATA

POPULATION AND GROWTH TRENDS

According to the 1991 census the total population of the district is 2,216,889 of whom 1,128,316 are males and 1,088,573 are females. During the 1901 the population of the district was 725,072. During the last ninety years the population has increased by 305.75 percent, which suggests that the average annual growth rate is about 3.39 percent. An analysis of the decadal growth trends shows that this average rate has not been quite uniform and the rate of growth population of the district has all along been lower than the State average, except during the decade 1931-1941. The growth during the decade 1971-1981 which is 25.64 percent, and growth rate during the decade 1981-1991. 16.34 percent is slightly lower than that registered by the State, namely 21.12 percent. A look at the comparative growth rate between 1971-1981, and that between 1961 and 1971, and that between 1951 and 1961 indicates that the district grew at a faster rate during 1981-1991. At no time there has been a negative growth in the district. Even during 1911-1921 when population of the State declined that of Kolar district increased by 1.57 percent. Table (showing decadal variations in population since 1901 to 1981). Also reveals that compared to the position prevailing in earlier decades there has been a phenomenal increase in the

growth rate during the latest decade. This may be attributed to several factors including the provision of better medical care to the people resulting in the decrease of mortality, also due to migration, some extent due to increase of production of food grains and other useful materials of the mankind like Housing, Clothing, Education, Employment, Self Employment, Communication, Transportation etc.

All the 11 taluks of the district have registered a positive growth during the latest decade. Kolar has highest growth rate (32.31 percent) and is followed immediately behind by Siddlaghatta Taluk (30.38 percent). The lowest rate has been registered by Gauribidanur Taluk (19.78 percent). The growth rates in rural and urban sectors show that in each taluk, in accordance general pattern, the urban areas have experienced higher growth rates than their rural counterparts. The growth rate of urban population of the district during 1971- 81 is 36.64 percent to the growth rate 22.78 percent in rural areas. When compared to the average growth rates in rural and urban areas of the State it is seen that the growth rate of the district is significantly higher than the rural growth rate of the State which is 19.07 percent. The urban growth is however significantly lower than the the state average 50.65 percent. (1981 census).

Among the taluks the highest rural growth is registered by Chikkaballapur (24.54 percent) and the lowest is recorded by Gauribidanur (12.17 percent). Amongst the urban areas Mulbagal town has registered the highest growth rate of

62.75 percent. The remaining urban areas in the other taluks have registered the lower growth rates as compared to the State average. The lowest growth rate in the case of urban areas is noticed in the Bangarpet (24.94 percent). This may be attributed to net result of migration especially in the view of the declining job opportunities and employment potential in the Kolar Gold Fields (KGF) area.

PARTICULARS OF CHILD POPULATION IN THE DISTRICT: 1993

	6 TO 10 YEARS	11-14 YEARS
Overall (Gen)	307199	189410
Boys	155435	96064
Girls	151764	93346
Overall SC	76800	47354
Boys	38859	24016
Girls	37941	23337
Overall ST	24576	15153
Boys	12435	7685
Girls	12141	7468

DENSITY

Kolar is the fourth Most densely populated district of the State. As against the State average of 194 in 1981 and 235 in 1991 the density of 618 per sq. k.m.in 1981 and 2,210 Sq. km in 1991 in Bangalore district, Kolar district has 232 in 1981 and 1971 it is 270 persons for every sq k.m. of its Geographical area. The towns of the Kolar district, as every where else in the Country and the State, are more densely populated than the villages. Density in urban areas of district works out to 4131 persons per Sq K.m.in 1981. In 1991 it is 4566 persons per Sq.k.m. In the rural areas the density is only 182 persons per Sq.Km in 1981 and in 1991 it is 210 persons per Sq.Km. These figures are considerably higher than the corresponding averages of urban 2,914 and rural 140 for the State in 1981 and in 1991 urban is 3,257, rural is 166.

SEX RATIO

In the district as a whole there are 971 females for every 1000 males and this ratio is little higher than the State average of 963. In the rural and urban area the sex ratio works out 976 and 955, and this disparity is quite conformity with the general pattern observed in the State, namely 977 and 926 respectively (1981 census). In 1991 census the sex ratio of the district is 965. The district does not indicate any distinct feature in this regard.

ECONOMIC ACTIVITY

At the 1981 census the entire population initially divided into Workers and Non-Workers. The Workers are further divided into Main Workers, Marginal Workers and Non-Workers. Nature of one's main activity and extent of participation in an economically productive activity are the factors considered for such classification levels of economic development of the region, availability of opportunities besides willingness to work and ability among women folk to engage themselves in productive work, social attitude towards working women etc., are some of the important factor that influence that the distribution of population by these three categories.

According to 1981 census from the point of view of economic development Kolar district holds a comparatively low position among the districts of the State. In the State, the proportion of the main workers to the total population is 36.76 percent. In Kolar district the corresponding figure is 36.11 which is only marginally lower than State average. If the districts are arranged in the descending order according to work participation rate, Kolar district occupies the 12th place.

Within in the district, there are considerable variations. Among the 11 taluks, Gudibanda taluk has the highest percentage of 45.35 which is significantly higher than the State average and its adjacent taluk Bagepalli holds the second place. In the rural areas and the urban areas the proportion of main

workers in the female population is high in comparison with that in the female population. In Kolar district while the main workers among the males account for as much as 53.74 percent among the females they account for only 17.96 percent. Roughly for every female workers there are three male workers. The proportion of female workers in the district is almost equal to that of the State average. Again there is marked difference in rural and urban areas of the district with regard to participation of females in work. The extent of female participation is higher in rural areas than in urban areas. Than the State average of 26.78 percent.

The Predominance of agriculture in the economy of the district is borne out by the fact that 52.09 percent of the main workers are cultivators. This proportion is obviously very much higher than the State average of 38.25 percent. the district holds fourth place in the State when it is arranged in a descending order of the proportion of cultivators to the total workers in each. The three places are held by Hassan, Mandya and Tumkur.

The proportion of agricultural labourers (23.44 percent) is also quite significant. But this is lower than the State average of 26.78 percent. Cultivators and Agricultural labourers together constitute 75.53 percent of the total main workers. This proportion is higher than the State average of 65.03 percent

The marginal workers in Kolar district constitute only 3.38 percent of the total population against the State average of 3.48 percent. Taluk wise, Chintamani has the highest percentage of (5.21) in the district while Bangarpet has the lowest percentage(1.71).

In Kolar district, as compared to the State average of 59.76 percent, the proportion of non-workers is 60.51 percent. It may be noticed that a considerably large proportion of females fall in this category; 75.74 percent as against the state average of 74.67 percent. The Non-Workers among males in rural and urban areas are 42.56 and 56.47 percent respectively. While the Non-Workers among females account for 70.88 percent and 92.70 percent respectively. Talukwise, Bangarpet has the Highest proportion of Non-Workers viz., 69.32 percent. The lowest of percentage of Non-Working population is recorded by Gudibanda Taluk (53.13 percent). Non-Workers constitute as much as 74.15 percent of the total urban population.

EDUCATION

EDUCATIONAL FACILITIES

Out of the 2,848 inhabited villages in the districts as many as 1,920 or 67.45 percent have atleast one primary school within in their respective village limits. The total population of these villages constitutes 87.94 percent of the total rural population of the district (1991 census).

Bangarpet taluk has least proportion of villages with schools (60.99 percent) and also has the least proportion of population (81.98 percent) served by schools. But it has highest proportion of literates in the district and this happens to be the biggest taluk of the district in terms of population. In terms of proportion rural population served by schools however Gauribidanur taluk ranks first with 97.27 percent followed by Kolar taluk with 93.22 percent. In terms of number of primary schools and middle schools Kolar taluk tops the list as it has the largest number of such schools. With regard to the secondary schools, Kolar and Chintamani share the first place while Gudibanda the smallest taluk of the district has the least number of such schools (1981 census).

As many as 927 inhabited villages in the district do not have any type of educational institutions this works out to 32.5 percent of the total inhabited villages in the district. Of these as many as 138 or 14.8 percent are in Bangarpet taluk

followed by 102 villages in Mulbagal taluk. It may be noticed in 1981 census, for 918 villages out of 927, the primary school facility exists at a distance less than 5 Km. And for the remaining 9 facility exists at a distance of 5 to 10 K.m. Further out of these 927, only 19 villages are in the population size group of 500 and above. (1981 census).

The average number of primary schools per inhabited village works out to 0.8 which may be considered as low. As the level of education increases the number of villages with such amenity tend to decrease abruptly. Thus, while facilities for lower primary education exists in 67.45 percent of the inhabited villages, facilities for studying in higher Primary schools that is, upto 7th standard exists only in 16.64 percent of the villages. At the next higher level of the high school education the proportion is as low as 2.17 percent. None of the villages is having the facility for pre-university education. Generally, High Schools exist in large sized villages which are the Hobli Head Quarters and the Junior Colleges usually exists in taluk Head Quarters.

Facilities for studying upto degree level exists in 7 towns (1981 Census). There are 11 colleges of polytechniq, two engineering and one medical college located in the district. There are 600 Adult Education centers are also available in the district (1991 census). Facilities to learn shorthand and typewriting are available in all towns. And now facilities to learn computers are also available in the district.

The Government of India and the State Government, taking Cognisance of the need for E.C.C.E. (Early Childhood Care and Education), have launched a massive scheme of Integrated Child Development Services. This is a package of services comprising pre-school education, health and nutrition.

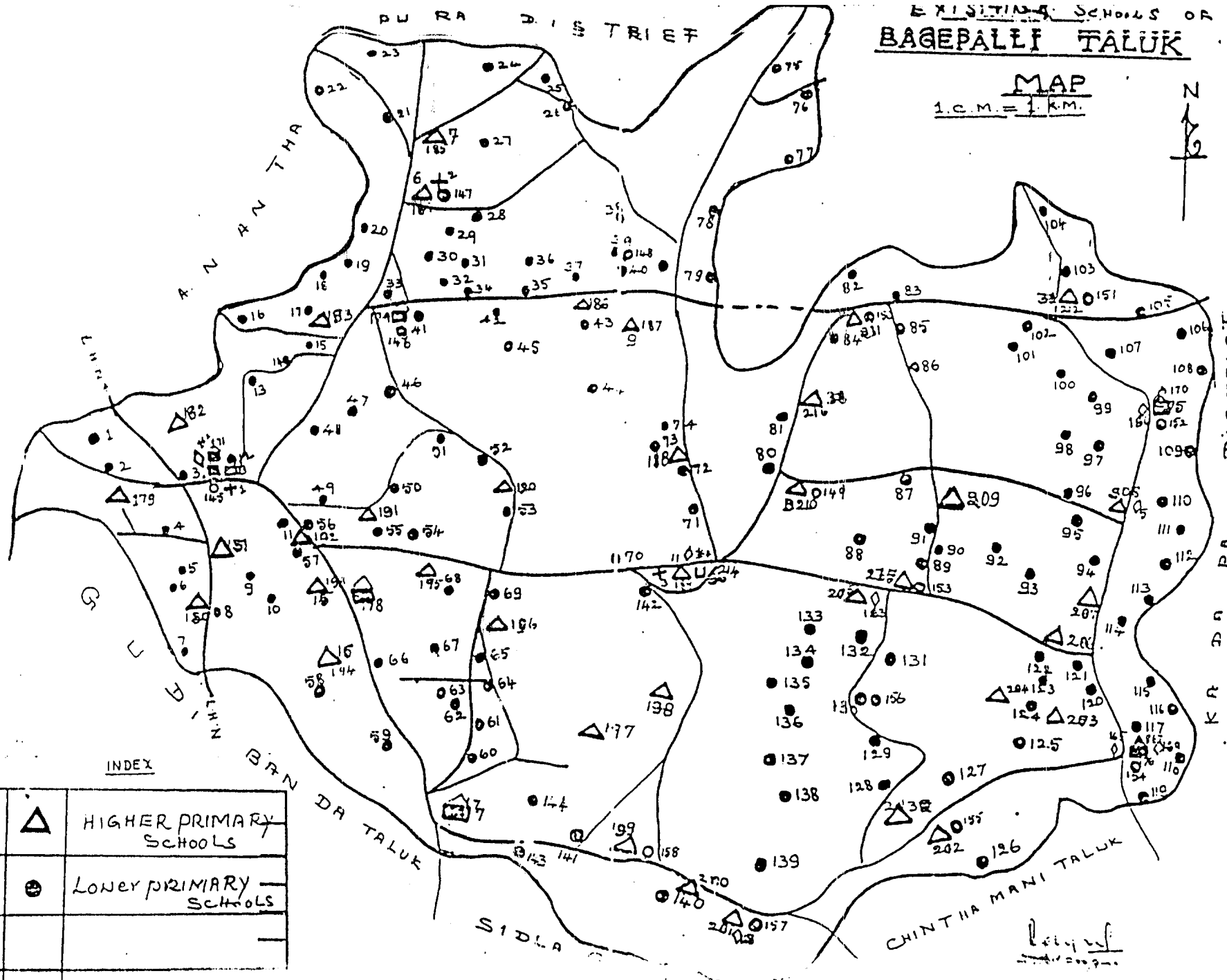
There are 3325 villages and 399 hamlets in Kolar District. Out of these, 1954 villages have been covered under this scheme. There are 2062 Anganawadi Centres in the district.

NUMBER OF EDUCATIONAL INSTITUTIONS IN THE DISTRICT

SL.NO	CATEGORY OF INSTITUTIONS	NO.OF. INSTITUTIONS
1	Nursery schools	213
2	Anganawadi centres	2082
3	Lower primary schools	1920
3a	Lower primary branch schools	108
4	Higher primary schools	988
5	High schools	248
6	Junior colleges	36
7	First grade colleges	15
8	Teachers training institutes(primary)	14
9	B.Ed. colleges (secondary)	03
10	Medical colleges	01
11	Engineering colleges	02
12	Nursery training institutes	07
13	C.P.ED. colleges	03
14	B.P.ED colleges	02
15	Polytechnic institutions	07
16	Pharmacy colleges	06

EXISTING SCHOOLS OF
BAGEPALLI TALUK

MAP
1 c.m. = 1 k.m.



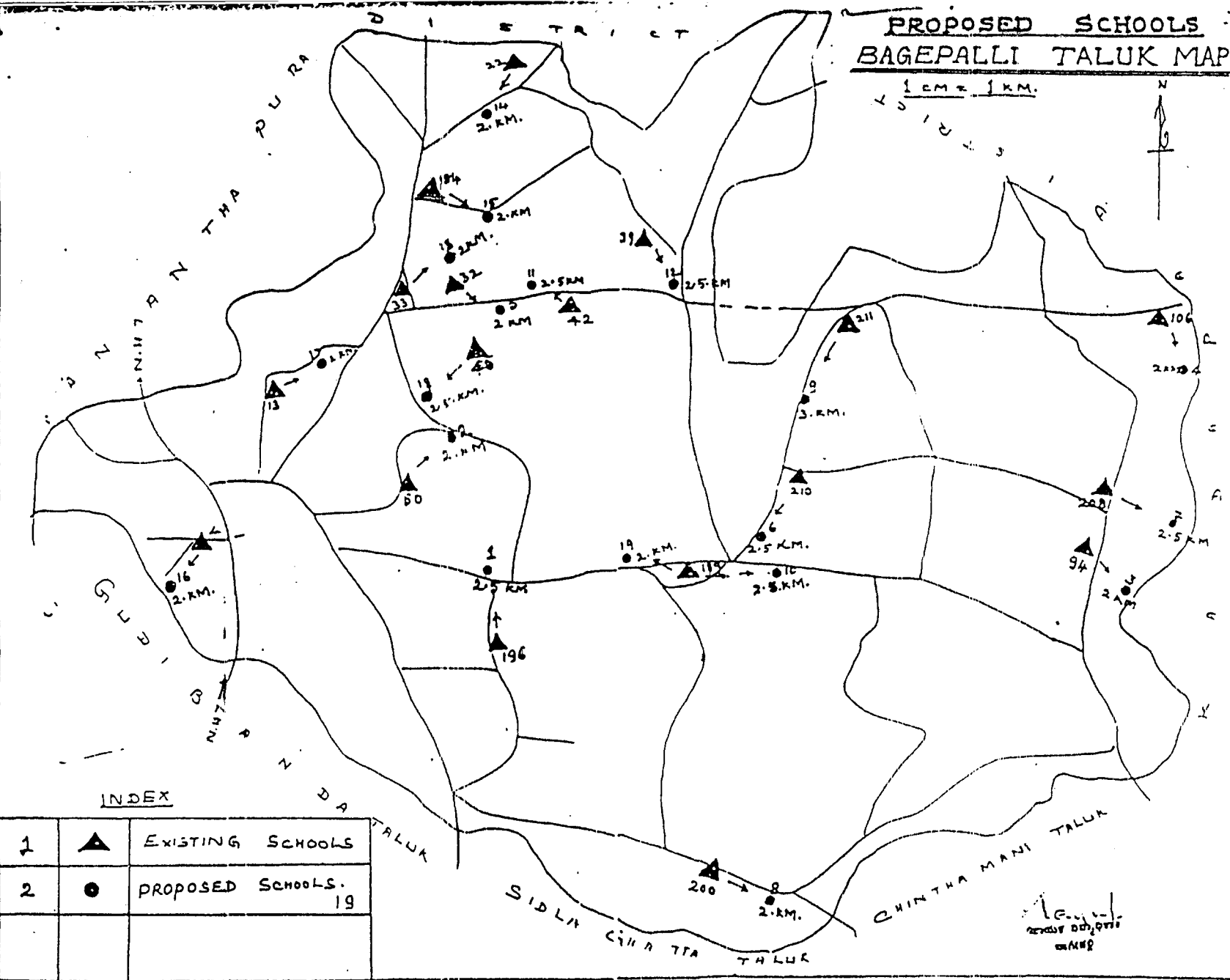
INDEX

△	HIGHER PRIMARY SCHOOLS
●	LOWER PRIMARY SCHOOLS

Handwritten signature or name

**PROPOSED SCHOOLS
BAGEPALLI TALUK MAP**

1 CM = 1 KM.



INDEX

1	▲	EXISTING SCHOOLS
2	●	PROPOSED SCHOOLS.
		19

[Handwritten signature]
MANG

LITERACY

In the matter of general literacy Kolar district ranks 12th in the state in 1981. In 1971 it has 13th rank. The general literacy rate has moved up from 29.06 percent in 1971 to 33.57 percent in 1981. In 1991 it is 42.83 percent. The literacy in rural areas has increased from 20.52 percent in 1971 to 26.54 percent in 1981 and in 1991 it is 36.39. The sex wise details reveal that during the decade the proportions of literates have risen from 36.57 to 44.21 and from 17.15 to 22.61 respectively among males and females (1981 census). According to 1991 census literacy in females is 32.25 percent and males literacy is 53.05 percent.

The talukwise data reveal that while Bangarpet taluk has the highest proportion of literates 44.88 percent in 1981. In 1991 it is 53.86 percent. Kolar Taluk with 38.89 percent in 1981 48.69 percent in 1991 holds the second place. Bagepalli taluk has the lowest rate of 23.08 percent in 1981 and in 1991 it is 33.49 percent. Sexwise figures indicate that in the matter of female literacy Bangarpet taluk is better placed 44.81 percent in 1991 than all the other taluks and Bagepalli taluk holds the last place with a female literacy rate of 13.22 percent in 1981 and 22.56 percent in 1991. The literacy rate among males again highest in Bangarpet taluk 54.48 percent in 1981 and in 1991 it is 62.70 percent. While the lowest rate is registered by Bagepalli taluk that is only 43.89 percent in 1991. The reason for such variations due to the influence of several factors such as religion and caste composition population, the level of living and occupational pattern determine literacy rate.

The rural-urban data on literacy for each taluk show that the urban rates are invariably higher. Kolar has the highest rural rate of 31.40 percent while Bagepalli taluk has the lowest rural rate of 21.14 percent in 1981 and in 1991 it is 33.49 percent. Srinivaspur taluk holds the second place with 29.45 percent in 1981. As regards urban areas Bangarpet taluk with its 64.54 percent in 1981 and in 1991 it is 73.06 percent tops the list followed by Kolar taluk with its tally of 59.27 percent in 1981 and in 1991 it is 48.69 percent, Sidlaghatta has the lowest percentage of urban literates 46.36 percent in 1981 and in 1991 it is 40.17 percent.

If the literacy rates in individual towns are examined it is seen that BEML nagar which is industrially township occupies the first place with the literacy rate of 77.47 percent and in 1991 it is 78.62 percent. KGF Sanitary Board area holds the second place with its tally of 65.21 percent in 1981 and in 1991 it is 75.20 percent. The district head quarters town of Kolar occupies with 5th place that is 59.57 percent in 1981 and 1991 it is 62.55percent.

When the villages are grouped into population size classes and literacy rates for each classes are examined it is noticed that the villages in higher population ranges tend to have higher rates of literacy. It is a fact that villages with a larger population enjoy better educational facilities and therefore afford better opportunities to those who are interested in getting their children educated. In addition, other factors

such as occupational pattern and standard of living also influence the literacy rates.

In Kolar District, in view of the predominance of dry farming resulting in low yields the people feel it hard to send their children to school. It is quite likely that men and women of all ages in rural areas attend to work in agricultural fields and also in rearing cattle, sheep and goats. Rearing of silk worms is an important subsidiary occupation which too engages the attention of people in all ages in rural areas.

THE GROWTH OF LITERACY RATES IS AS FOLLOWS (DECADE WISE)

YEAR	GENERAL		S.C.		S.T.		TOTAL
	M	F	M	F	M	F	
1961	30.93	11.33	-	-	-	-	21.29
1971	36.57	17.15	-	-	-	-	27.06
1981	44.21	22.61	29.77	21.23	25.28	7.29	33.57
1991	53.08	32.02	-	-	-	-	42.73

The literacy rate among men has increased from 30.93 in 1961 to 53.08 in 1991. There is a net growth rate of 32.15 in four decades. The female literacy rate has increased from 11.33 in 1961 to 32.02 in 1991 i.e., a net growth rate of 20.65 in four decades. The growth of literacy is indicated in Graph No.1.

II. NUMBER OF PRIMARY EDUCATION INSTITUTIONS:

a) Growth of Primary Schools

YEAR	LPS	HPS
1951	904	232
1961	1262	349
1971	1502	473
1981	1798	628
1991	1945	846
1993	1920	928

III. b) Enrollment:

Catogary	6 to 10 years	Percentage of Enrollment	11 to 14 Years	Percentage Enrolment
Overall (Gen)	222751	72.51	131390	67.36
Boys	117578	75.64	71071	73.98
Girls	105173	69.30	60319	64.61
Overall SC	63286	82.40	34717	73.31
Boys	33851	87.11	19345	80.55
Girls	29435	77.58	15372	65.86
Overall ST	17487	71.15	9038	59.64
Boys	9226	74.19	5135	66.81
Girls	8201	67.54	3903	52.26

III c) Retention (1993)

	6 to 10 Yrs.	Percentage	11 to 14 yrs	Percentage
Overall (Gen)	209093	68.06	98654	52.08
Boys	110449	71.09	55257	57.52
Girls	98644	54.99	43397	46.49
Overall SC	57097	74.34	24274	51.26
Boys	31401	80.80	14525	60.48
Girls	25696	67.72	9749	41.77
Overall ST	16552	67.35	6292	41.52
Boys	9126	73.38	3914	50.93
Girls	7426	61.16	2378	31.84

III. d) Dropout:

	6 to 10 Yrs.	%	11 to 14 Yrs.	%
Overall (Gen)	78106	31.94	70756	47.91
Boys	44986	28.94	40807	42.47
Girls	53120	35.00	49749	53.50
Overall SC	19703	25.65	23079	48.73
Boys	7458	19.19	9491	39.51
Girls	12245	32.27	13588	58.22
Overall ST	8024	32.64	8861	58.47
Boys	3309	26.61	3771	49.06
Girls	4715	38.83	5090	68.15

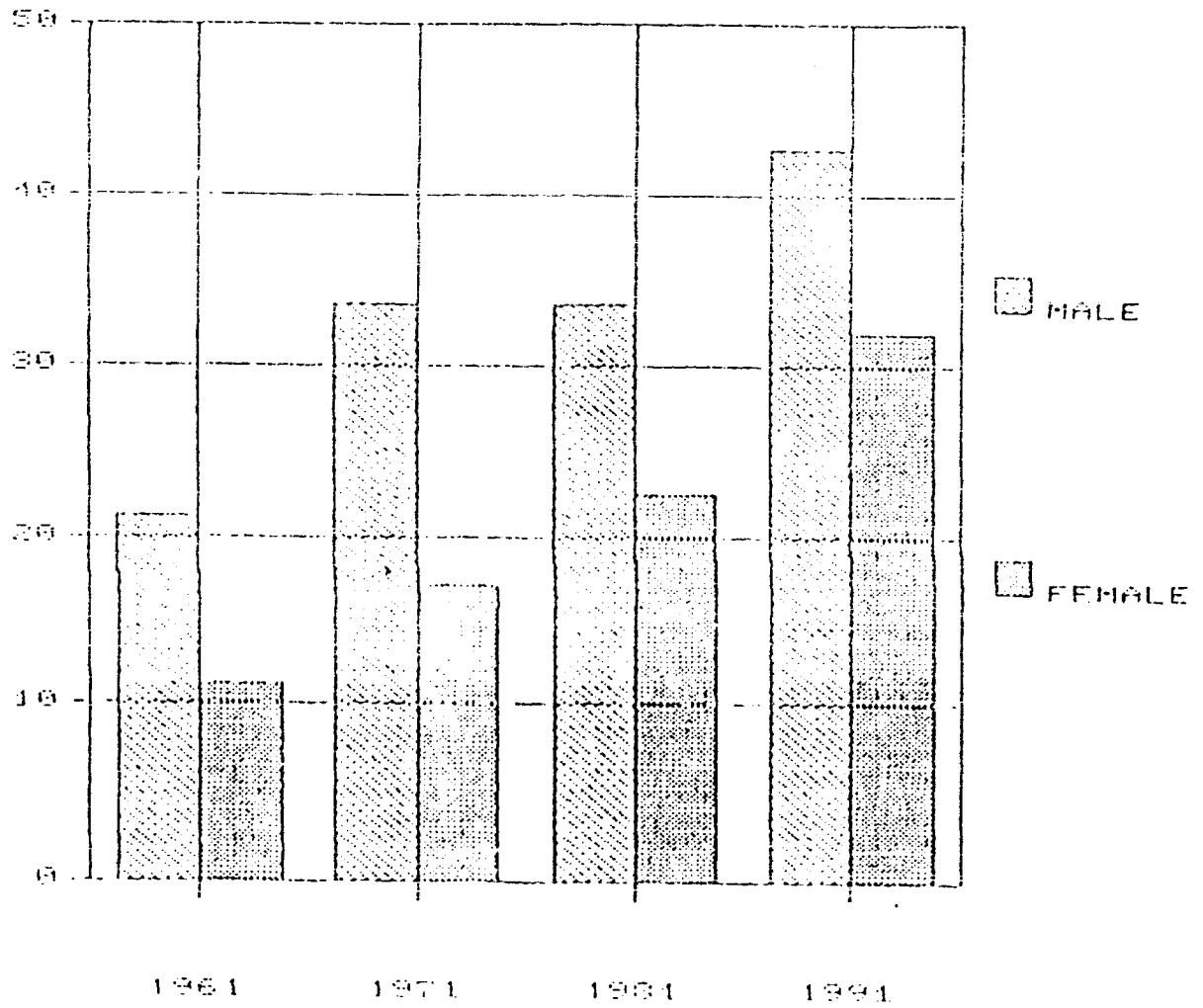
NET ENROLLMENT RATE FOR THE YEAR 1992 - 68.06%

ADDITIONAL ENROLLMENT REQUIRED - 31.94%

The reasons for the low enrolment and high dropout are:

1. Lack of access to Primary School.
2. Lack of achievements of pupils
3. The parents find that no meaningful instruction is being imparted in the school.
4. Wide spread illiteracy, ignorance, and poverty among the parents.
5. Child labour.

DECADAL GROWTH OF LITERACY
RATE IN KOLAR DIST.



IV. a) TOTAL NUMBER OF TEACHERS DECADE WISE

YEAR	MALE	FEMALE	TOTAL
1951	2076	610	2686
1961	2574	1025	3599
1971	3280	1466	4746
1981	3757	2126	5883
1991	4735	2519	7254
1993	5528	3073	8601

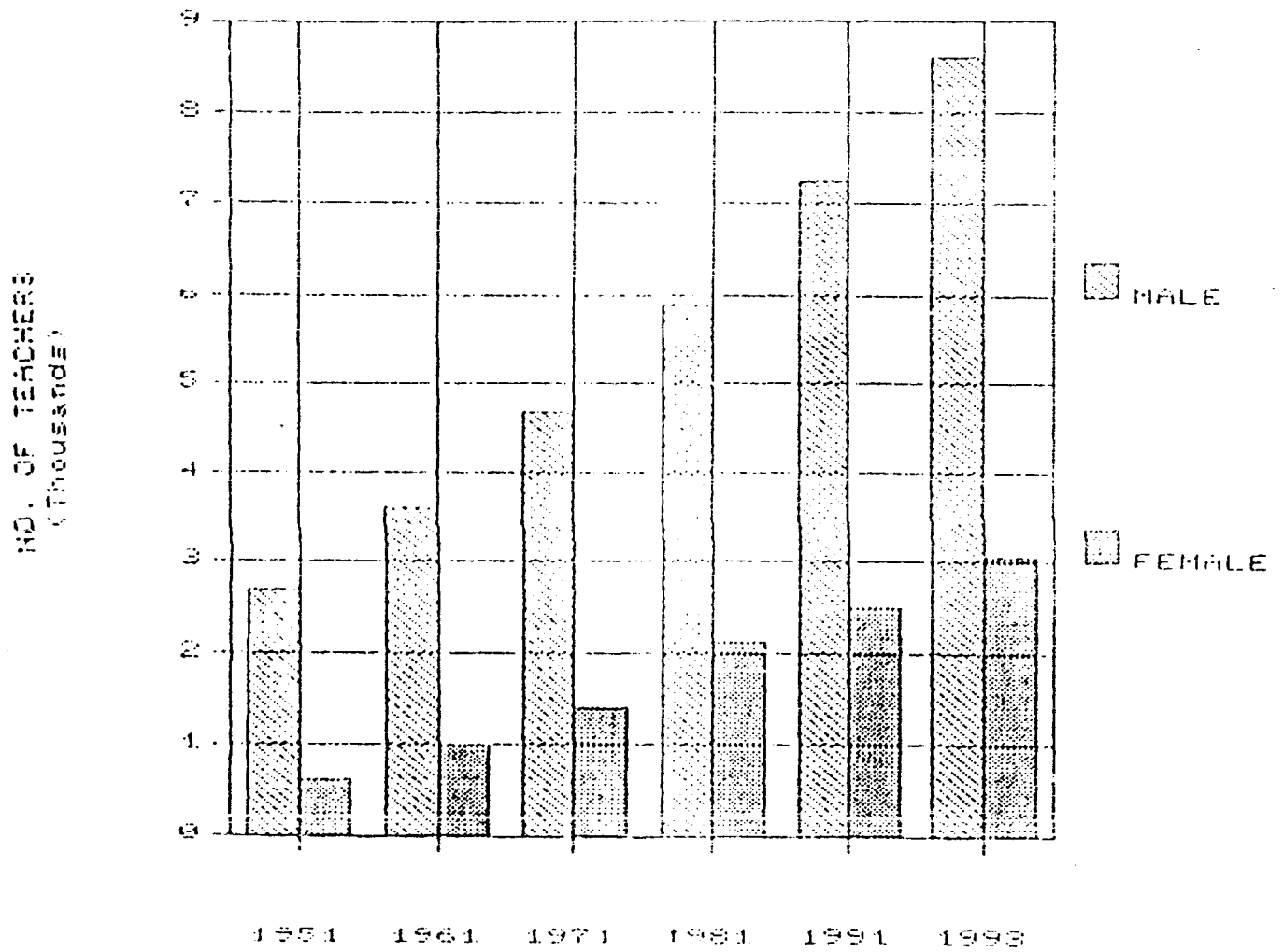
b) PARTICULARS SHOWING NUMBER OF SINGLE, TWO THREE, FOUR, FIVE AND FIVE PLUS TEACHER SCHOOLS:-

YEAR	SINGLE	TWO	THREE	FOUR	FIVE	TOTAL
1951	640	215	71	88	122	1136
1961	847	278	134	164	186	1611
1971	1031	368	152	181	243	1975
1981	1245	451	193	259	278	2426
1991	997	951	228	255	358	2791
1993	49	1897	252	279	429	2908
Branch Primary Schools						108
Total Schools						3016

The decadal growth rate of the teachers is shown in Graph No.2.

SOURCE :

DECADAL GROWTH RATE OF TEACHERS



41 a

OTHER FACILITIES OF THE DISTRICT

MEDICAL FACILITIES of one type or the other exists in all the 15 towns and many villages. The proportion of villages with medical facilities total number of inhabited villages of the district comes to meager 3.27 percent.(1981 census). It may be inferred that both population size and locational advantages enjoyed by the village are taken into account while establishing medical institutions that is, while extending medical facilities to rural areas.

POSTAL FACILITIES in case of the availability, Population size of the village plays a vital role. According to 1981 census there were 2498 villages which do not have postal facilities locally. In the case of 2305 villages (92.27 percent) the maximum distance to be covered for reaching the post office is about 5 Km. It is only in case 15 villages that the distance to be covered reach the nearest post-office is more than 10 Km. Postal, Telegraph and Telephone facilities are available in all the towns of the district. In the rural areas Postal, Telephone and Telegraph facilities are available in 31 villages while only postal and Telephone facilities are available in 29 villages.

WEEKLY MARKETS are held in 72 villages of the district. The resident population of these villages forms 10.14 percent of the total rural population (1981 census). With regard to

availability of WEEKLY MARKET facility the size of the village is vital factor: larger the population greater the chances with weekly market is held in that place.

COMMUNICATION FACILITIES. The district enjoys a good network of roads and railways. There are no navigable water ways. In 1987 out of 2,848 inhabited (34.65 percent) communication facility is available. The total population of these villages constitutes about 46 percent of the total rural population of the district (1981 Census). It is observed, generally all the towns of the district are enjoying very good communication and transportation facility.

APPROACH ROAD. All the villages in the district are accessible by either "KATCHA or PUCCA road in all seasons. Out of the 2,848 villages 931 villages or 32.69 percent are having pucca road facility (1981 census). On the whole it may be mentioned that with regard to provision of pucca roads the district may be considered as lagging behind several other districts of the State. In the district as whole 45.89 percent of the rural population reside in villages that are connected by pucca roads. significant point is a large number of villages that are not connected by pucca roads, are small in population size. It is also inferred villages are situated far away from the urban centers are tend to miss this facility.

POWER SUPPLY. Regarding the power supply the district may be regarded as having achieved considerable progress. All the towns and 2,713 inhabited villages in the district are being supplied with electricity for one or the other purpose. The proportion of electrified villages to the total inhabited villages in the district works out to 95.26 percent. In the district as whole 98.25 percent of the rural population reside in the villages served by electricity. The high percentage of electrified villages in this district may be due to the fact that past several years there has been an increasing use of electricity for irrigation. In almost every village there would be at least one irrigation well fitted with an electric pumpset. In the entire district there are only 135 villages which are yet to be electrified. (1981 Census)

The existence of a very large number of very small villages in the district appears to be an important factor that comes in the way of achieving a higher percentage of coverage in the matter of providing infrastructural facilities in rural areas.

All the taluk head quarters and other towns in the district are functioning as trading and commercial centers of varying importance and are having a number of permanent shops dealing in a variety of goods. In all the towns of the district there are Commercial Banks. In each head quarters there are branches of the District Co-operative Central Bank and the Land Development Banks in addition there are Credit Co-operative

Societies to meet the financial needs of agriculturists, petty traders and artisans. There are also Regulated Market Committees which are functioning at the taluk head-quarters to regulate the sale of agricultural produce by the farmers and to prevent malpractices by middle men. At several places in the district weekly shandies are held to cater to the needs of villagers.

C H A P T E R V

ANALYSIS OF THE PRIMARY DATA

Primary data was collected through field observation from nine villages of Bagepalli block in KOLAR district. The data was also collected from two urban-slums in kolar town.

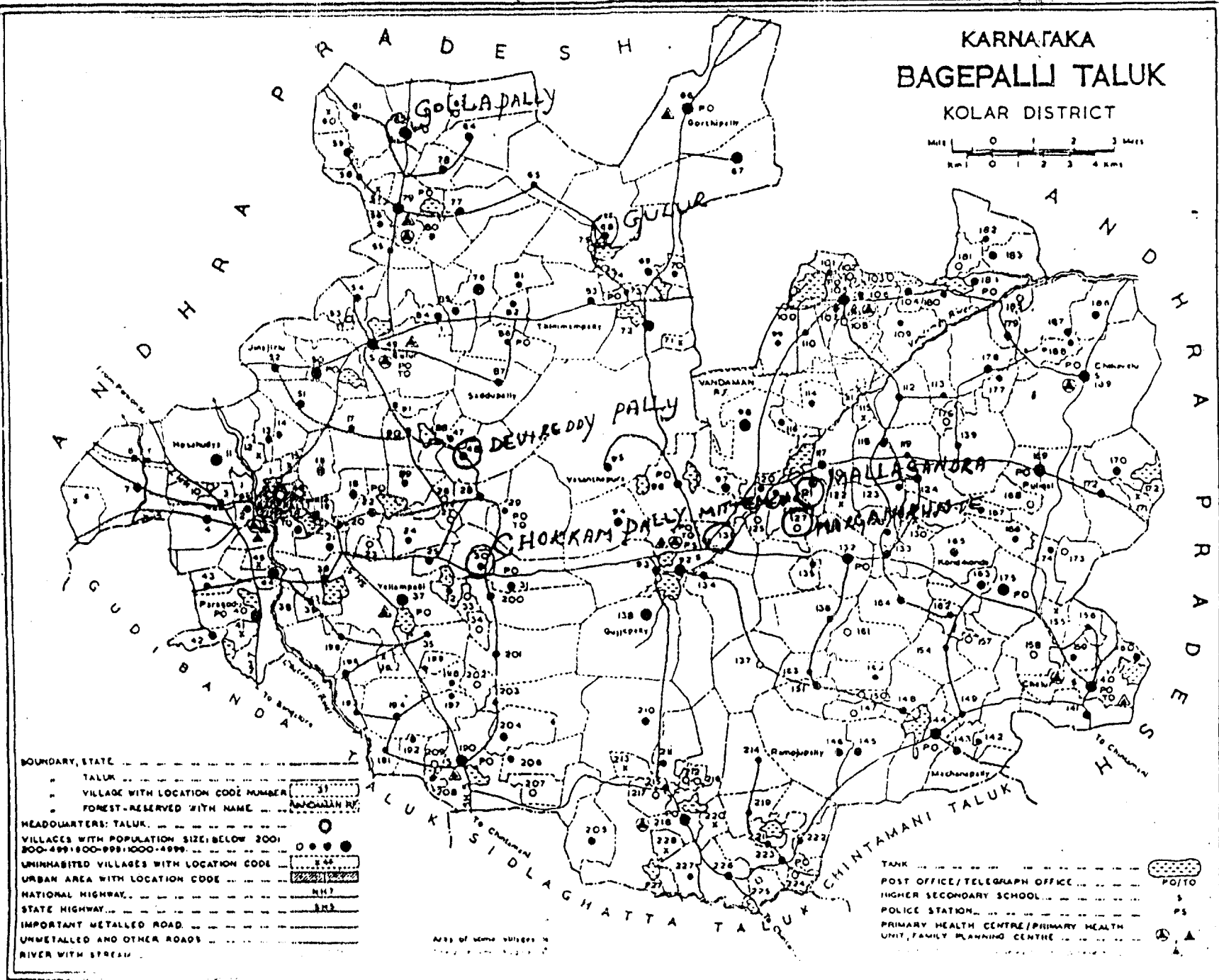
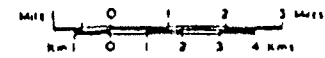
The selected villages and urban-slums are -

CHOKKAM PALLI
DEVAREDDY PALLI
GANGAMMANA PALYA
GOLLA PALLI
GULUR
KOTTUR
MALLASANDRA
MARAGANA KUNTE
MITTEMERI
MANJAREDDY PALLI
RAHAMAT NAGAR

SELECTED VILLAGES

KARNATAKA BAGERALI TALUK

KOLAR DISTRICT



BOUNDARY, STATE - - - - -
 " TALUK - - - - -
 " VILLAGE WITH LOCATION CODE NUMBER [Symbol] [Code]
 " FOREST-RESERVED WITH NAME [Symbol] [Name]
 HEADQUARTERS: TALUK [Symbol]
 VILLAGES WITH POPULATION SIZE: BELOW 200 [Symbol]
 200-499 [Symbol] 500-999 [Symbol] 1000-4999 [Symbol]
 UNINHABITED VILLAGES WITH LOCATION CODE [Symbol]
 URBAN AREA WITH LOCATION CODE [Symbol]
 NATIONAL HIGHWAY [Symbol] NH-7
 STATE HIGHWAY [Symbol] SH-2
 IMPORTANT METALLED ROAD [Symbol]
 UNMETALLED AND OTHER ROADS [Symbol]
 RIVER WITH STREAM [Symbol]

TANK [Symbol]
 POST OFFICE/TELEGRAPH OFFICE [Symbol] PO/TO
 HIGHER SECONDARY SCHOOL [Symbol] S
 POLICE STATION [Symbol] PS
 PRIMARY HEALTH CENTRE/PRIMARY HEALTH UNIT, FAMILY PLANNING CENTRE [Symbol] P, A

Area of some villages in part of some villages

The PERCEPTION OF PARENTS, TEACHERS , INSTITUTION HEADS, COMMUNITY LEADERS, EDUCATIONAL ADMINISTRATORS , DROPOUT GIRLS and NON-ENROLLED GIRLS were collected on girl education and women empowerment.

The following TOOLS and TECHNIQUES were used to collect the data.

HOUSEHOLD SCHEDULE

DROPOUT GIRL SCHEDULE

NON-ENROLLED GIRL SCHEDULE

TEACHER SCHEDULE

INSTITUTIONAL HEAD SCHEDULE

COMMUNITY LEADER SCHEDULE

EDUCATIONAL ADMINISTRATORS'S SCHEDULE

PARENTAL PERCEPTIONS

In the sample surveyed it indicates female population percentage is greater than male population percentage in the selected block. There is 59 percent of SC females 63 percent ST females and 59 percent of other category females. But when compared at district level the female population is lesser than the male population. When ST percentage (male and female) is compared to SC percentage (male and female) ST population is greater in the selected block. But this contradicts when compared at the district level.

In the sample surveyed, 75 percent of population speaks telugu language and it holds first place. Only 8 percent speaks Kannada holds the 3rd place. Urdu speaking population comes about 17 percent and holds second place. The data reveals that, only above mentioned three major languages speaking population present in the rural parts of the selected block.

In the sample surveyed Hindu population is more when compared to muslim or other category.

In the sample surveyed there is 75 percent of the females present in the age group of 10-14. 74 percent of females present in the age group of 5-9. 61 percent of females present in age group of 15-34. 56 percent of females present in the age group 0-4 and 38 percent of females present in age group of 35 and above. The total female percentage is 59 percent.

The source of drinking water facility through pipes is 67 percent and immediately followed by tube well that is 28 percent. Next the facility of Pucca well is only 3 percent this reveals the villagers are provided by good water facility. If the distance is considered 75 percent households have very close source of water. Only 23 percent of house holds have to walk up to 1 km of distance to get water.

93 percent of house holds use wood as a fuel for the cooking and other purposes. The other sources like kerosene, cowdung, coal, charcoal etc. are also used but the percentage is negligible.

The data reveals the major occupation of people is agriculture. The other occupations like Government services, Daily wages, Business etc., are in less percentage. The data also reveals that 99 percent of the house holds have got Rs 951 and above income per Annum.

In the sample surveyed it is noticed that Illiterates (694 persons) are more in number. There are 248 children who have got education up to primary. There are only 250 persons found literates but not finished primary level.

In the sample surveyed it is found that the ratio of SC girls of enrollment is higher when it is compared to SC boys in the case of class I-V. This is also applicable even to the classes from VI-VII. Even in the case of ST also found the same as above. When the enrollment ratio is compared between SC and ST girls, it is found that, enrollment ratio of SC girls is more than ST girls. The number of enrollment of Boys and Girls is more in government Schools (primary, middle, Secondary). The percentage of childrens' enrollment in private schools is very less.

The data reveals that all the three category of parents(SC, ST, others) spend more money on boys towards education purpose than girls.

The maximum number of beneficiaries of incentives like free uniform, are from SC and ST category. But lesser in general category. The Data also reveals that number of beneficiaries are more in girls than in boys.

In the sample surveyed it is found that, the Anganawadi centres work is satisfactory. But the majority of the house holds have reported that there is lack of mahilamandals health centres and other services.

PARENTAL PERCEPTION ON REASONS FOR DROPPING OUT OF GIRLS FROM SCHOOL

It is found that 35 percent of parents have revealed that the main reason for dropping out of girls is that, the girls are helping in parental occupation. 25 percent of parents reveal that the girls are engaged in domestic work. 20 percent of parents have revealed that girls are engaged in taking care of siblings. 22 percent of parents have revealed that parental lack of motivation is also cause for dropping out of girls from school. 18 Percent of parents have revealed that parental illiteracy is also the reason for dropping out of girls from school.

PARENTAL PERCEPTION OF REASONS FOR NON-ENROLLMENT OF GIRLS TO SCHOOLS

The data reveals that the major reason for non-enrollment of girls to schools is parental lack of motivation (39 percent parents). 34 percent parents have revealed that parental illiteracy is also the cause for Non-enrollment of girls . There is 21 percent of parent have revealed that the reason for non enrollment of girls is that girls are helping in parental occupation. And 20 percent of parents have revealed that the girls are engaged in taking care of siblings so that causes the non-enrollment of girls to school.

The data reveals that more number of parents wants to give education to their sons upto post graduation and above. Even in case of girls also more parents have expressed to give education upto post graduation to their daughters. And also many number of parents also expressed to give education upto higher secondary to their daughters. But majority of the parents wants to give education upto secondary to their daughter. According to the data collected more number of parents wants to make their sons as doctors. But in case of daughters parents aspire their daughters to become doctors or teachers or nurses.

In the sample surveyed 97 percent of population have expressed that, they need income generating programmes to their villages. And also they have expressed the need for health and nutrition programmes and literacy programmes. The data also reveals that, the majority of the parents (88 percent) have expressed the incentives like free uniforms, free books and free stationery are most important incentives to be given to their daughters in order to send their daughters to school.

DROPOUT GIRLS PERCEPTIONS

In the sample surveyed served about 79 percent of the dropout girls like school. 55 percent of the dropout girls liked to resume studies. 43 percent of the drop out girls parents like to send their daughters to school again. Only 9 percent of the dropout girls had failed in different classes.

The data also revealed that, 83 percent of the dropout girls like their teachers. 80 percent of dropout girls enjoyed class room teaching. 76 percent of dropout girls were punctual in their school. 72 percent of dropout girls were regular going to their school. 59 percent of dropout girls got help from their teachers when they needed regarding studies. Only 28 percent of dropout girls found home work was difficult to do at home.

The data revealed that, 39 percent of dropout girls have expressed, the cause for dropping out from the school is mainly due to that they have to help in parental occupation. 26 percent of dropout girls expressed that they have to take care of siblings. About 22 percent of dropout girls have expressed the cause for dropping out from school due to domestic work and also their parental inability to provide food and medicine. A majority of dropout girls (41 percent) have expressed the reason for dropping out from school is due to parental lack of motivation.

In sample surveyed 54 percent of dropout girls liked regional language. The most disliked is mathematics(17 percent drop out girls).

The data revealed that, 73 percent of dropout girls have schools very near or close to their residences. Only 9 percent of drop out girls have expressed they had to walk upto 1 to 2 kilometers distance to their schools. The mode of transport is mainly by walk. less percentage (10 percent) used to go by cycles to their schools.

In the sample surveyed 100 percent of dropout girls are fetching water to their houses for different purposes. 96 percent of dropout girls are do the job of washing and cleaning utensils in their houses. 84 percent of dropout girls also do cooking. 76 percent of dropout girls are helping their parents in agricultural operations. 73 percent of dropout girls are working for wage earning activities. They spend their time mostly on washing or cooking utensils, cooking and fetching water.

The data reveals that, with regard to food and clothing no parents are discriminating between their children. But in case of helping in studies about 44 percent of dropout girls have revealed that their parents discriminate. 34 percent of dropout girls have expressed their parents do discriminate in Providing books, magazines, stationeries between them and their brothers. About 20 percent of dropout girls have expressed their

parents are discriminating in rituals and social visits between them and their brothers. Only 7 percent of dropout girls have revealed that their parents are discriminating regarding opportunities for play between them and their brothers.

NON-ENROLLED GIRLS PERCEPTIONS

The findings of the data revealed that 66 percent of non-enrolled girls have expressed that the main reason for non-enrollment of girls is due to parental lack of motivation. 50 percent of non-enrolled girls revealed that parental illiteracy also causes ~~for~~ girls non-enrollment. About 40 percent of non-enrolled girls have expressed the non-enrollment of girls is also due to the girls being engaged in parental occupation. 26 percent of non-enrolled girls have expressed that they have to take care of siblings. And less percentage (11 percent) of non-enrolled girls have also expressed parental in-ability to provide clothes, shoes, books, etc.

In the sample surveyed 73 percent of non-enrolled girls want to go to school now. 53 percent of non-enrolled girls revealed that, they felt they should have gone to school. 49 percent of non-enrolled girls have talked to their parents about schools. Only 6 percent of non-enrolled girls have expressed that their parents are willing to send them to school.

With regard to reading, writing and numerical ability- 79 percent of non-enrolled girls are able to count. 4 percent of non-enrolled girls have ability to read and write. About 36 percent of non-enrolled girls can count upto 50. 23 percent of non-enrolled girls can count upto 100. They learnt from their mother (13 percent), Brothers and sisters (5 percent), others 56 percent. The data also revealed that non-enrolled girls need mainly income generating programmes to their villages. And also they need Health, Literacy, Nutrition programme.

Non-enrolled girls (89 percent) have to fetch water to their houses. 88 percent of non-enrolled girls have to work on washing or cleaning utensils. 45 percent of non-enrolled girls have to cook for their family. only 28 percent of non enrolled girls are engaged in wage earning activities. They spend more time firstly to fetch water next for washing and cleaning utensils and then for cooking.

With regard to parental discrimination 68 percent of non-enrolled have expressed their parents do have discrimination in studies between them and their brothers. Their parents also have discriminate in giving books, Magazines, stationeries. Only 5 percent of non-enrolled girls have revealed that their parents have discriminate in giving toys or games and in rituals and social visits, opportunities for play. In case of food and clothing the percentage of discrimination is negligible.

TEACHERS PERCEPTIONS

In the sample survey the percentage of male teachers (73 percent) are more in number when compared to percentage of female teachers (27 percent). The findings also reveals that 81 percent of teachers are married and 19 percent of teachers are un-married. With regard to Educational Qualifications, Length of Service and Training of Teachers- majority of the teachers (57 percent) have done TCH. About 16 percent of teachers have passed graduate professional degrees like B.Ed. 11 percent of teachers have passed general degree like B.A., B.Sc. Only 3 percent of teachers have done post graduation (M.A., M.Sc.).

In the sample survey with regard to length of service majority of teachers (32 percent) have up to five years of teaching experience. (27 percent of teachers) have got 20 to 30 years of teaching experience. The least percentage (5 percent) have got 30 to 40 years teaching experience. A majority of (92 percent) teachers are trained and only 8 percent of teachers are not trained. With regard to distance to school from residence of teachers-49 percent of teachers are residing very close to school. 46 percent of teachers have school at the distance 14 kilometers and above also. The mode of transportation to schools from residences of teachers is mainly by foot. Very few teachers take bus or own vehicle to schools.

The data reveals perceptions of teachers about main factors for the girls continuing their education. A majority of (68 percent) teachers have expressed parental motivation is the main reason for girls continuing their education. 38 percent of teachers are in the opinion of self motivation of girl child and positive attitude of teachers are also the reasons for girls continuing their education. 30 percent of teachers viewed as parental education is also effects on girls continuing their education.

With regard to teachers attitudes for dropping out of girls from the school-76 percent of the teachers have expressed the major reason for drop out of girls from the school is that, the girls are helping in parental occupation. 73 percent of the teachers are in the opinion of girls domestic work also cause for dropping out of girls from the school. 49 percent of teachers felt that, parental illiteracy is also one of reason for girls dropping out from the school. 43 percent of teachers felt that, the girls are engaged in taking care of siblings so is the drop out of girls from the schools.

The data also revealed the perceptions of teachers for Non-Enrollment of girls to schools. 70 percent of teachers have expressed that the girls are Non-Enrolled in the schools because they have to help in parental occupation. 46 percent of teachers are opinioned that, girls are engaged to take of siblings so it leadss to non-enrollment of girls to schools. 43 percent of

teachers felt that parental illiteracy is also cause for non-enrollment to schools. 41 percent of teachers have felt that parental lack of motivation in girls education also leads to Non-Enrollment of girls to schools .

The findings also identified the perceptions of teachers for girls not attending the school regularly. 76 percent of teachers have expressed domestic work of girls is also the main reason for irregularity to the schools. 49 percent teachers have told girls have to look after the siblings in the absence of their parents so the girls irregularity to school. 22 percent of teachers are opinioned that, if school distance is faraway from the residence of girl is also causes the girls irregularity to school.

With regard to incentives, 81 percent of teachers have felt that Attendance Scholarship help greatly in girls enrollment and regularity to school. 62 percent of teachers have expressed that, incentives like Free uniform has a positive impact on girls enrollment and attendance. 57 percent of teachers have opinioned that free meals also helps girls enrollment and regular attendance. 54 percent of teachers have felt, distribution of free text books has positive impact on girls enrollment and attendance.

PEERCEPTIONS OF HEAD OF THE INSTITUTIONS

In the sample surveyed 62 percent of Head Masters or Institutional Heads have qualified upto teachers training. With regard to length of service 38 percent of head masters have 30 to 40 years teaching and administration experience. Only 8 percent of Head, Masters have 0 to 5 years of work experience. 23 percent of Head Masters are teaching primary sections, 46 percent of them are teaching middle sections and Only 15 percent are teaching in secondary schools.

The data also listed out the different facilities available in the schools like play ground facilities only 38 percent of Head of the Institutions have said that play grounds are available. 8 percent of them have said laboratories are available. 46 percent of them have said Library, Book-bank, Staationary facilities are available. 23 percent of them have said toilets and also separate toilets for girls are available. 62 percent of them have said health/medical check-up facility are available in the school.

With regard to perceptions of institutional heads about the main factors for the girls continuing their education in their schools- 69 percent of respondents have expressed the parental motivation is the major reason for girls continuing their education in schools. 54 percent of the respondents have expressed that, better economic conditions of household also helps in girls continuing their education in schools. Parental education also has positive impact on girls continuing their education in schools.

Findings also revealed the perceptions of head of the institutions towards drop out of girls from the schools. 77 percent of the respondents have expressed that the girls are engaged in parental occupation. so, it leads to girls dropping out from the schools. Again 62 percent of the respondents expressed that domestic work of the girls is also cause for the droppping out of girls from the schools. 46 percent of resppondents have expressed that, inability of the parents to provide Clothes, Shoes and Books also the reason for girls dropping out from the school.

With regard to perceptions of Head of the Institutions towards Non-enrollment girls in the schools. 54 percent of the respondents have expressed that, Domestic work of the girl is the majoor cause for Non-Enrollment of the girls to school. 38 percent have identified that girls are helping in parental occupation. So It leads to girls Non-Enrollment to schools. Resppondents also viewed parental lack of motivation and parental illiteracy are causes for Non-Enrollment of girls to the schools.

PERCEPTIONS OF COMMUNITY LEADERS

In the sample surveyed 50 percent of community leaders have qualified upto higher secondary. 40 percent of them studied upto middle schools. Only 10 percent have studied upto technical or diploma level. No community has got educational level upto Post graduation or professional degree. With regard to occupations of community leaders—80 percent of them are engaged in agriculture (cultivators). only 10 percent are engaged in livestock and forestry. And 10 percent of community leaders are also engaged in some services.

The data also reveals the responses of community leaders regarding women's participation in the society. 50 percent of community leaders have expressed that, women are participating in village panchayat meetings. But 40 percent of community leaders have expressed that, women's are not attending village panchayat meetings . Only 10 percent of community leaders has viewed that as women are attending village panchayat meetings sometimes. In case of participation of women in Mahila Mandals, 50 percent of community leaders have expressed that, women do participate in Mahila Mandal activities. On contradictory the remaining 50 percent of community leaders have expressed that, women are not participating in Mahila Mandal activities. In case of Political and social organisations 60 percent of community leaders have expressed that women are not participating in political and social organisations. Only 10 percent of community leaders have expressed that women are participating in social or political organisations.

With regard to community leaders awareness about the special programmes or schemes for promoting education of girls- the findings revealed that, all the respondents (community leaders) have expressed they are not aware of any special programmes or schemes about girls education. With regard to Non formal education Centers only 10 percent of respondent have expressed that they are aware of NFE's and also they are satisfied with the work of NFE'S centers. All the community leaders (respondents) have opinioned that they are need of separate NFE centers. In the case of perceptions of community leaders about Co-Education and also girls being taught by male teachers- all the respondents have said that they have no objection about Girls and Boys studying together and also girls being taught by male teachers.

PERCEPTIONS OF EDUCATIONAL ADMINISTRATORS

In the sample surveyed it is found that, 53 percent of educational administrators have qualified upto professional graduation level. 25 percent have qualified upto the general graduation level. Only 13 percent have qualified up to post graduation level. With regard to length of services 50 percent of educational administrators have 20 to 30 years of work experience. 38 percent of education administrators have 10 to 20 years of works experience . Only 13 percent of educational administrators have 30 to 40 years of works experience.

The findings also revealed the perceptions of educational administrators about the girls continuing their education in the schools. The majority of the educational administrators (63 percent) have expressed that, better economic standard of a household, Parental education and parental motivation helps in girls continuing their education in the schools. Only 13 percent of educational administrators have expressed that, self motivation of the girls child and positive attitude of the teachers towards girls educations is also encouraging girls in continuing their education in schools.

The perceptions of educational administrators regarding the dropping out of girls from the schools- a majority (50 percent of educational administrators have openioned that girls are occupied in parental occupation, care of Siblings, Remunerative employment also Social Taboo on onset of puberty are

leading to dropping out of girls from the schools. 38 percent of educational administrators have expressed that, absence of support services like Anganawadi, Balawadi, Creches and Parental lack of motivation and domestic work of the girls leads to dropping out of girls from the schools.

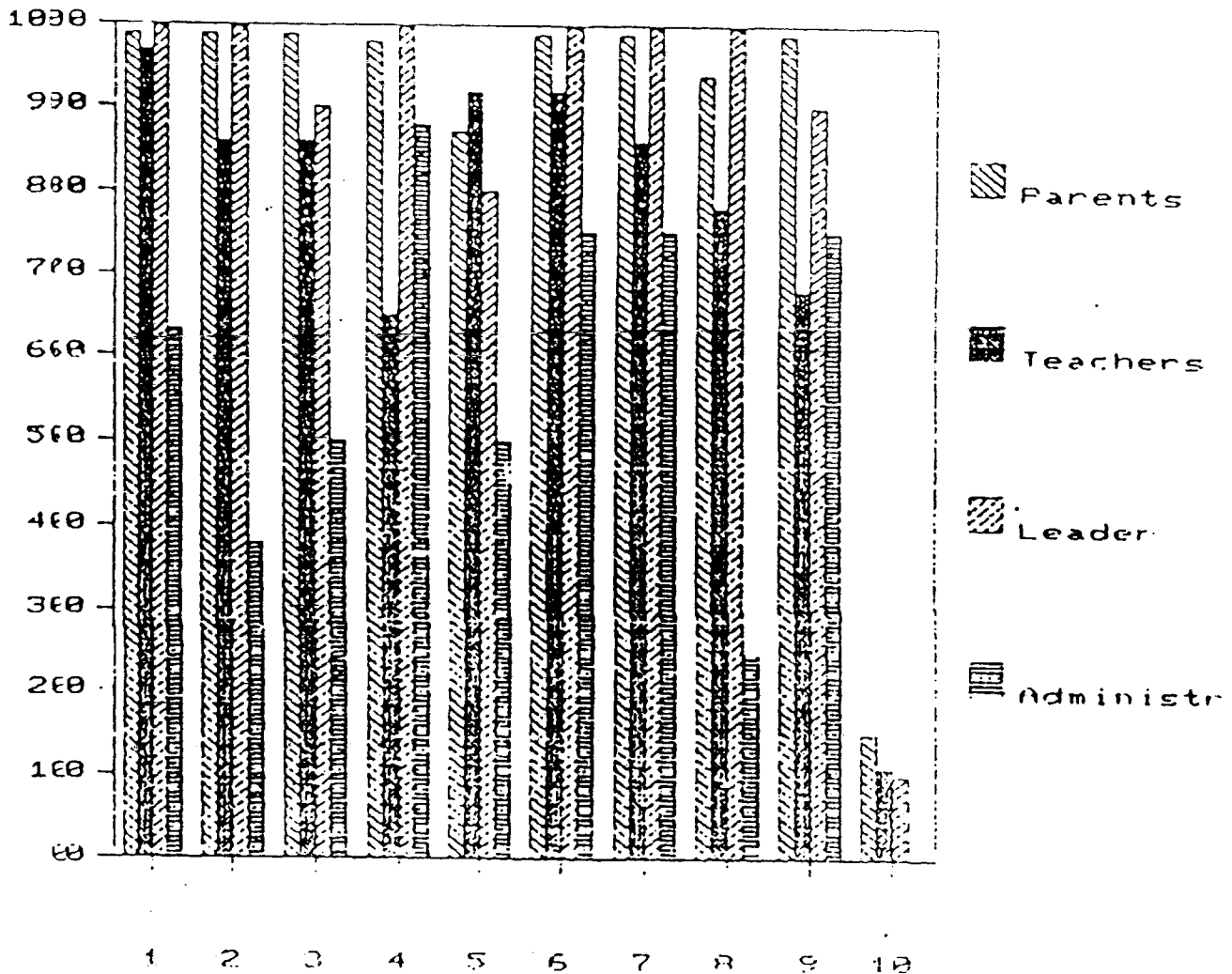
The Perceptions of Educational administrators with regard to Non-Enrollment of girls to schools- 63 percent of educational administrators have viewed that Girls are engaged in parental occupation and domestic work of the house. So, it leads to girls Non-Enrollment to schools. 50 percent of educational administrators have realised that parental lack of motivation and parental illiteracy caused for Non-Enrollment of girls to Schools.

PERCEPTIONS ON GENDER EQUALITY AND UTILITY OF GIRL'S EDUCATION OF PARENTS, TEACHERS, INSTITUTIONAL HEADS, COMMUNITY LEADERS AND EDUCATIONAL ADMINISTRATORS IS REPRESENTED GRAPHICALLY.

BAGEPALLI

Perception of utility

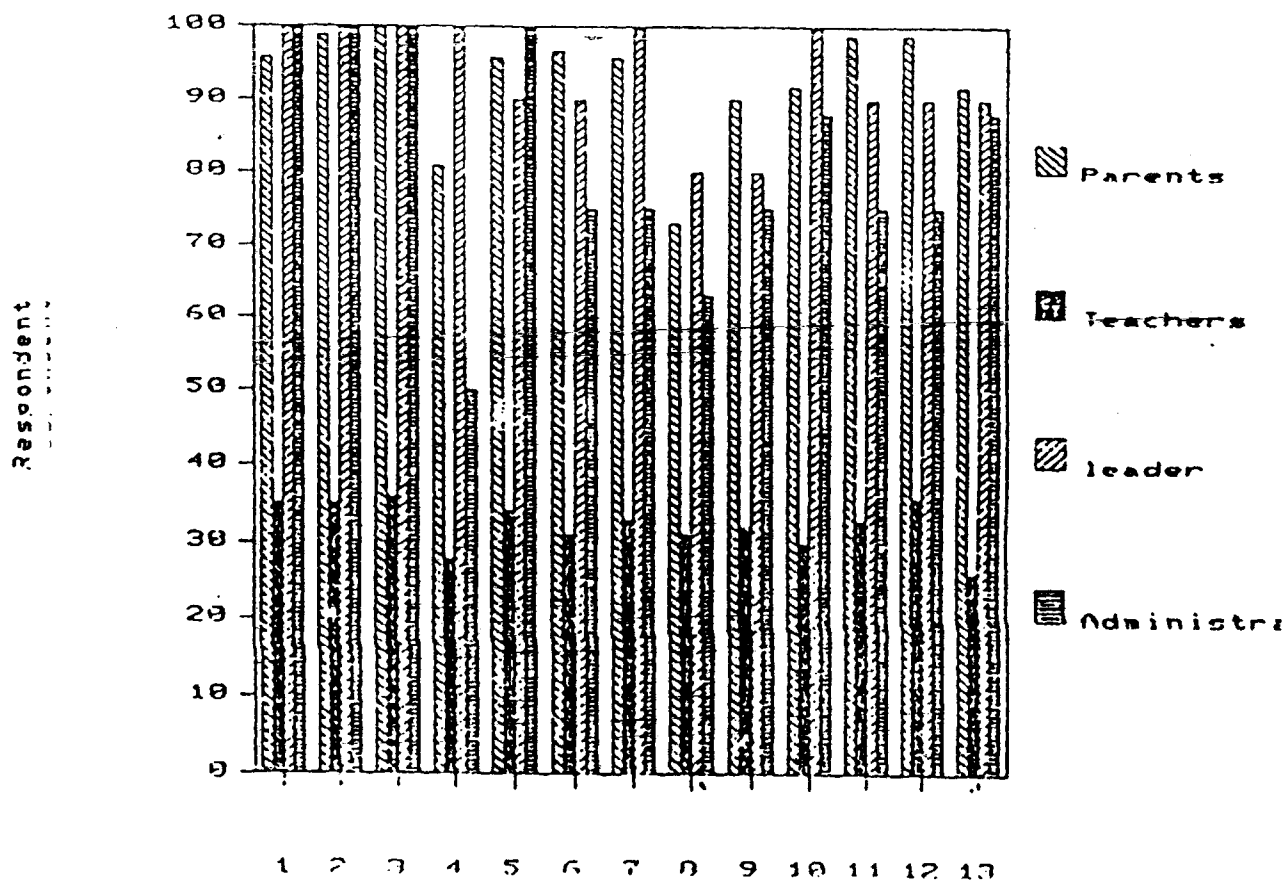
of Girls Education



Reasons (Bagepalli)

- 1) Develops a positive self image and confidence among girls
- 2) Prepares girls for economic contribution
- 3) Can improve health and nutritional status of children and other family members
- 4) Will ensure education of future generations
- 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 the 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 e.g family, panchayats, municipalities and legislature

Gender Equality perception



Reasons (Dagere 11)

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

C H A P T E R VI

GROUP DISCUSSION

The group discussion was carried out in the four villages of Bagepalli Block in kolar District.

MARAGANAKUNTE VILLAGE

This is big village with Anganawadi center, L.P.S., H.P.S., Higher Secondary, Water and electricity facilities and also medical facilities. The group of Hindu women and muslim women, men aged 35 to 60 and youth aged from 18 to 25 were involved in the group discussion. The points discussed on are girls education, dropout from the school, Non-Enrollment of the girls to schools, women's Empowerment, etc.

Rathnamma, aged 25 years says girls need education to face future problems of life. She said that all the parents should develop positive attitude towards their daughters education especially in rural areas. According to Rathnamma opinion, if the women are educated, it can be considered the whole family is educated. She also said about her personal life. That is, she encouraging her daughter to study well and to get first place in the class. Even she had fought many times with her husband for the sake of her empowerment and also daughters progress in the fields like sports, extra curricular activities in the schools etc. She said she works only inside

her house. She won't go outside of a house that is in the fields or any where else, even her husband demands it. She is very much proud because she has been given full freedom for decision making she said incentives given in the school to the children are not sufficient. She complained that some parents are economically backward but they are in forward caste. In such cases the children belongs to that parents are not eligible to receive any incentives in the schools. so, she emphasized on provision of incentives to such children.

On the contrary muslim women's namely shamshad, aged 40 years, jaibunissa, 50 years have told that, sending girls to the school is waste. Because the girls have to go to their husbands places one or the other day. Even if we give education to girls, some times their in-laws may not like it. In so many cases it has happened that bride-groom has rejected the girl due her education. so most of the muslim parents like to give only the minimum education, that is to read QURAN, that too in their masjid schools.

Fakruddin, aged 45 years said, generally muslim males does not like to give freedom to their females. Because Islam religion is against women's Empowerment.

Narasimhappa, aged 50 years said the whole family's happiness depends in the hands of women's. She should adjust to the situation and run the family according to it. Men spend only a little time in the family affairs. He told Girls education is good. The dropouts or Non-Enrollment is mainly due to the poor economic condition of the family.

Wazir, aged 18 years said that, he wants that his sisters' education should be continued till they get good jobs. He is against first early marriages and PURDHA system of Islam. He opposed his parental negative attitude towards his sister's education.

Teacher's attitude towards women's Empowerment is positive. They told for the national development women's education is most important. They told women's participation in the public activities is not satisfactory. Especially Muslims women will never come forward in the public meetings.

KOTTUR VILLAGE

It is a small village with no school, no pucca road, no medical facilities. The electricity and water supply to the village is poor. The villager's main complaint was they Badly need one primary school to the children and a pucca road. They told in the rainy seasons it is difficult to go to other villages because many puddles comes on the way.

The discussion is consisted of girls aged about 14 to 20 years, youths aged 17 to 23 years groups.

Varalakshmi, aged 17 years, studying in first year PUC said that girls should be educated. According to her every day the society is changing, new problems are arising every day and we have to face them. So unless we do not have education or Knowledge we are not able to face them. Education strengthens our minds morally. She said education gives us good job in the future and also we can look after our parents in a better manner.

She also told the parental co-operation is more important . She said her parents will never ask her to work for the house holds. Varalakshmi's mother told that, if we give work to our girls at home they will naturally loose their interest in the studies and physically they feel very tired if they work. Education is most important to girls. She said, as parents we should take more responsibility to educate them. She told her daughter is good when compared her son. She told her son is very irresponsible and he failed in S.S.L.C. Even though she has encouraged her son more than daughter but, he disappointed them.

Youths like Venkatesh, aged 20 years, B.A., passed unemployed, Rajashekar, aged 18 years S.S.L.C passed have told that, women should be respected in the society. They are not lesser than males in any matter. Now, these days they are giving equal competition in all the fields. They told in their houses their sisters work more than them. They take more responsibilities than them. They also told girls should be given more freedom to choose their fields in education, jobs, spouse. For the dropout girls and never enrolled girls, their sincere suggestion is that night schools should be opened in each and every village in order to continue those girls education.

NANJAREDDY PALLI VILLAGE

The group discussion consisted of women aged between 30 to 45 and men between 50 to 65 . They felt that, girls should be educated to gain some general knowledge to deal forth-coming family problems.

Akkala Reddy, aged 60 years said girls should not be educated much because if they are educated it is difficult to search an equivalent bridegroom for her. He suggested the girls must pass in each and every class up to 7th standard compulsorily. Though they are weaker in one or two subjects it should not be considered seriously by the teacher while giving results. This is because, if the girl is failed in any class, the parents will loose their interest in their daughter's education. According to him the drop out cases can be minimized by making the girls pass in each and every class upto seventh standard.

According to Venkata Reddy, aged 65 years the former community leader said women are taking major role in running the family than men. He insisted that she should be given total freedom to make decisions with regard to issues or any other family issues.

Chowdamma, aged 47 years having 7 children, except last daughter all remaining children are not enrolled in any school. She told about her daughter that, as long as her daughter keeps passing in the classes she will be allowed to continue her studies. According to her the girls are intelligent only if they are good at studies.

Sanjeevamma, aged 40 years said, women in the villages are not bold. One or two bold women like her are in the village to discuss some problems. But, they will be discouraged by men. Sanjeevamma her-self told that she is a bold lady. She is

interested to participating to deal with community problems. But she is not getting encouragement either by men or any other women. Rather she will be humiliated by the public. She told that, the villagers are lack the RIGHT COMMUNITY LEADER. The present leader is not working for community development. He is very selfish. She told they are facing lot of problems due to the lack of water facility, proper electricity and anganawadi center, etc,. The ladies mainly need one anganawadi center or pre-primary school because if they go to fields when it is needed by their husbands, they can easily leave their siblings to the creches with out disturbing the older children of the family. So that the Non-Enrollment of the girls and also dropout of the girls from the schools can be reduced.

IGULUR VILLAGE

GULUR is a big village with L.P.S., M.P.S., Secondary school, Anganawadi centers, Health centers, Good electricity facility, Water facility etc.

The group discussion consisted of youths (male) aged between 15 to 25. The discussion started with the question regarding girls education, women empowerment, dropout of girls from the schools, non-enrollment of girls to schools etc.

Suresh, aged 15 years said, why should we encourage girls in respect of education? He said, as it is they are very much ahead in many fields like sports, politics, etc., than boys. He set an example of our late prime minister Smt. Indira Gandhi. According to him ladies are more intelligent than males. He said that, 'if the ladies are given more importance the men will be suppressed and in the near future the men has to listen to women in all respects. But formerly it was not like this.

On the contrary Venkatesh, aged 25 years, a resident of the neighbouring village said women should be and more empower. Because they are bold and while making decisions they don't take wrong or any sudden decision like men. He said men always listen to others. Whereas, women are not like that. She thinks in her own way (selfish). But all that she does is good for the family.

Another boy Adinarayana, aged 19 years, studied up to ix standard told that his mother is much bolder than his father. But still the children are listening more to father than mother. He told normally, the men are very dominating in his place and women's are not much empowered.

Many other boys told that the main reason for dropouts or non-enrollment of girls in rural areas is due to the poor economic background of the families and also parents are not interested in their daughter's education. They also told even the boys are not interested in the studies they will be encouraged or forced to study but it is not so in the case of

girls. They have expressed that in so many houses only the ladies are primary bread winners. By knowing all these also the parents are not understanding the value of girls education.

CHAPTER VII
OBJECTIVES OF THE STUDY, FINDINGS, STRATEGIES, PERIOD
COSTING AND PHASING

DISTRICT KOLAR (KARNATAKA)

OBJECTIVE OF THE STUDY	FINDINGS	STRATEGIES	PERIOD	COSTING AND PHASING
1 Mapping out gender disparities in access, enrolment, retention and achievement.	1.1 Physical access is not a problem but Telugu medium schools are not available though majority speak Telugu	1.1.1 Establish schools providing instructions in the Mother tongue (Telugu)		
	1.2 The number of female teachers are less as per the parents requests to ensure girls enrolment	1.2.1 Increase number of female teachers so as to provide one teacher in each school		
	1.3 Poverty and domestic work are the major reasons for non enrolment as well as drop out	1.3.1 Provide incentives and support for the domestic work girls are doing to release time for education		
	1.4 Social taboos on onset of puberty and child marriage are also causes for non retention	1.4.1 Create awareness among parents on social taboos through campaigns/ street plays. 1.4.2 Provide separate schools and toilets for girls	MAY 94	1.4.1 1000 * 10 = 10,000 preparation 10 * 500 * 15 75,000/- printing 75,000+10,000=85,000/- 1.4.2 NUMBER OF SCHOOLS * CONSTRUCTION COST FOR ONE TOILET * MAINTAINANCE 2906 * 10,000 + 17,44,000 3,08,24,800/-
2 Causes for non-enrolment and drop-out	(A) continuing education			
	2.1 Literacy level of parents			
	2.2 Parental motivation			
	2.3 Satisfactory economic status			
	(B) Drop-out			
	2.4 Parental lack of motivation	2.4.1 Sensitisation of parents and teachers through campaigns through teachers hand books	MAY 94	2.4.1 NUMBER OF VILLAGES * 1000 710 * 1000 7,10,000 TEACHERS' SENSITISATION THROUGH DIET'S
	2.5 Helping parents in occupation	2.5.1 Provide mobile schools/open schools /NFE	94-95 95-96	2.5.1 55 MOBILE SCHOOLS AT THE RATE OF 5 PER BLOCK 2000 FOR ONE TEACHER PER MONTH + ESSENTIAL EXPENSES RUPEES 500 PER YEAR 2000 * 12 + 500 * 55 24,500 + 55 13,47,500/-
2.6 care of siblings	2.6.1 Appointing Ayahs to take care of the siblings			
2.7 Domestic work	2.7.1 Change school timings			

	(C) Non-Enrollment			
	2.8 Parental lack of motivation	2.8.1 Sensitisation of parents and teachers through campaigns through teachers hand books		
	2.9 parental illiteracy	2.9.1 Adult education programme should be made compulsory		
	2.10 Helping parents in occupation	2.10.1 Provide mobile schools/open schools /NFE		
	2.11 care of siblings	2.11.1 Appointing Atyahs to take care of the siblings		
	2.12 Poverty	2.12.1 Provide incentives		
3	Women's Situation	3.1 Social causes-child marriage, majority of women are illiterates, do not have access to finance	MAY 94	3.1.1 NUMBER OF VILLAGES + 5 PERSONS + 500 RUPEES PER TRAINEE FOR MONTH 710 + 500 3,55,000/=
		3.1.2 Influence by bringing in mass media		
4	Gender bias in curriculum and class-room activity	4.1 Gender bias in books. Teachers attitudes classroom activity is existing		4.1.1 STATE COMPONENT
		4.1.1 Reframing the textbooks/ preparation of notebooks/ training of teachers		
5	Identify supportive community structures	5.1 They are not enough MAHILA MANDALS (ONLY 3) in the sample areas	94-95 95-96	
		5.1.1 More Mahilamandals should be strated, strengthen panchayats, womens group by increasing the number and training the women		
6	Convergence of services of other departments	6.1 Creches not available TRYSEM, JRY not available Balwadi available		6.1.1 100 CRECHES SALARY 400 PER PERSON THEREFORE FOR 12 MONTHS FOR ONE PERSON: 4,800 + 100 = 4,90,000/=
		6.1.1 Starting of Balwadies creches and TRYSEM, Balwadies to be located in the schools		
		6.1.2 Opening creches will reduce drop out and non-enrolment problem as most of the girls are engaged in care of the siblings.		
7	Availability of incentives	7.1 incentives not attractive		
		7.1.1 Attractive incentives to be provided		
		7.2 Incentive not adequate		
		7.2.1 Incentives should be distributed on time		
		7.3 Available only for SC and ST		
		7.3.1 To extend incentives to all the needy categories		
8	Participation of women	8.1 participation of women in education, administration and other areas is very poor. Female Teachers are very few compared to male.		8.1.1 SENSITISATION AT STATE LEVEL
		8.1.1 Bring in policy for placement of women in teaching as well as administration and sensitise the male administrators on gender issues.		
9	Develop Distict level monitoring and evaluation frame work.	9.1 Monitoring is done in routine fashion without collecting disaggregated data on sex parameters		9.1.1 State component has visualised computer aided monitoring and evaluation with provision for gender variable

TIME FRAME OF OPERATIONS

Activities (Kolar Dist.)	94-95	95-96	96-97	97-98	98-99
1 Preparation of posters	xxx				
2 Printing of posters	xxx				
3 Construction of separate toilets		xxx			
4 Sensitisation Training	xxx	xxx	xxx	xxx	xxx
5 Appoint of Ayahs		xxx			
6 Mahila mandals Trg. Programms	xxx	xxx	xxx	xxx	xxx

C H A P T E R V I I I

D.P.E.P. RECOMMENDATIONS

The constraints to universalisation of Primary Education in Kolar District have been, in adequate number of teachers over-crowded classes, teacher absenteeism, poor quality of teaching poverty, etc. Illiteracy is a great hindrance to all developmental activities in the District.

In order to tackle some of the problems facing girls education, the Government of Karnataka has introduced many schemes such as providing Free Text Books, Free Uniforms and Mid-Day Meals to all children in classes I to IV. Efforts are also being made to recruit 50 percent female teachers.

The Directorate of Text Books has a programme of identifying gender bias in Text Books and rewrite the lessons accordingly. In addition, the current programme envisages adopting the following strategies

- a. Creches to be open in the areas where there is more concentration of SC/ST and labour class population.
- b. Residential schools for poor girls, one each in every taluk.
- c. Improving the quality of schooling.

- d. Awareness building among parents regarding the importance of girls education, through special drives, street plays and cultural programmes. It will be organised through village education committee, (cultural troupes). Non-Governmental organisations, Mahila mandals, DWACRA groups, etc.
- e. Non-Formal Education centers will be opened where ever there is high percentage of dropouts among girl education.
- f. Posting one female teacher to every primary school.
- g. Lady Nodal organisers, one each for every taluk will be appointed.
- h. Co-operation will be sort from other government department like Women and Child Welfare, Health, Backward classes.
- i. Taluk Chief Executives Officers will be directed to ensure that girls get maximum benefits from the schemes of different Departments.
- j. Fair representation to lady members will be given in the VEC.
- k. Teachers will be specially trained to enroll retain girl children in the classes and improve their learning achievements by adopting Minimum Levels of Learning.
- l. Mother's committees will be formed in every village to educate the mothers (parents) regarding the importance of the girls education.
- m. To provide separate toilets with water facilities for girls in every primary schools.
- n. Resources will mobilized to give training to girls in Karate, Yoga, Judo, etc. Co-curricular activities will be encouraged as one of the means of motivating girl children.

C H A P T E R IX

CONCLUSIONS

KOLAR is an educationally backward district. It is evident from the low female literacy rate. Though the initial enrollment is about 70 percent, the dropout rates are high. The dropout rates among girls is 35 percent in the age group of 6-10 and 53 percent in the age group of 11-14. Among the SC /ST the dropout rate is higher. The female literacy rate of Kolar district is 32 percent (over all), 21 percent (SC) and 7.29 percent (ST) the dropout rates of girls among SC is 32 percent and ST is 38 percent in the age group of 6-8 . Besides their is a large percentage of girls who have not joined schools at all.

As per the survey conducted in some villages of BAGEPALLI in Kolar district the barriers to girls participation in education are

- i) Care of younger siblings at home. Especially when the parents go to fields to work, the elder daughters have to look after the siblings. And also they she has to attend house hold works like cooking, washing utensils, fetching water etc.,.
- ii) Low levels of awareness among parents for the need for girls education.
- iii) Belief among rural parents that girls should not attend schools after they attained puberty.
- iv) The poor economic background of the families also the cause for not sending the girl to school.

- (v) Child labour. In order to earn daily bread for the family the girls have to work with their parents. But it is not respected to boys.

The reasons for the low enrollment and high dropout are

- 1) Lack of access to Primary Schools.
- 2) Lack of Achievements of pupils .
- 3) Wide spread Illiteracy, Ignorance and Poverty among parents.

So by providing the facilities like creches, anganawadies, water facilities like tube well are bore well, miniwater water tanks, night classes, female teachers and etc., can improve girls education.

TABLE 1

BLOCKWISE DISTRIBUTION OF POPULATION -1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	Name of District/Block	Area in Sq.km.	Number of villages	Population		Density		Percent	
				Male	Female	of Sex	of Sex	of Rural	of Decadal
						per Sq.km.	Ratio	Populat	Growth
								1981-91	
1	BAGEPALLY	933	207	74825	710715	156	950	91.54	14.61
2	BANGARPET	864	362	110342	107651	449	978	52.07	13.71
3	CHIKKABALLARUR	644	211	62216	59796	263	955	72.1	20.54
4	CHINTAMAN	892	331	94274	91043	264	958	78.62	18.67
5	GAURIBIDARUR	895	208	110271	104267	268	941	86.66	12.17
6	GUDIANDA	227	81	23306	22515	202	966	72.58	16.58
7	KOLAR	793	316	101971	96821	358	966	70.68	15.98
8	NALUR	645	593	77532	75291	270	965	87.9	20.29
9	MULBAGAL	823	308	84428	82946	244	982	82.49	18.87
10	SIDLAGHATTA	664	235	72153	70921	253	976	85.04	18.99
11	SRIHIVASPUR	860	290	83004	80192	190	966	89.86	13.99
12	DIST.KOLAR	8223	2842	1128316	1088573	270	965	76.68	16.34
13	STATE	191791		22951917	22025284	235	960	69.08	21.12
14	INDIA	3065027		435216358	403367630	274	927	74.27	23.85

TABLE 2

BLOCKWISE DISTRIBUTION OF SC/ST POPULATION -1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	Name of District/Block	SCHEDULED CASTE			SCHEDULED TRIBES			PERCENTAGE OF POPULATION TO TOTAL			
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	SC	ST	SC	ST
1	BAGEPALLY	17994	17152	35146	3254	3111	6365	26.31	4.77	2.4	0.44
2	BANGARPET	31069	30743	61832	3093	3050	6143	30.62	3.04	26.5	2.8
3	CHIKKABALLAPUR	17561	17053	34614	6398	6313	12711	38.37	10.42	28.5	10.5
4	CHINTAMANI	23323	22941	46264	10778	10460	21238	24.96	11.46	25.2	11.5
5	GAURIBIDANUR	26227	24537	50764	16497	15771	32268	24.4	15.51	23.5	15.1
6	GUDIBANDA	4725	4538	9263	2632	2518	5150	24.21	13.46	20.1	11.2
7	KOLAR	28170	27635	55805	4867	4682	9549	27.79	4.76	28.5	4.8
8	NALUR	19570	19417	38987	7411	7344	14755	25.51	9.65	25.8	9.7
9	MULBAGAL	25117	24839	49956	2774	2685	5459	29.85	3.26	29.9	3.2
10	SIBLACHERA	16304	16085	32389	6516	6453	12969	22.64	9.06	22.7	9.1
11	SRIHIVASAPUR	20507	20033	40540	8114	7775	15889	27.64	10.83	24.9	9.7
12	DIST.KOLAR	288366	282034	570400	77796	75223	153019	75.75	6.9	25.9	6.9
13	STATE	3756069	3613210	7369279	976744	938947	1915691	16.38	4.26	16.4	4.26
14	INDIA	71928960	66294317	138223277	34363271	33395109	67758380	16.48	8.08	16.4	8.27

TABLE 3

POPULATION BY BROAD AGE GROUP

NAME OF THE DISTRICT: KOLAR

Sl. No.	Name of District/ Blocks	0-6 YEARS		6-11 YEARS		11-14 YEARS	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1	BAGEPALLY	10850	10180	8826.95	8710.23	8710.23	5325.35
2	BANGARPET	17837	17612	13188.57	13014.18	13014.18	7956.74
3	CHIKKABALLAPUR	10056	9766	7381.72	7284.11	7284.11	4453.43
4	CHINTAMANI	15344	14911	11211.67	11063.42	11063.42	6764.07
5	GAURIBIDANUR	15875	15100	12979.54	12807.91	12807.91	7830.63
6	GUDIBANDA	3081	2923	2777.17	2735.51	2735.51	1672.46
7	KOLAR	16328	16256	12076.91	11867.88	11867.88	7255.9
8	NALUR	13384	13324	9245.79	9123.53	9123.53	5578.03
9	HULBAGAL	14267	13787	10126.12	9992.22	9992.22	6109.15
10	SIDLAGHATTA	12135	11929	8655.97	8541.51	8541.51	5222.2
11	SRIKIVASPUR	11589	11312	9865.97	9742.8	9742.8	5956.65

TABLE 4

VITAL STATISTICS

NAME OF THE STATE:

KARNATAKA

-1993

Sl. No.	ITEM	YEAR	RURAL	URBAN	TOTAL
1	Crude Birth Rate	1991	27.8	23.9	26.8
2	Crude Death rate	1991	9.7	6.9	9
3	Total Barittial fertility Rate	1987	3.7	2.9	3.4
4	Mean Age at Marriage	1981	25.86	TOTAL PERCENTAGE	
		1981	19.21		
5	percentage of married female in age group 15-44	1981	76.08	TOTAL PERCENTAGE	
6	Couple protection rate	1992	49.4	TOTAL PERCENTAGE	
7	Infant mortality rate				
	male	1991	87	47	77
	female				
8	Child mortality rate male+female				
9	Maternal mortality rate	1986	2 to 3 deaths per thousand live births		
10	Expectation of life at birth	1991-96 projected			
	male+female		54.15 + 65.30		

TABLE 5

PERCENTAGE OF DISTRIBUTION OF WORKERS BY
SEX RURAL\URBAN AREAS -1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	CATEGORY	MALE			FEMALE		
		RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
1	DISTRICT						
	Main Workers	79.94	20.06	613841	91.68	8.323	267673
	Marginal Workers	69.06	10.94	7279	97.47	2.526	73791
	Total Population	76.54	23.46	1126316	76.83	23.17	1088573
2	STATE						
	Main Workers	70.93	29.07	12285340	83.99	16.01	5006777
	Marginal Workers	84.42	15.58	128642	95.72	4.28	1466039
	Total Population	68.6	31.4	22951917	69.58	30.42	22025284
3	INDIA						
	Main Workers	75.02	24.98	221658584	87.12	12.88	64273909
	Marginal Workers	85.21	14.79	2705223	95.85	4.15	25493654
	Total Population	73.82	26.18	435216358	74.75	25.25	403367630

TABLE 6

PERCENTAGE DISTRIBUTION OF MAIN WORKERS IN DISTRICT - 1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	ACTIVITY	RURAL			URBAN		TOTAL	
		TOTAL WORKERS	FEMALE WORKERS	% OF FEMALE	TOTAL WORKERS	% OF MALE	TOTAL WORKERS	% OF TOTAL
1	CULTIVATORS	401135	118443	29.53	10653	83.84	411788	46.71
2	AGRICULTURAL LABOURS	216888	105613	48.69	12450	65.22	229338	26.02
3	LIVE STOCK AND FORESTRY ETC.	27550	6393	23.21	2324	86.1	29874	3.39
b	MINING AND QUARRYING	5126	587	11.45	9355	96.12	14481	1.64
4	MANUFACTURING							
a	HOUSEHOLD INDUSTRY	6423	1842	28.68	4767	60.5	11190	1.27
b	OTHERS	17609	3520	19.99	30768	87.78	48377	5.49
5	CONSTRUCTION	6330	393	6.21	6158	93.47	12488	1.42
6	TRADE AND COMMERCE	21840	3226	14.77	31075	93.41	52915	6
7	TRANSPORT, STORAGE AND COMMUNICATION	6164	73	1.18	9653	98.17	15817	1.79
9	OTHERS SERVICE	27008	5302	19.63	28238	74.15	55246	6.27
10	TOTAL	736073	245392	33.34	145441	84.68	881514	39.76

TABLE 7.

THE TABLE SHOWING THE NUMBER OF REGISTERED MAHILA MANDALS OF
BLOCKS OF KOLAR DISTRICT -1989

NAME OF THE DISTRICT: KOLAR

SL.N/Name of District	BlockS	NUMBER OF REGISTERED MAHILA MANDALS	ACTIVITIES	NUMBER OF MAHILA MANDALS HAVING EDUCATIONAL ACTIVITY PROGRAMME
1	BAGEPALLY	27	TAILORING	NIL
2	BANGARPET	69	TAILORING	NIL
3	CHIKKABALLAPUR	29	TAILORING	NIL
4	CHINTAMANI	30	TAILORING	NIL
5	GAURIBIDANUR	22	TAILORING	NIL
6	GUDIBANDA			
7	KOLAR	27	TAILORING	NIL
8	MALUR	46	TAILORING	NIL
9	MULBAGAL	22	TAILORING	NIL
10	SIDLAGHATTA	15	TAILORING	NIL
11	SRINIVASPUR	19	TAILORING	NIL

TABLE 8

THE TABLE SHOWING THE NAMES OF THE MAHILA
MANDALS AND ITS LOCATION IN BAGEPALLY TALUK
OF KOLAR DISTRICT -1989

NAME OF THE DISTRICT: KOLAR

SL. NO.	NAME OF PLACES	NAME OF MAHILA MANDALS
1	BAGEPALLY	SHARADHA MAHILA MANDALA
2	MITTENARI	LAKSHMI HARASIMHA MAHILA MANDALA
3	MALLAPPA REDDY HALLI	SRI LAKSHMI MAHILA MANDALA
4	MARGANA KUNTE	BHARATHI MAHILA MANDALA
5	YALLAMPALLI	ANNAPURNA MAHILA MANDALA
6	SOMANATHAPURA	ARUNDHATA MAHILA MANDALA
7	CHELLURU	BHASA MAHILA MANDALA
8	VATAPALYA	SHARADHA MAHILA MANDALA
9	GULURU	JANATHA MAHILA MANDALA
10	JULAPALYA	BHAWANI MAHILA MANDALA
11	LAGHUNIDDEPALLI	CHANDRESHWARI MAHILA MANDALI
12	BHAKAVELU	UMA MAHILA MANDALA
13	RASHCHERUVU	GAUJATHRI MAHILA MANDALA
14	WIDDEPALLI	SARASWATHI MAHILA SAMAJA
15	HOSKOTE	MAHALAKSHMI MAHILA MANDALA
16	KONDARADDY PALLI	AKKAMAHADEVI MAHILA MANDALA
17	BILAJERU	SAI MAHILA MANDALA
18	BAGEPPI	SAIBASA MAHILA MANDALA
19	GHELURA	INDIRA PRIYADARSHINI MAHILA MANDALA
20	ASHIPALLI	KODANDARASHAMY MAHILA MANDALA
21	MALLAGUTTAHALLI	GANGAMA MAHILA MANDALA
22	YADABINDALAKERE	SRI RAMA MAHILA SAMAJA
23	MALLGURKI	GIRIJAMBA MAHILA SAMAJA
24	BURAMALAGU	ARUNDHATA MAHILA SAMAJA
25	JOLAPALYA	BHAYANI MAHILA SAMAJA
26	RAMASWAMY PALLI	MAHILA SAMAJA
27	BAGEPALLY	TALUK MAHILA MANDALA ASSOCIATION

TABLE 9

NON-GOVERNMENTAL ORGANISATIONS WORKING
FOR WOMENS EDUCATION AND DEVELOPMENT AT
DISTRICT/ BLOCK LEVEL

NAME OF THE DISTRICT: KOLAR

SL.	NAME OF VOLUNTARY ORGANISATION	NO OF VILLAGES COVERED	NO. OF VILLAGES HELPED TO HAVE EDUCATIONAL PROGRAMME	NATURE OF TARGET PROGRAMME GROUP
1	SUNANDA		N	
2	B.N.S.P		T	
3	G.R.C.D.S		A	
4	GRAN VIKAS		A	
5	BOATS		L	
6	PARYOG		B	
7	GRABES		E	

TABLE 10

TABLE SHOWING THE WOMEN IN EDUCATIONAL ADMINISTRATION - 1993

NAME OF THE DISTRICT: KOLAR

Sl. No.	DESIGNATION	TOTAL NO. OF PERSONS	NO OF WOMEN	% OF WOMEN
1	BLOCK LEVEL			
	CLASS II	1	NIL	NIL
	CLASS III (TEACHERS)	539	39	7.2
	CLASS IV	-	-	-
2	DISTRICT LEVEL			
	CLASS I	3	NIL	NIL
	CLASS II	6	NIL	NIL
	CLASS III	8601	3073	35.7
	CLASS IV	-	-	-
3	STATE LEVEL			
	CLASS I	350	16	4.5
	CLASS II	1700	200	11.7
	CLASS III	192420	63595	33
	CLASS IV	-	-	-

TABLE 11

TABLE SHOWING THE LITERACY RATE FOR THE DISTRICT -1991

NAME OF THE DISTRICT : KOLAR

POPULATION	RURAL	URBAN	TOTAL
ALL POPULATION :			
(1991 CENSUS) :			
MALE	47.86	70.09	36.38
FEMALE	24.56	56.74	63.58
TOTAL	36.38	32.02	42.73
SCHEDULED CASTE :			
(1981 CENSUS) :			
MALE	21.92	61.17	29.77
FEMALE	5.22	42.22	12.56
TOTAL	13.63	51.81	21.24
SCHEDULED TRIBES :			
(1981 CENSUS) :			
MALE	23.59	49.21	25.29
FEMALE	5.98	26.04	7.30
TOTAL	14.91	37.89	16.43

TABLE 12

TABLE SHOWING THE LITERACY RATE FOR THE BLOCKS OF THE DISTRICT

NAME OF THE DISTRICT : KOLAR

Sl. No.	NAME OF THE BLOCKS	ALL COMMUNITIES 1991			SC 1981			ST 1981		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	BAGEPALLY	43.89	22.56	33.49	82.7	17.3	2612	76.17	23.83	256
2	BANGARPET	62.7	44.81	53.86	61.35	68.65	48351	78.34	21.66	965
3	CHIKKABALLAPUR	54.25	34.2	44.45	76.27	23.73	4947	72.22	27.78	1598
4	CHINTAMANI	51.33	29.8	40.73	79.38	20.62	5287	81.87	18.13	2173
5	GAURIBIDAHUR	49.05	28.27	38.95	80.98	19.02	5341	78.14	21.86	5768
6	GUDIBANDA	46.34	24.24	35.47	78.52	21.48	880	75	25	532
7	KOLAR	59.39	37.64	48.69	77.04	22.96	11538	73.83	26.17	2167
8	MALUR	48.16	26.9	37.71	79.79	20.21	5627	83.27	16.63	1347
9	MULBAGAL	46.45	24.01	35.32	81.51	18.49	6323	77.23	22.77	347
10	SIDLAGHATTA	51.16	29.46	40.44	82.52	17.48	4177	79.03	20.97	1521
11	SRINIVASPUR	51.81	29.97	41.08	79.07	20.93	5542	80.25	19.75	2025

TABLE 13

TABLE SHOWING THE NUMBER OF VILLAGES SERVED BY SCHOOLS -1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	EDUCATIONAL LEVEL	NUMBER OF VILLAGES HAVING SCHOOLS			
		OUT OF THE VILLAGE			
		WITH IN VILLAGE	WITH IN 1-2 KM	WITH IN 2-3 KM	WITH IN 3 KM AND ABOVE
a)	PRE-PRIMARY	213	-	-	-
b)	PRIMARY AND MIDDLE	2313	1309	102	-
c)	TOTAL				
d)	SECONDARY	162	-	-	-
e)	HIGHER SECONDARY	31	-	-	-
f)	NON-FORMAL EDUCATION	-	-	-	-
g)	ADULT EDUCATION CENTRES	-	-	-	-
h)	ANY OTHER(SPECIFY)	-	-	-	-

TABLE 14

TABLE SHOWING THE AVAILABILITY OF BASIC AMENITIES IN SCHOOLS
OF THE DISTRICT -1991

NAME OF THE DISTRICT: KOLAR

Sl. No.	EDUCATIONAL LEVEL	NUMBER OF SCHOOLS HAVING					
		DRINKING WATER		PLAY GROUND		TOILET FOR GIRLS	
		RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
a)	PRIMARY AND MIDDLE	1552	238	740	168	658	210
b)	TOTAL						
c)	SECONDARY	121	64	56	44	92	45
d)	HIGHER SECONDARY	15	13	20	16	20	16
e)	NFE	-	-	-	-	-	-

TABLE 15

TABLE SHOWING TEACHERS BY SEX AND BY RURAL AND URBAN AREAS AND PERCENTAGE OF FEMALE TEACHERS TO TOTAL TEACHERS IN THE DISTRICT -1991

NAME OF THE DISTRICT: KOLAR

SL. NO	STAGE	MALE	FEMALE	PERCENTAGE OF FEMALE TEACHERS
I	PRE-PRIMARY			
a	RURAL	-	283	100
b	URBAN	-	152	100
c	TOTAL	-	435	100
II	PRIMARY			
a	RURAL	2406	623	25.4
b	URBAN	344	493	58.9
c	TOTAL	2750	1315	32.3
III	MIDDLE			
a	RURAL	1999	1008	33.5
b	URBAN	408	1194	74.5
c	TOTAL	2407	2202	47.7
IV	N.F.E			
a	RURAL	-	-	-
b	URBAN	-	-	-
c	TOTAL	-	-	-

TABLE 16

TABLE SHOWING ENROLLMENT RATIO BY SEX IN THE DISTRICT -1991

NAME OF THE DISTRICT:		KOLAR		
SL. NO	STAGE	MALE	FEMALE	TOTAL
I	ALL COMMUNITIES			
a	PRIMARY	75.64	69.3	72.51
b	MIDDLE	73.98	64.61	69.36
II	SCHEDULED CASTES			
a	PRIMARY	87.11	77.08	82.4
b	MIDDLE	80.55	65.86	73.31
III	SCHEDULED TRIBES			
a	PRIMARY	74.19	67.54	70.91
b	MIDDLE	66.81	52.26	59.64

NIEPA DC



D08212

TABLE 19

TABLE SHOWING DROPOUT RATES BY SEX IN THE DISTRICT -1991

NAME OF THE DISTRICT: KOLAR

SL. NO	STAGE	MALE	FEMALE	TOTAL
I	ALL COMMUNITIES			
a	PRIMARY	28.94	35	31.94
b	MIDDLE	42.47	53.5	47.91
II	SCHEDULED CASTES			
a	PRIMARY	19.19	32.27	25.65
b	MIDDLE	39.51	58.22	48.73
III	SCHEDULED TRIBES			
a	PRIMARY	26.61	38.83	32.84
b	MIDDLE	49.06	68.15	58.47

TABLE 18

TABLE SHOWING NUMBER OF VILLAGES HAVING ICDS CENTRES- 1991

NAME OF THE DISTRICT: KOLAR

SL. NO	NAME OF THE BLOCK	NO OF VILLAGES HAVING ICDS CENTRES (ANGANWADI)	NO OF BENEFICIARIES TOTAL
1	BAGEPALLY	135	9495
2	BANGARPET	331	21888
3	CHIKBALLAPUR	120	6556
4	CHINTAMANI	233	13340
5	GAURIBIDANUR	214	17403
6	GUDIBANDA	42	3196
7	KOLAR	262	18515
8	HALUR	143	10505
9	HULBAGAL	167	11370
10	SIDLAGHATTA	146	11492
11	SRINIVASPUR	164	10773

LIBRARY AND ORIENTATION CENTRE
 National Institute of Educational
 Planning and Administration.
 17-B, 1st Aurobindo Marg,
 New Delhi-110016
 DOC, No D-8212
 Date 26-9-94