

Empowerment

Women's education

ON WOMEN

Introduces new approach

Strength

DPEP  
GENDER  
STUDIES  
PROJECT  
REPORT

Child  
Welfare



empowerment of the teacher by



DRAFT

GOVERNMENT OF KARNATAKA

GENDER STUDIES

UNDER

DISTRICT PRIMARY EDUCATION PROGRAMME

PROJECT REPORT

NIEPA DC



D08214

DIRECTORATE OF STATE EDUCATION RESEARCH AND TRAINING,

BANGALORE, KARNATAKA.

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**Gender Studies : National Team**

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

Consultant : Professor Sarojini Bisaria

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

**State Team**

**GENDER STUDIES**

STATE CO-ORDINATOR : SMT. M.D.GAYATHRI DEVI DUTT,  
DEPUTY DIRECTOR OF PUBLIC INSTRUCTION,  
DSERT, BANGALORE.

**DISTRICT CO-ORDINATORS :**

1. KOLAR DISTRICT : SRI G.CHANDRASHEKARA, DDPI
2. MANDYA DISTRICT : SRI K.N.ASHOK KUMAR, DDPI
3. RAICHUR DISTRICT : SRI A.S.BALAGANUR, DDPI
4. BELGAUM DISTRICT : SRI M.S.SHOAB HASAN, DDPI

**PROFESSIONAL ASSISTANTS :**

- 1.KOLAR DISTRICT : 1. SMT. M.RAJALAKSHMI  
2. SRI CHANDRASHEKAR
- 2.MANDYA DISTRICT : 1. SMT. AMITHA BHAKTHA  
2. SMT. USHA RADHA KRISHNAN
- 3.RAICHUR DISTRICT : 1. SMT. VIJAYALAKSHMI JOSHI  
2. SMT. SHILAJA
- 4.BELGAUM DISTRICT : 1. SMT. MANJULA DIXIT  
2. Dr.S.R.SINGE  
3. SRI BAHABALI R.HALDAR

OFFICE ASSISTANTS : 1. SMT. GIRIJA  
: 2. SRI JADHAV

COMPUTER PROGRAMMER : SRI VENKATESH H V

TECHNICAL ASSISTANT : SRI SHESHADRI

DOCUMENTATION : NATIONAL INFORMATICS CENTRE,  
BANGALORE

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*DSERT, KARNATAKA*

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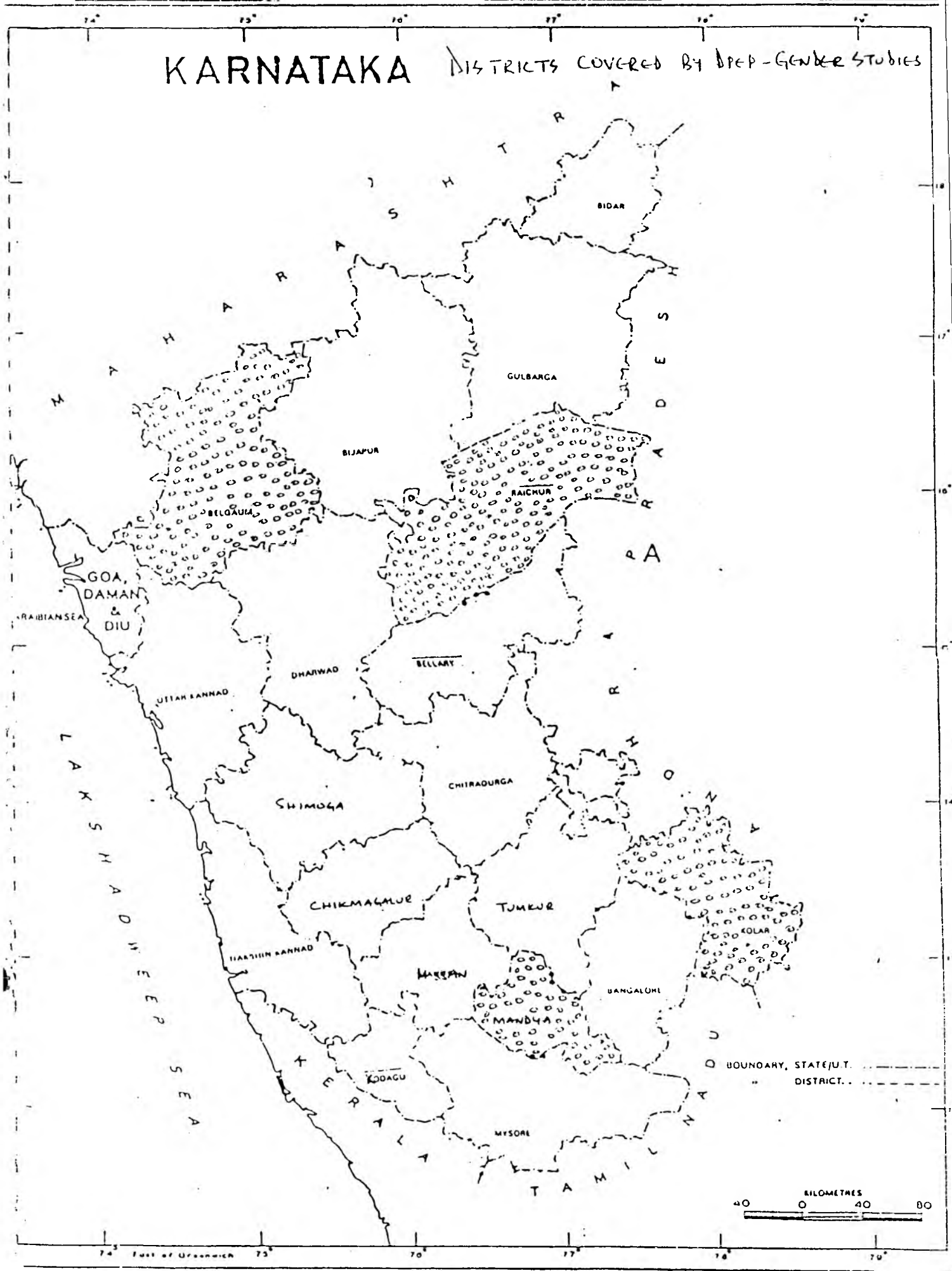
# DPEP GENDER STUDIES

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## CONTENTS

1. BACK GROUND
2. GENDER STUDIES - THE NEED AND OBJECTIVES
3. CONTENT AND METHOD OF STUDY
4. ISSUES /FINDINGS
5. PROJECT GOALS
6. INITIATIVES OF STATE GOVERNMENT
7. STRATEGIES AND ACTIVITIES
8. PROJECT MANAGEMENT
9. COSTING AND PHASING
10. ANNEXURES

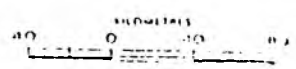
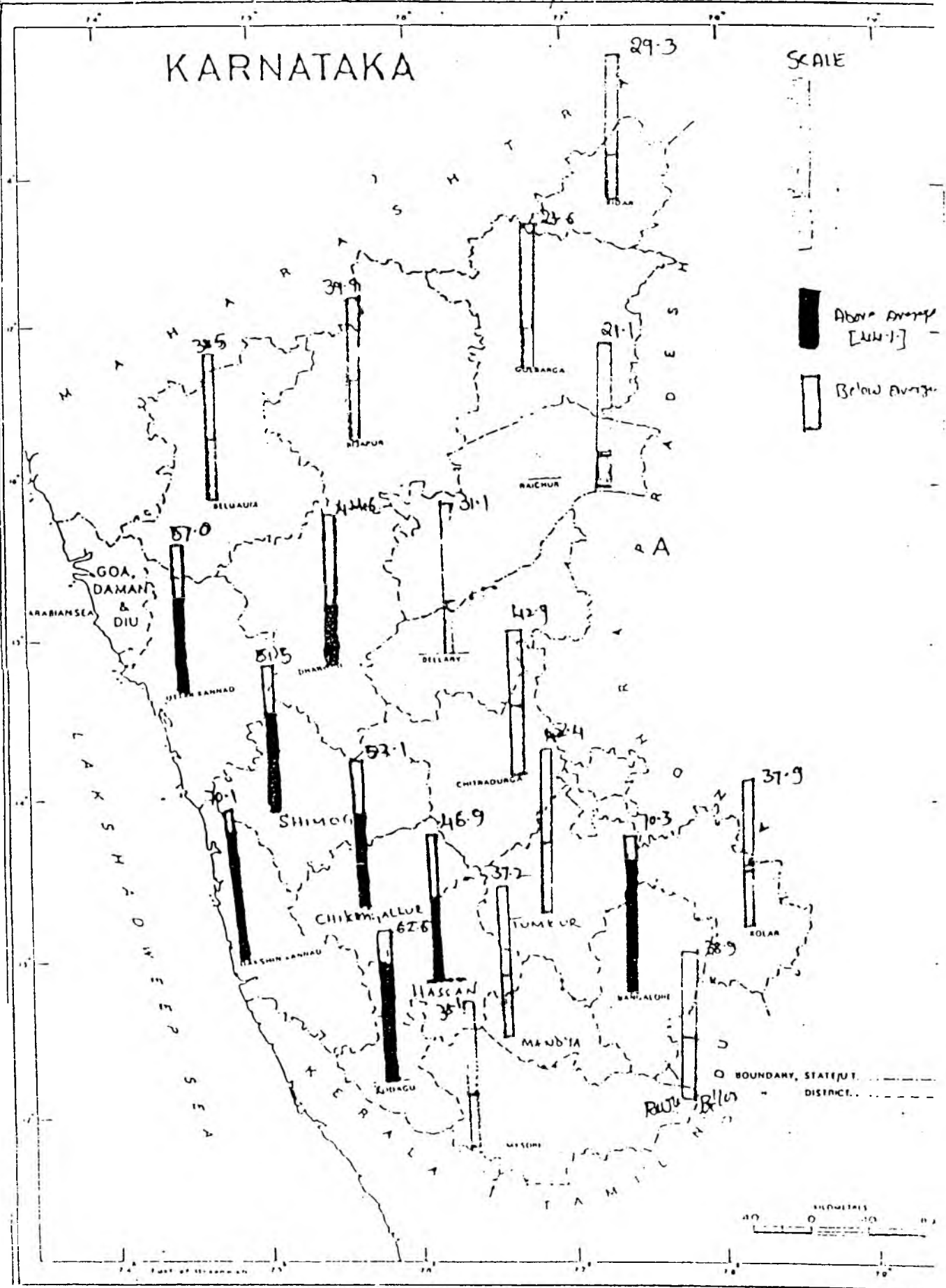
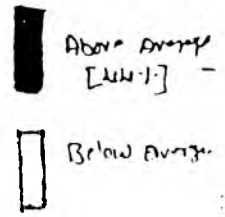
# KARNATAKA DISTRICTS COVERED BY DPEP-GENDER STUDIES



# FEMALE LITERACY RATES

## KARNATAKA

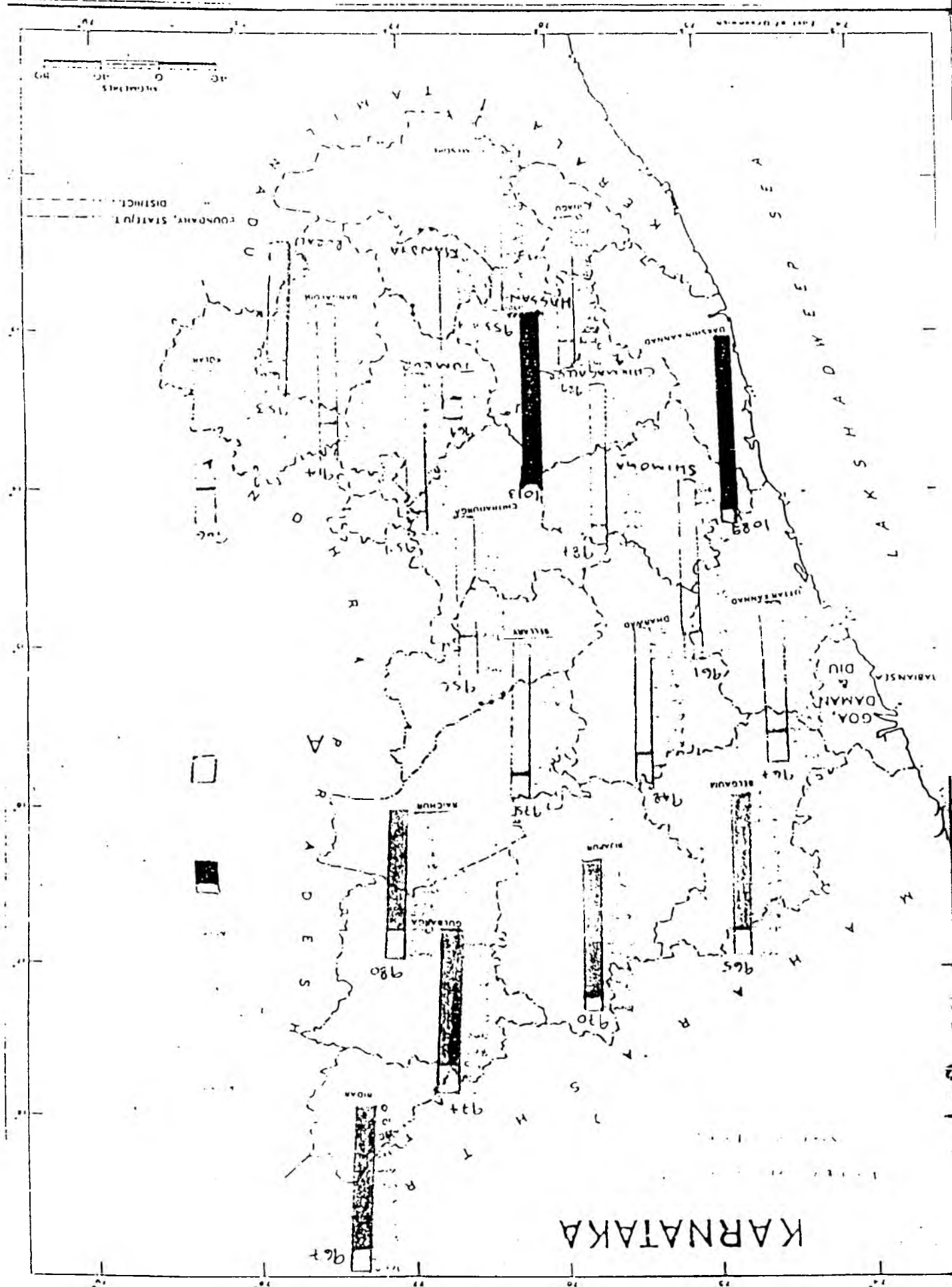
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SEX RATIO - 1991

KARNATAKA



0 10 20 Kilometers

BOUNDARY, STATUTORY DISTRICT

Legend:  
[Solid Black Bar]  
[Stippled Bar]

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1013

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LAKSHADWEEP SEA

DAMAN & DIU

GOA

BELGAUM

BIDAR

DAVANAGERE

CHANNARAYANA

CHIKMAGALUR

SHIMOGA

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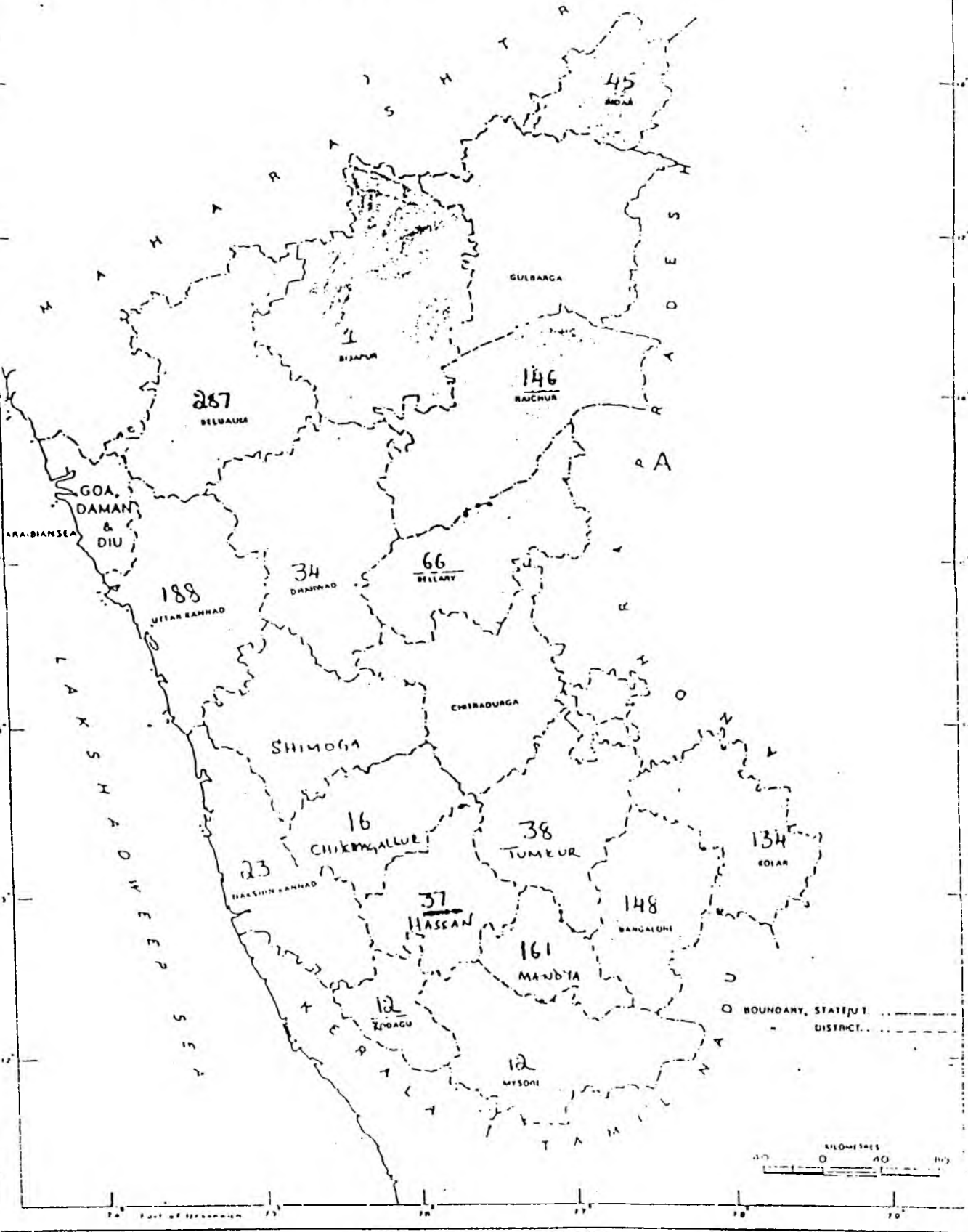
KOPPAL





MANILA MANDALS

KARNATAKA



## *DPEP GENDER STUDIES*

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### BACK GROUND

One of the much cherished and attainable goals of independent India was eradication of illiteracy to be achieved through the introduction of the principle universalisation of elementary education of both boys and girls in the age group 6-14 years, education is an instrument of national development in as much as it helps utilisation of human resources as also is a sure way of reducing the socio-economic disparities which is the bone of any civilised society. Realising the gravity of the matter both state and central governments took measures to improve the enrolment of boys and girls at the elementary school level.

The measures are

1. Providing schooling facility within 1 km distance of the child's Residence.
2. Making education free from 1st standard to 10th standard.
3. Introducing various incentive measures like midday meals, free books, free uniforms, scholarship etc.
4. Provide teachers and equipment to schools.

Government of Karnataka had introduced the compulsory primary education act in the year 1961. By this legislation it was binding on all parents to send their children to school. To achieve this goal, schooling facility was given, admission rules were relaxed. Instead of prosecution for violation of the rule persuasion was practiced.

As a result of the introduction of the measures indicated above, the number of schools increased. Out of 27204 villages in Karnataka, except 179, all the villages have primary schooling facility. Out of 39,986 schools, 21,998 primary

## *D P E P G E N D E R S T U D I E S*

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schools are provided with the minimum required teaching learning equipment, 18,533 classrooms are being constructed, 13,933 additional teachers are provided to the lower primary schools.

Universal access to Primary Education in Karnataka is almost achieved with 92% of the habitations having primary schooling facility within the habitation and another 5% of the habitations having primary schooling facility within 1 Km.distance. Out of 3072 and 1014 habitations predominantly habited by S.C. & S.T. population, 211 and 723 habitations respectively are served by primary schooling facility within the habitation. This access to Primary Education has not ensured regular and active participation of children in the Primary Education System.

a) This non-participation of all the 100% eligible boys & girls in the universalisation of elementary education is a major problem. The larger number of non-participants are girls.

b) Schooling facility has immensely improved but proportionate increase in the number of teachers to maintain a reasonable teacher pupil ratio (1:50) and facilitate proper supervision and effective teaching is not made.

c) The economic condition of our population is very bad. Nearly 70% of the children who are out of school, have remained out of school due to economic reasons. The time spent outside the school fetches economic returns or atleast lessens the financial burden on account of schooling. Therefore parents often opt to keep the children off the schools.

d) The environmental set up in which we live, encourages the conservative outlook by preferring informal education to formal education for girls, which helps girls to perform their socially defined role well. Secondly the idea that investment on education should fetch monetary gains and

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## *D P E P G E N D E R S T U D I E S*

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girls gain would not reach the investor. Thirdly the total lack of awareness on the part of the parents regarding the positive effect of Girls Education on the society and the individual.

e) The attitude of women and girls is so attuned that they don't deem education as a necessity to attain social equality with men. This is partly owing to the mental outlook that women occupy second place to men in the family set up.

The above mentioned problems reflect the different aspects of malady afflicting the indian women / girls mental outlook-social status, economic priorities-educational attainment. If these problems are not cured now, they may pose a threat to the posterity. The one and the only method of curing or treating the problem is through education. The prime responsibility of the Department is to evolve strategies to overcome the hurdles in Girls Education on experimental as well permanent basis. In this context it is intended to make an interventionist sample study.

## DPEP GENDER STUDIES

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✓ Gender studies - as part of DPEP programme, was an interventionist study with the following objectives

### OBJECTIVES

1. Mapping out gender disparities in access, enrolment, retention and achievement.
2. Identify causes for non enrolment and drop out of girls and propose effective districts /local specific strategies for improved enrolment retention & achievement among girls.
3. Assess the situation of women in each district with to some social and demographic indicators and women's equality and empowerment.
4. To collect information on gender bias in
  - (a) text books,
  - (b) teacher training
  - (c) teachers attitude,
  - (d) curriculum transaction, and
  - (e) administrator's attitudes.
5. To identify supportive community structures such as women's groups, V.E.Cs, panchayats, P.T. as, teacher organisations, youth clubs for developing effective strategies of UPE among girls.
6. Identifying and facilitate convergence of services of different departments for UPE among girls (focal areas Ecce, health and support services).
7. Study the availability of educational (books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.)

## *DPEP GENDER STUDIES*

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8. To assess participation of women in teaching, administration and other decision making bodies.
9. To develop State/District level monitoring and evaluation framework.

### GENDER STUDY PLAN AND EXECUTION:-

The DPEP project envisaged a detail study in 4 areas (Teacher Edn - Text books - Baseline Study - Tribal groups. Gender Study) Since the entire focus of DPEP is on girls' Education, and one of the objectives of NPE 1986 (POA 92) is to promote women's empowerment through Education. A detailed Interventionist study was planned. Data was to be collected from two sources; From the field by conducting house to house survey in the selected areas and through various documents and reports providing data on Education, supportive structure, women's Development issues etc.

**The Schedules designed were as follows;**

- (A) District Schedule, Secondary data from the Source Department
- (B) Village Schedule, Village Information

### PRIMARY DATA:-

- (i) House hold schedule - Collection of information from the households.
- (ii) Dropout girl schedule "
- (iii) Never enrolled girl schedule "
- (iv) Teachers schedule:- Teachers Working in the sample study area
- (v) Institution schedule:- Schools in sampling area

## D P E P G E N D E R S T U D I E S

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## *D P E P G E N D E R S T U D I E S*

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(v) Administrators:- Administrators at different levels in the DPEP districts

(vii) Community leaders schedule:- Leaders in the villages

Besides these schedules, group discussions were to be held in the villages in different groups and case studies to be developed holding interviews and based on one's observation.

### MODE OF STUDY:-

A team of professional Assistants were appointed in each district They were trained thoroughly for 4 days in canvassing the schedules, in techniques of conducting group study and Interviews.

These professional Assistants conducted the study in one of the most backward blocks in DPEP districts. They resided in the villages for 15-20 days, collected information, held interviews, conducted group discussions in male groups, female groups and mixed groups. They have even attempted to build case studies. Sample dairy and case study is appended to this report.

Each team has prepared a district status report on women's Development perspective. Situational analysis on women's status and empowerment, with a comprehensive data analysis of the field study is also incorporated in the report.

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### FIELD STUDY FINDINGS:-

The four districts concerned under DPEP project are Raichur, Belgaum, Kolar and Mandya. The four blocks identified in these districts for conduct of field study are as indicated in the table below. Basic demographic information is given below:

The professional assistants team have visited 8 villages and 2 slum pockets in the district in order to assess the situation in rural setting as well as urban setting. A statistical profile of the sampling areas is given below:

BASIC DEMOGRAPHIC INFORMATION

S.L. NO.	DISTRICT	NO. OF BLOCS	POPULATION (SELECTED BLOCS)	POPULATION						% OF SOVER. POPULATION		FEMALE LITERACY RATE		SEX RATIO	
				RURAL		URBAN		TOTAL		SC	ST	DISTRICT	BLOCS		
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE						
11	BELGAUM	12	3521428	RAISAUS	183688	97382	17422	16288	1121322	110282	23.4	2.3	32.5	23.4	945
12	KOLAR	12	2216889	BASEPALLI	68382	65182	5443	5893	74825	71875	25.1	4.3	32.3	21.4	868
13	MANDYA	37	1644374	K.R. FET	138572	182234	9421	3378	118281	112812	11.92	1.21	33.1	23.42	954
14	RAICHUR	34	227349	DEODURGA	87575	87221			89575	87221	13.59	2.17	17.8	3.59	833

1/1/76

Sl. No.	Name of the Block	Total No. of Villages	No. of Villages Concerned	% to Total	Households	Dropouts	Non-enrolled Girls	Teachers	Institution Head	Administration	Community Leader	Slums	Group Discussion	Case Studies
1	DEVADURGA	182	10	18.8	322	65	111	36	10	09	12	02	03	02
2	RAIDACH	52	08	15.3	330	108	213	32	12	06	10	02	04	--
3	K.R.PET	288	09	3.12	329	117	69	41	10	05	11	02	08	01
4	BAGEPALLI	207	09	4.3	341	32	72	36	13	06	10	02	04	01
	TOTAL	735	36	4.8	1322	372	465	145	44	25	43	08	19	04

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### POPULATION ANALYSIS:

Both the villages and the slums are located in the same Geographical area and had similar Economic structure, the slum pockets have expressed an advanced social structure as the slum dwellers have arranged intercaste and inter religious marriages. They have taken advantage of the urban facilities and amenities and poverty is the limitator of their access to education. The need to survive and exposure to different cultures has modernised the slum dwellers. The villagers on the other hand are religious minded and caste conscious. In spite of schooling facility, supportive structures and health care facilities being available - women resort to local native medicines and are not motivated to send their wards to schools.

The sex ratio in all the 4 districts is higher than the state ratio. In Devadurga Taluk the criteria for selection of villages was the availability\ non-availability of schooling facility and villages covered by NGO's programmes for women's development. In K.R.PET Taluk, location of the villages, so as to give maximum coverage was the procedure followed for sampling. Raibagh and Bagepalli selected villages on the basis of educational backwardness and those villages having transport facilities.

Though Random sampling method was adopted, and criteria was slightly different in each block, our sample population in most of the villages irrespective of the availability of the schooling facility or otherwise - has larger concentration of SC - ST population. 70% in Raibagh 60% in Deodurga, 55% in Bagepalli and 40% in K.R.pet. So, data is obtained from the weaker section of the society Hindus formed the largest representation followed by Muslims.

The average size of the house hold ranges from 4 to 6 in all the blocks. The age group concentration in each of the blocks on sex variable is given below:

## D P E P G E N D E R S T U D I E S

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BLOCK	5 - 10 %		10 - 14 %		15 - 34 %		34 + %	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
DEVADURGA	9.7	10	18	24.4	15.8	21.3	56.4	44
RAIBAGH	9.6	5.8	17.5	23.8	16.1	22.6	56.6	40.4
K.R.PET	5.2	3.6	14.5	16.15	20.0	32.8	62.2	47.3
BAGEPALLI	5.2	4.5	12.5	24.5	14.0	28.5	68.18	42.8

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## D P E P G E N D E R S T U D I E S

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### ECONOMIC PROFILE:-

In Bagepalli, Devadurga and K.R.Pet tube well and pipe well were the common sources of water. Nearly 75 to 90% of the population had availability of water source within 1 k.m. distance. In Raibagh only 49% of population was provided water facility within 1 k.m. distance and fetching water and house work takes off 1 - 2 hr. of girls time in a day. In these areas. 93% to 98% population uses wood as fuel, and kerosene is the next alternative fuel source.

Cultivators and live stock rearing are the common occupations for males. Live stocks for females, very few people in Devadurga have undertaken mining and house hold industry.

The per capita income is below 900 in the 3 blocks and above 900 in K.R Pet.

The entire sampling areas in the 3 blocks Raibagh, Devdurga and Bagepalli didn't have a single post graduate but K.R.pet had a female post graduate. Her case study is appended to the report. The schoolless villages and villages without schooling facility indicated similar attainment of education levels.

## *D P E P G E N D E R S T U D I E S*

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The per-capita educational expenditure in respect of boys and girls varies. Considering the free education facilities provided by Government, and all the villages surveyed having only Government schools - the variation in opportunity costs of education indicate sex discrimination facilitating only boys' education.

The ICDS facilities are available in the 3 blocks of the sampling areas except K.R.pet. The people in K.R.pet have expressed the need of ICDS facility. JRY and TRYSEM are rated as not satisfactory.



## D P E P G E N D E R S T U D I E S

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### SOCIAL PROFILE:-

The educational aspirations for girls in the sample blocks is secondary level for girls and beyond secondary to Graduate level for boys. The responses reflect Gender discrimination. Similarly the occupational aspirations reflect gender discriminative social behavior with the parents aspiring Government service for boys and aspiring House Wife and teaching for girls.

There is strong demand for literacy programmes and Income generation programmes. The percentages are as follows:

	literacy programme	IGP	Health
Bagepalli	85.16	97.33	89.61
Devadurga	72.53	71.91	53.70
K.R. Pet	47.13	58.91	26.28
Raibagh	73.33	82.12	60.30

The factors favourable in encouraging girls education are listed as Incentives presence of female teachers, provision of female escort and seperate school for girls. The reasons for opting these factors indicate the problem of social security for the girl child.

Perceptions of utility of girls education expressed by parents, leaders , teachers and administrators is graphically represented in the Annexures.

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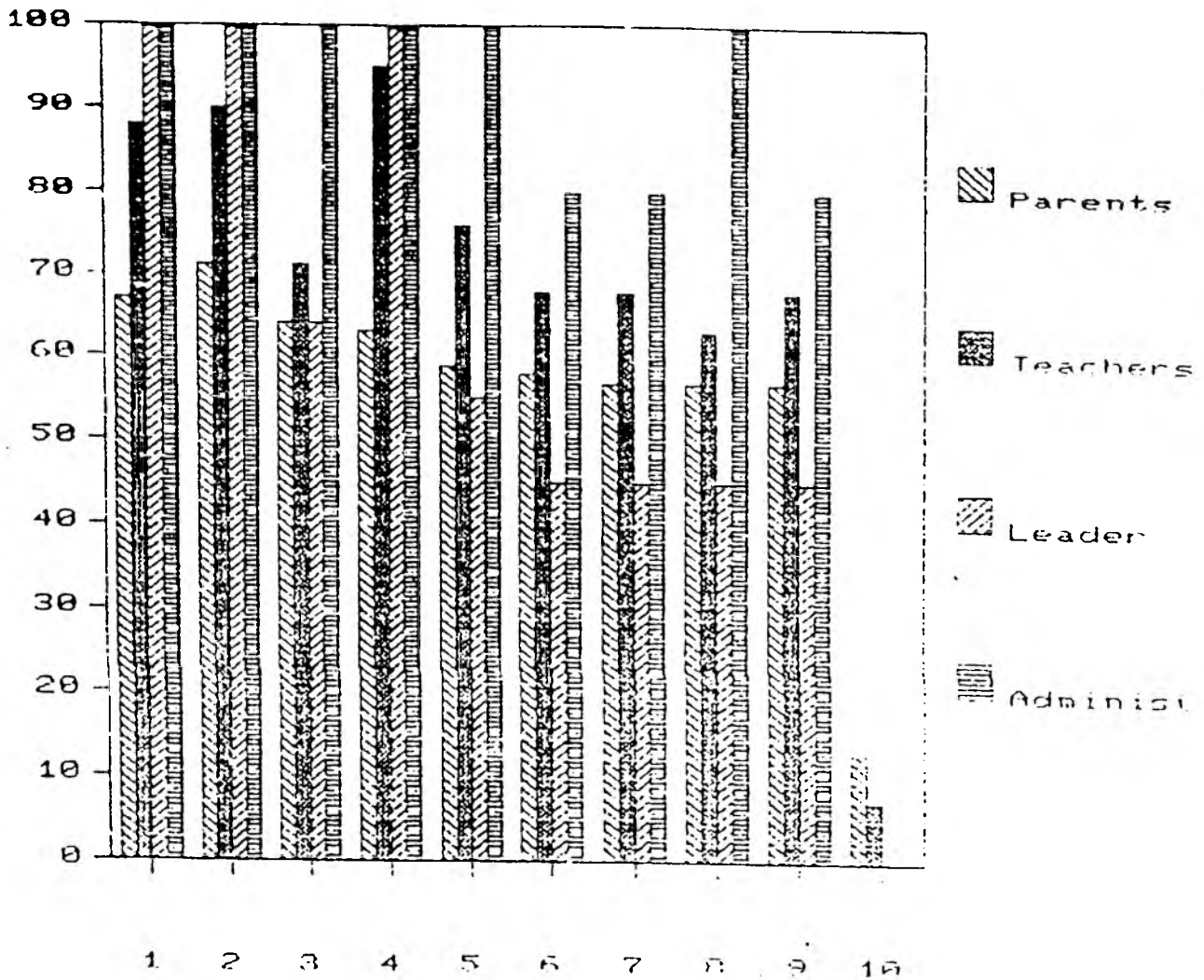
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It is amazing to note that the category of people accept the 7 reasons (Self-image, Economic contribution, improves health, ensures future generation education, family welfare, leadership roles) but, the reasons empowers to decision making', is not acceptable to patents, teachers, and administrators but leaders agree. Parents believe that awareness of rights is created by education but other respondent don't respondent.

Similar trend emerges in the perceptions Gender Equality. The graphical representation is revealing.

Perception of utility

of Girls Education

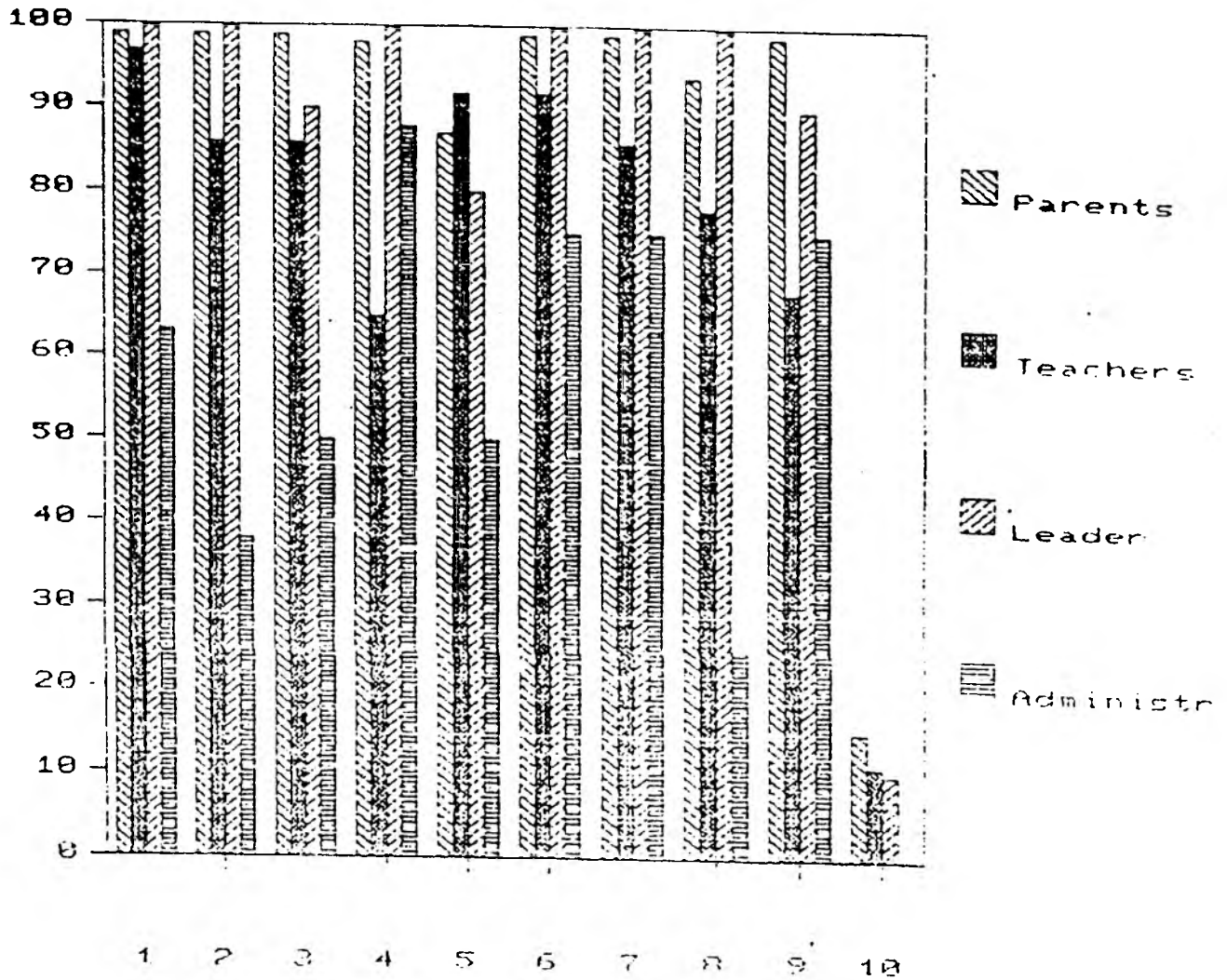


Reasons (Krishna raj pet)

- 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
- 6) 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

# BAGEPALLI

## Perception of utility of Girls Education

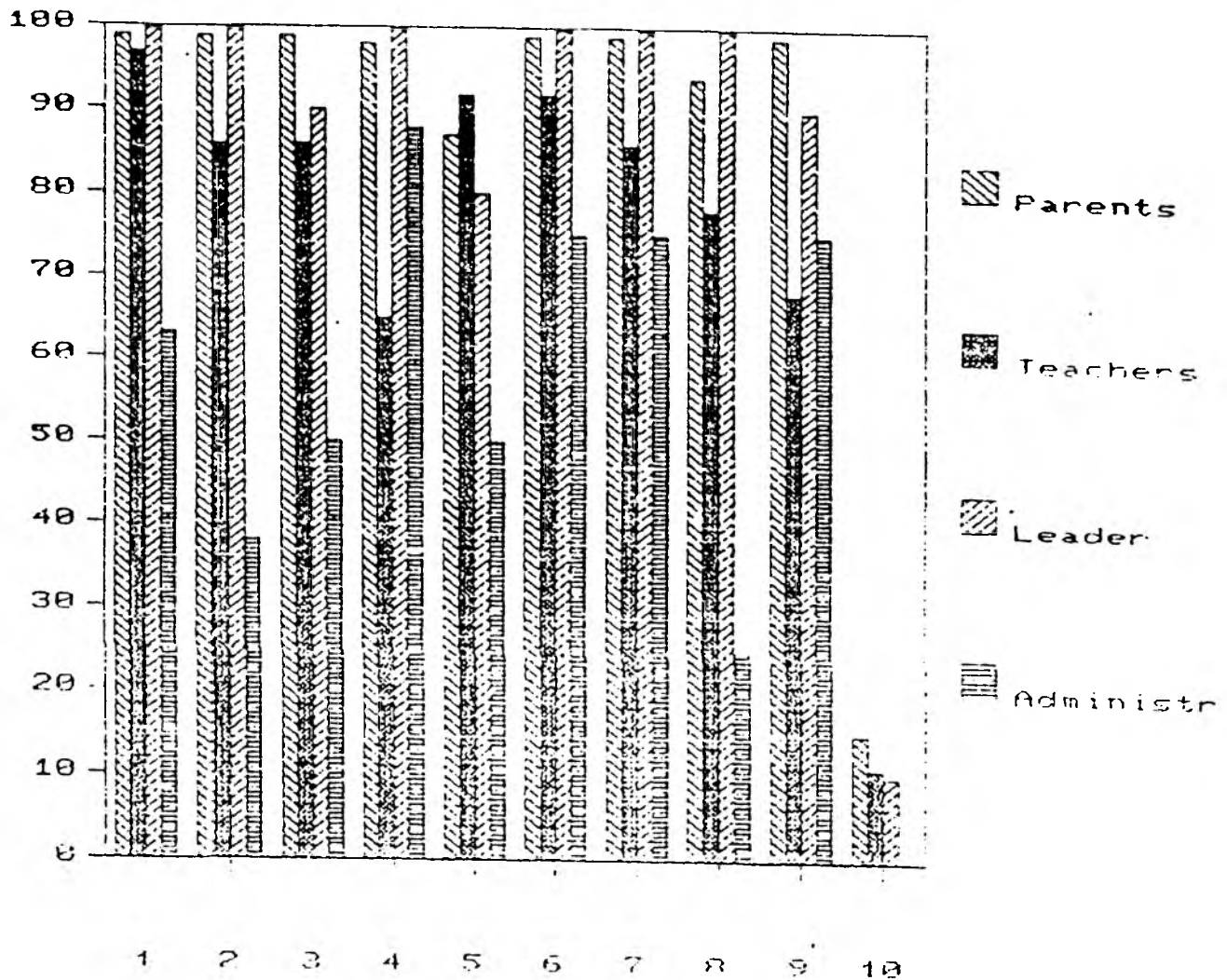


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# BAGEPALLI

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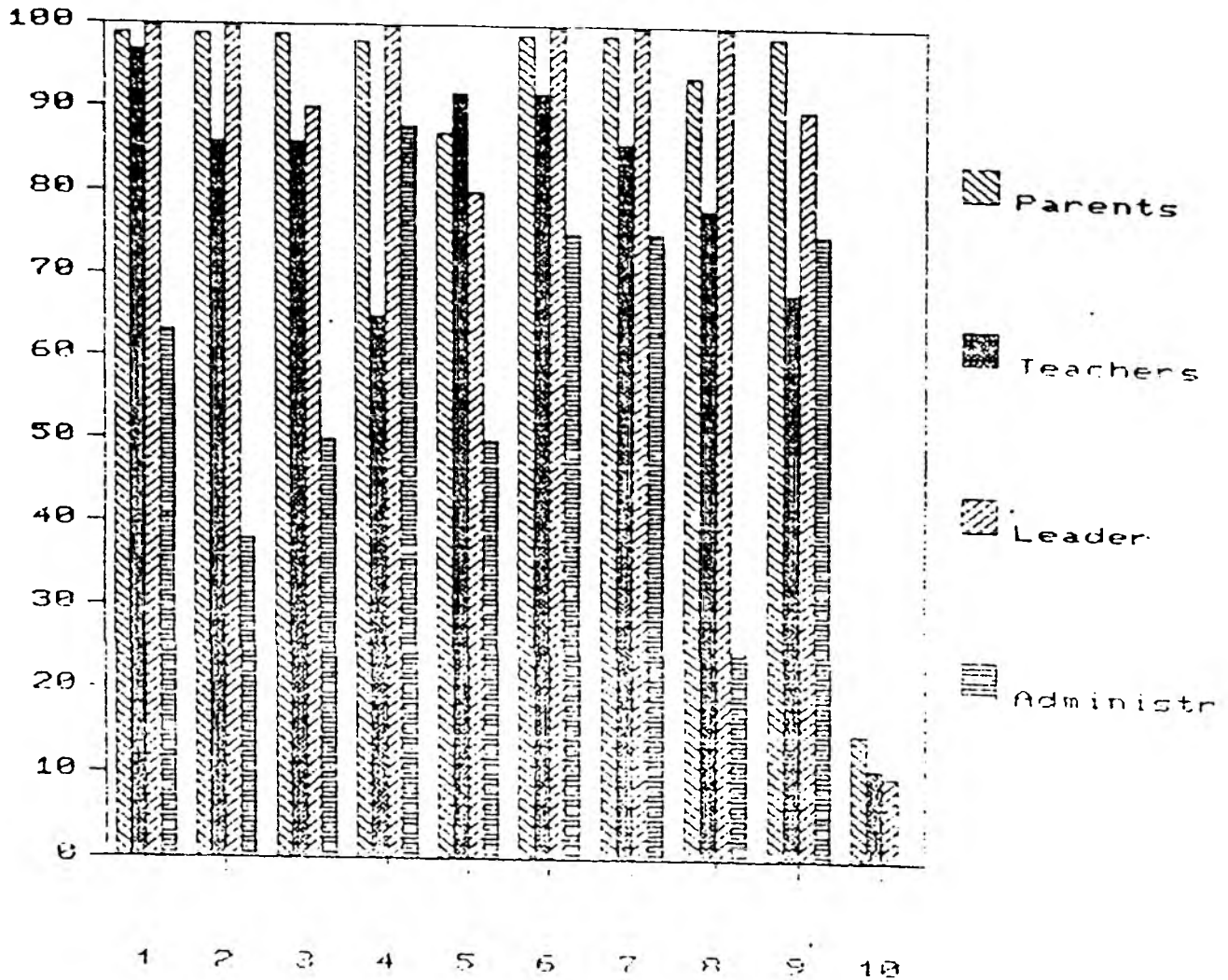


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# BAGE PALU

## Perception of utility of Girls Education



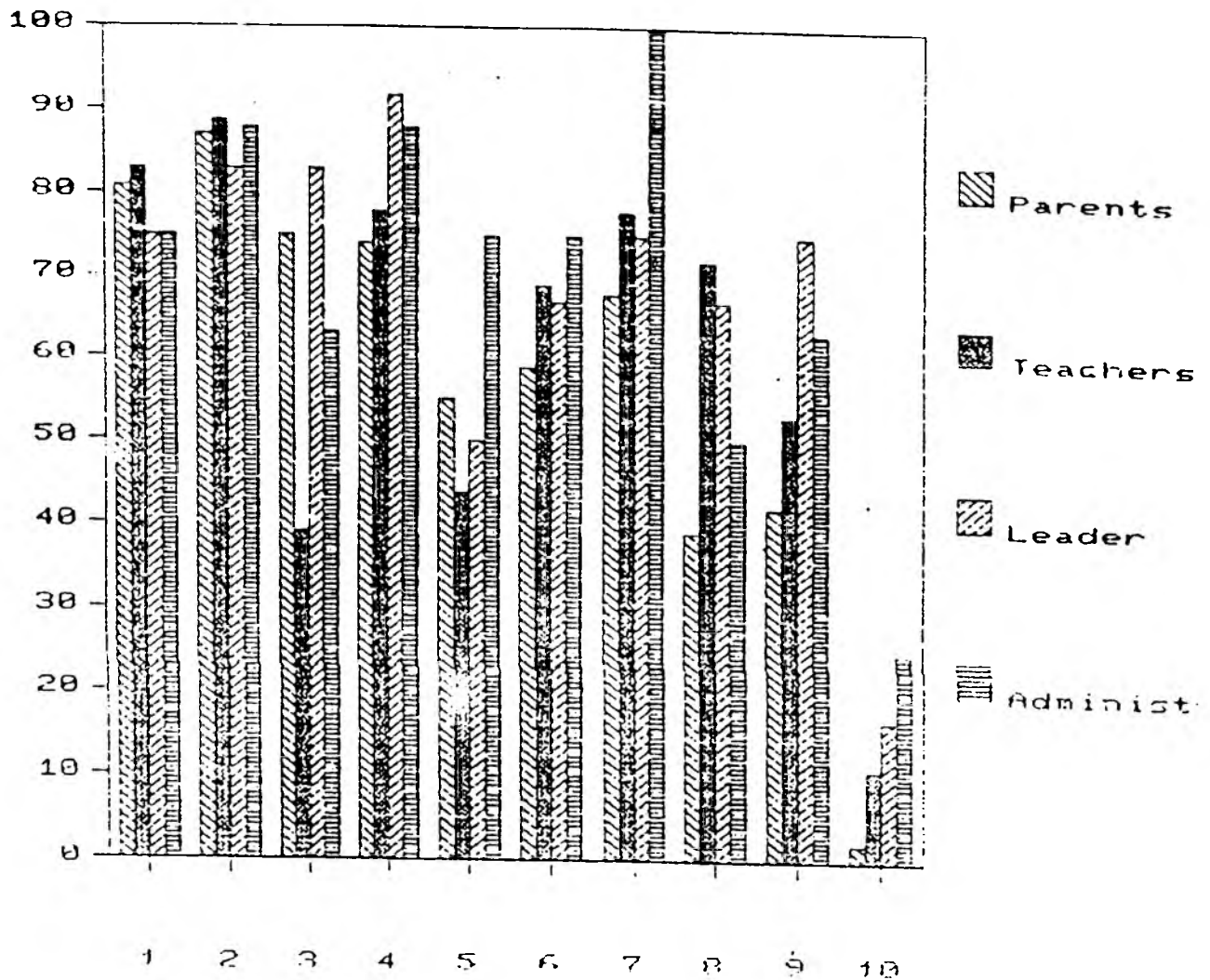
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# DEVADURGA

## Perception of utility

### of Girls Education



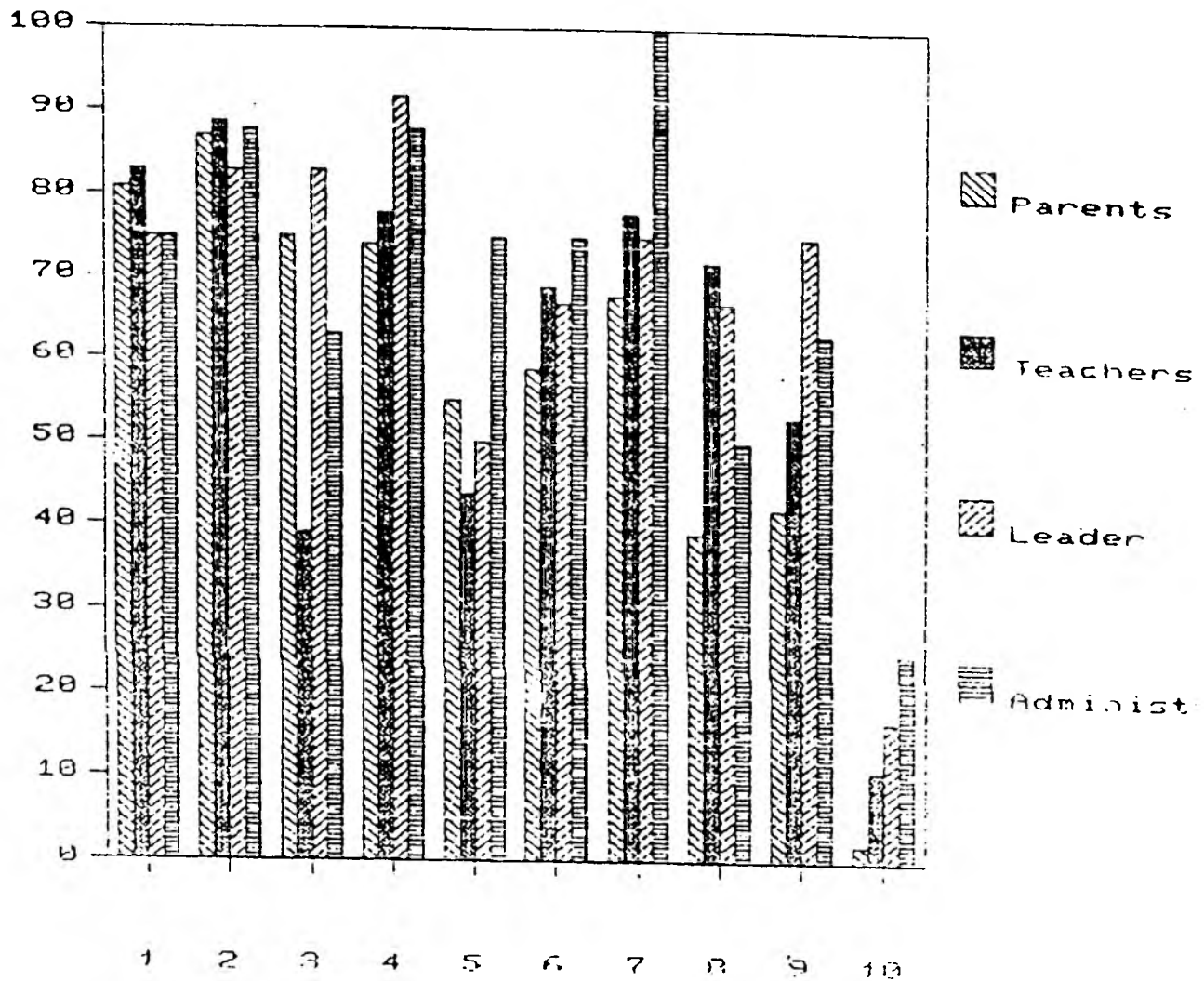
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# DEVADURGA

## Perception of utility of Girls Education

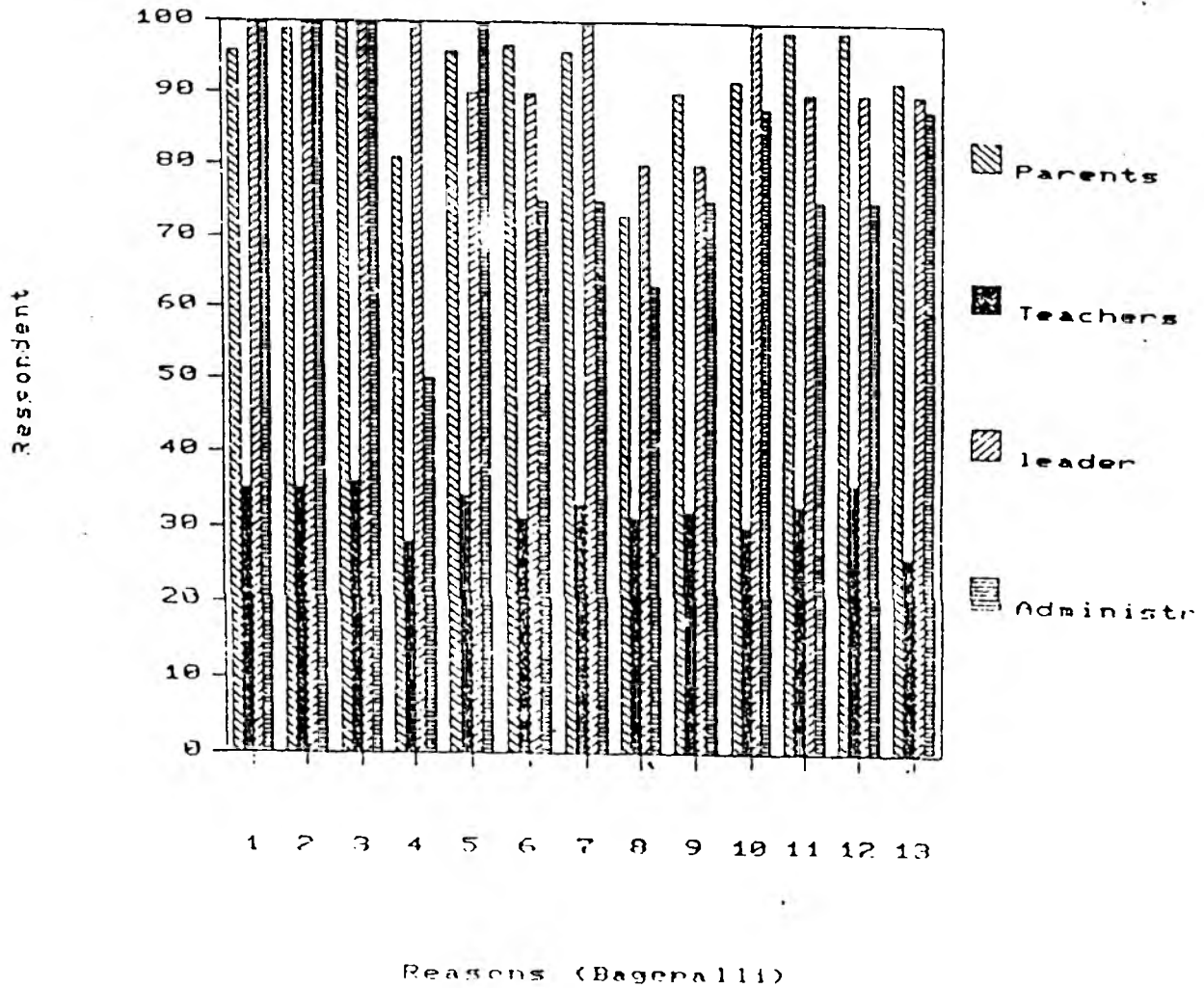


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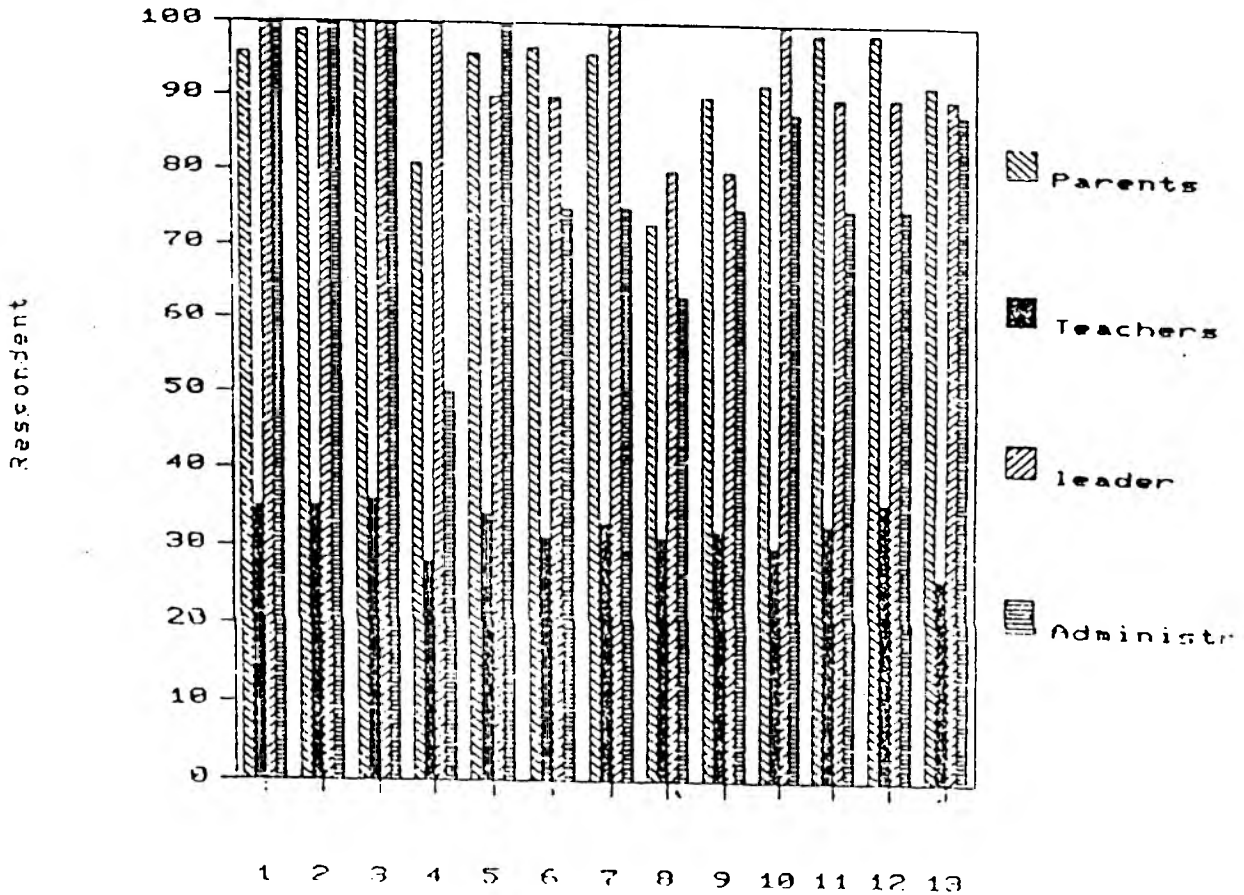


### Gender Equality perception



1. Girls and boys need equal education	7. Both can perform all tasksequally 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

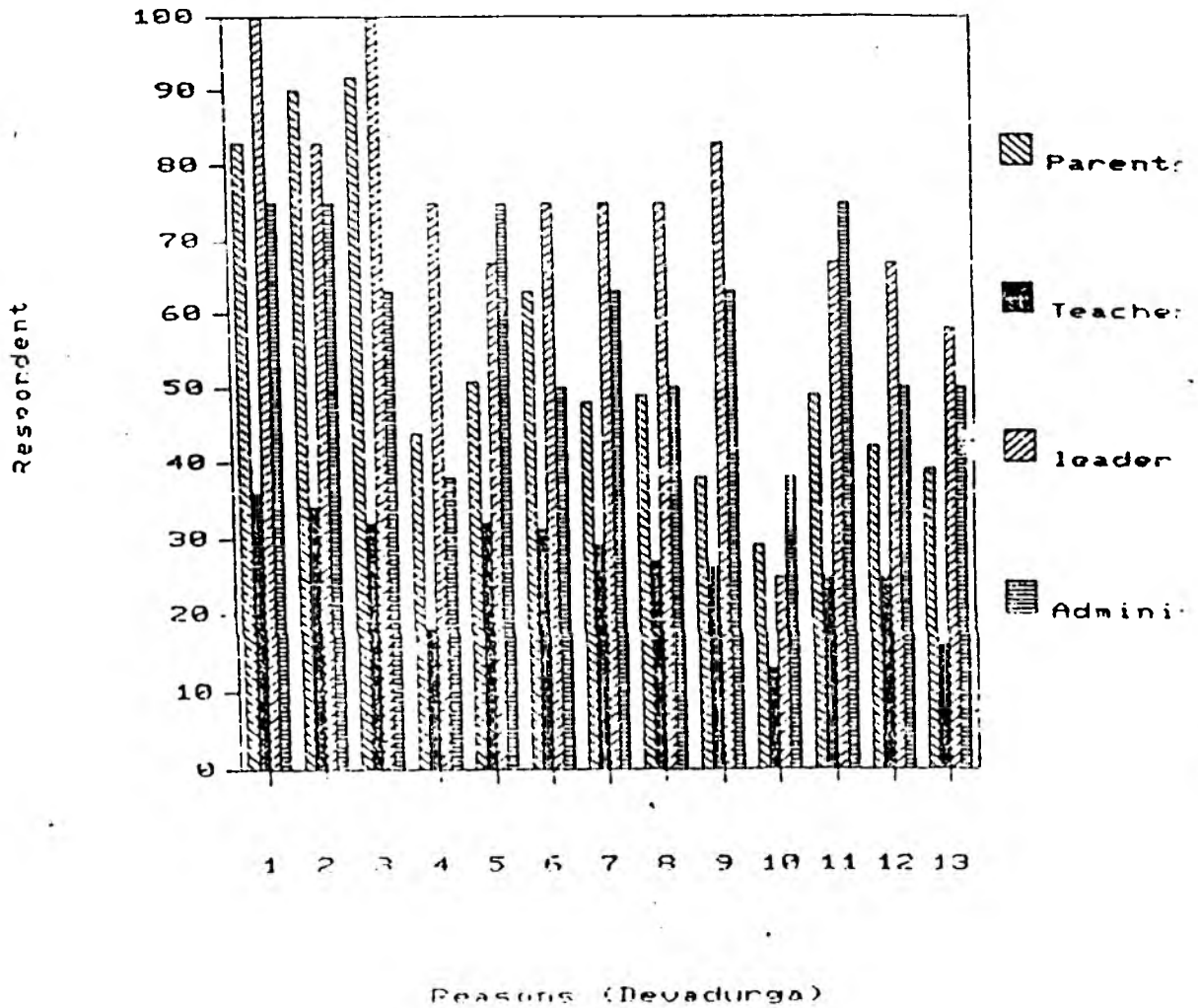
### Gender Equality perception



### Reasons (Bagepalli)

1. Girls and boys need equal education	7. Both can perform all tasksequally 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

### Gender Equality perception



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## *D P E P G E N D E R S T U D I E S*

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Both can be assigned same duties/responsibilities and assets can be registered in joint names is not agreed by majority. In Devadurga and Raibagh Blocks reasons such as assigning same duties giving equal play time similar occupations is not acceptable to many. A strong indication of patriarchal value and the desire to have control over resources is explicit.

Most of the dropout girls have expressed desire to resume studies and most of them like their teachers. But in group discussions parents have criticized the teachers vehemently. The reasons for dropping out as expressed by the girls themselves are the timings, social insecurity, poverty domestic work etc.

Mathematics is the subject disliked by majority of the dropouts.

As far as access of school in the villages with schooling facility for students and Teachers is within a villages it is walking distance of 1 K.M. In school-less villages - the facility is upto- 4 k.m. distance.

The time spent on household work by girls is 1-2 hours and this is common to almost all villages.

The dropout of girls and the non-enrolled girls expressed that parents discriminated in providing books, helping in studies, allowing to play and social visits. The trend again speaks of the sex discrimination prevailing and these social reasons are the main causes for non-participation of girls.

### **SUMMARY OF FINDINGS:-**

What has emerged from the observations and group discussions is that lack of motivation is the strongest factor resulting in non participation of girls. The other reasons being economic and domestic work. Parents and public have been unable to understand the schooling returns and aspire for immediate and tangible results. Teachers were also vehemently criticized. These issues drive home the point that mobilisation, [awareness

## *D P E P G E N D E R S T U D I E S*

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and supportive structures are essential and that, there is need for a larger cross section of the community and the Government missionary to jump into action on a war footing style.

The task set before is a multifaceted task. The human beings can't be driven like cattle into the school premises but rather attracted to the school arena, entertained for retention and pack them with abundant information that when ready to go they are never empty. Therefore, there is an imperative need to bring in new inputs into the institutions, into the content and process of education and in the environment surrounding them.

According to the data available from the field study as well as the Secondary data obtained from the data base it is evident that physical access to school is not a major problem and all the 4 district reports have accommodated provision of schooling facility in the unserved areas. The social access of a girl child to school is a major problem. Even a village with primary schooling facility, ICDS centre, and Literacy centre has not drawn the entire girl child population into the schoolfold. The social factors of the access need to be given priority.

The dropout rates among girls, SC girls and ST girls at the State level or at the district level and village level are equally bad. The problems of retention are economic causes and social causes.

The Baseline study data needs to be analysed to indicate the achievement level of the girls' in these areas; but by and large girl's achievements are far better than the male counter parts. This is a global phenomenon. X std. public examination results have been analysed on sex variables, and a decades results reflect higher percentage of passes in respect of girls.

The causes of non-enrolment and retention are by and large common in all areas. The reasons could be classified as purely social, economic, management and administrative.

The social and demographic indicators in each of the districts provide contradictory picture. If sex ratios are favourable, the literacy rates are alarmingly low, work participation rates are increasing, but economic improvements is

## *D P E P G E N D E R S T U D I E S*

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not apparent. In K.R.Pet Taluk, the economic condition is comparatively better and social indicators are favourable. People express facility of education for girls. Womens' status is slightly better, women are articulate and quite empowered.

The study, the observation, criticism of the teachers, and demand for a female teacher, suggest the social problems. The prevalent Gender inequality which is perpetuated through the curriculum transaction inside and outside the classroom is the main cause for such a situation. The perceptions of Gender equality among teachers and administrators instills in the minds of students unfavourable attitudes. The textbooks of classes I to V have been reviewed from Gender perspective and detailed report is enclosed in the Annexures II.

In all the four areas mahila mandals are working for the benefit of the adult women but yet empowerment of women is not achieved. The skills being developed are not functional as there is no market.

The women's development corporation- could take up the issue of providing locally needy and marketable income generating programmes. Mahila Samakhya programmes need to be expanded for mobilising women. ECCE and Health support services are very essential support services. DWCRA and TRYSEM of the social welfare and child welfare department need to provide structural support to the village as well as the institution.

## *D P E P G E N D E R S T U D I E S*

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The routine incentives like text books, uniforms and noon meals are provided besides incentives like musical instruments and school excursion for children are provided. The first three incentives have been introduced since ages but positive impact of the incentive as students enrolment and retention is not evaluated. Parents have welcomed the incentives orally but these incentives do not attract the children. Cash incentives are aspired for the incentives provided need to have the quality of interesting the students, securing incentives, need to fulfill certain conditions from students, have a long-term usage and effect besides subsiding the socio economical physical problems the child has.

The female teachers in the primary teachers cadre constitute 33% and in the Secondary stage 20% . At the officer's level the female representation reduces to 10% . The placement of female officers and teachers has been found a critical factor in over coming Gender disparity.

The present information monitoring system is a routine monthly, disaggregated data on Gender without any evaluation of the Demographic indicators, support system, contribution of external factors. The information compilation is manual at the lower level and often the data received is obsolete. Therefore there is need for collection of accurate data in a scientific manner and utilise the data for successive plan of action.

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## *D P E P G E N D E R S T U D I E S*

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### INITIATIVES OF STATE GOVERNMENT

The State Government has been sensitive to the issue of promoting girls education. Efforts taken a century ago is documented in the book History of education in Karnataka by A.(C.Gowda. The report gives details of girls participation in education. The major strategies adopted were:

- 1) Starting of separate schools for girls.
- 2) Separate curriculum for girls
- 3) Constitution of a separate committee to look into the problems and adopt new methods.

Inspite of separate allocation of resources for girls' education, the results were not very satisfactory . The reasons quoted in the report are lack of motivation on the part of the public.

After 1956 - no special efforts were made to promote education of girls. But all education Commissions and educational policies have however recommended equal educational opportunities to girls' and women. These policies however didn't trickle down to action in full measure.

The National Policy on Education 1986 and the POA 92, deviate from the earliest recommendations in respect of womens' education. It is education for women's equality and empowerment of women.

In this direction, the State Government has already set up "Mahila Samakhyas" to work for empowerment of women.

The State Government is Gender sensitive and has already initiated action to promote the Status of women through various activities through various departments. Specific targets are fixed, operational plans are being called for from the respective departments.



## *D P E P G E N D E R S T U D I E S*

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The departments are:

Revenue, urban development, forest, Rural development and Panchayat Raj, Cooperatives, fisheries, Agriculture, veterinary, education, Health and family welfare, Commerce and industry & social welfare.

Education department has already initiated action to train the Teacher Trainers at the district level on Gender issues, has prepared a training package to train the lower primary school teachers, sensitized a few district level officers through Administrative training institute.

Besides action is initiated for remote sensitisation of teachers through conduct of 'QUOTATIONS COMPETITION' and 'POSTERS COMPETITION'. Text books of classes 1 to 5 and class X have been reviewed from gender perspective. Action is being taken to prepare an operational plan for entire state.

The initiatives of the State department has just begun but there is good response on this agenda from all sections and an undoubted faith in the idea that educational progress is possible only with the girls participation is education is often expressed in papers, periodicals etc.

The encouraging atmosphere, the awareness among the educated persons, the actual field study and the analysis of the data collected has provided a clear vision to conceive the project, visualise strategies and prepare activities.

Taking into account the recommendations of DPEP-project in the four districts the project has proposed the strategies and activities as detailed here.

The objectives and the strategies proposed are so as to strengthen the district recommendation as well as to provide additional support in realising the goals of girls' education.

## *D P E P G E N D E R S T U D I E S*

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The main goal of the project is to achieve total participation of girls in UEE, develop the values of human equality and to promote empowerment of women. The project envisages to achieve short term goals and set the path for achievement of long term goals.

### SPECIFIC GOALS

#### 1) Long term goals

- a) To develop the values of human equality so as to bring women's equality in the society through the education system.
- b) To promote empowerment of women through the content and process of education.
- c) To enable the girls to become self-reliant, self defensive and contribute for development.

#### 2) Short term goals

- i) To create awareness among the parents of eligible girls in particular and public in general on the importance of girls' education.
- ii) To ensure total participation of girls in 6 -11 yrs age group in the project areas.
- iii) To ensure retention of 6 -11 years age group girls in schools
- iv) To ensure attainment of minimum levels of learning in curricular subjects, and functional skills and values through the non-curricular areas
- v) To develop confidence and courage among the girl students and motivation, so that they continue to pursue education even beyond class 4
- vi) To sensitise teachers, Teacher trainers and administrators on gender issues

## *D P E P GENDER STUDIES*

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- vii) To sensitise teachers association office bearers at all levels and develop skills to mobilise the community
- viii) To establish linkages with other departments.
- ix) To introduce new type of incentives to girl children

### **STRATEGIES**

\* The entire study data and personal interaction with the general public, teachers, administrators and community leaders, has confirmed the social constructions of gender disparity precipitated through all daily routine and activities, therefore creating awareness gets the fore most priority, Again the target population consists of diversified groups therefore, there emerges a need for preparation of variety of material. Sensitisation in two methods is visualised.

- (i) To control the focus of gender stereotyping, gender bias and gender abuse through mass-media and
- (ii) To develop campaign/ sensitisation material and conduct campaigns

\* One of the demands for girls education being availability of a female teacher considering the consequences of a female teachers being posted in project areas, it is proposed to provide additional (over and above the teacher pupil ratio) locally available female teacher on temporary basis. The hidden goal is to motivate and empower the local women besides mobilising girls enrolment A detailed scheme worked out is enclosed in the Annexures.

\* The teachers so far through pre-service and in-service training had been trained to impart instruction in the 3 Rs at the lower primary level. This function is not disputed. The rural primary school teachers have to perform additional roles to achieve the goals of UEE & EFA. At present the additional duties, under taken are General census and Educational census.

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## *D P E P G E N D E R S T U D I E S*

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\* The new roles need to be redefined and the teachers be oriented properly in performing their roles.

\* A cursory review of the available children's literature in the school libraries and in the market presents and pampers the traditional roles of women. The stories have great impact on the children for they identify their roles with that of the characters in the story. In order to help the children, both boys and girls, to develop the right attitude, children's literature with new roles for boys and girls men and women, needs to be prepared, The creative writers and artists would be invited to write stories besides taking up translation of such available material.

\* The data on the disabled population reveals that Karnataka has lower percentage of disabled females than that of the males. Efforts are not made to cross check the validity of the data but one doubt emerges that, Identification of disability among women and girls, is perhaps not made. Therefore, more number of teachers will be subjected to multicategory training, so that identification of disabled girls and extension of facilities to such of the girls under IED could be made.

\* Though gender awareness is being created through external sources such as campaigns and drives, the message should reach every person in the educational system (students-teachers - teacher Educators-administators) in theory and in practice. Therefore regular, periodic orientation training will have to be given to prepare the teachers, to transmit the gender equality message through activities.

\* The teachers need constant help in transmitting the new messages and ample illustration spread the message and therefore teachers (hand book) has to be prepared and circulated to every Teacher.

\* The inspecting officers, and all officers down the administration ladder need training to guide the teachers in and out. Hence the officers will also be trained on gender issues.

\* Periodic project progress has to be monitored and project monitoring cell shall be created at the state level with provision of project assistants for each district

## DPEP GENDER STUDIES

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\* To design innovative curricular activities for girls so as to develop self-image, self-concept and self-confidence among girls and also income generating programmes under SUPW activities to enable the girls to meet the cost of education.

\* The incentives provided now are not attractive and don't leave permanent impact, therefore the proposal is to decide the type of incentive on the basis of personal requirement. An equipment like cycles could be provided, used in the schools in lieu of routine physical exercise, and the equipment could be given after graduation as a permanent asset for use, while discharging the domestic chores such as fetching water and fuel. These incentives would vary from village to village.

\* To utilise the services of voluntary female teachers to conduct programs in collaboration with mahila mandals to empower the women, through training for development of skills. locally marketable income generation programmes etc.

\* The physical access is not a major problem but the location of the school, access road, availability of sanitary facilities, and non-availability of female teachers are all problems of access. The physical facilities need to be taken care under the DPEP programme the district component

\* The process of promoting empowerment are multiple through education through developing skills, through provision of economic resources and access to resources, besides external improvement of the locality speaks in terms of physical as well as social development. Therefore it is recommended that either the state govt resource or the district plan would take measures to provide various facilities the water, electricity and sanitary facility according to the needs to the villages.

\* To coordinate with the other departments with the purpose of enforcing compulsory admission of all eligible girls to school, If the parents are beneficiaries of any government programmes and schemes. In addition to persuasion and motivation, enforcement could be a very effective method.

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## D P E P G E N D E R S T U D I E S

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### ACTIVITIES

1. To identify the content language - method of conducting campaigns
2. Preparation of relevant material and training to use them.
3. To conduct campaigns.
4. Evolving strategies for monitoring the progress.
5. Appointment of voluntary female teacher and conduct of training to these teachers.
6. Conduct of enrolment drives and monitoring the progress.
7. Introduction of new incentives and new activities in the schools.
8. Introduce income generating programmes under S.U.P.W.
9. Prepare training packages(separately) for training of teachers, inspectors, administrators/teachers association office bearers.
10. Review of text books and class room activities from time to time to eliminate gender bias
11. Preparation of hand books for teachers use.
12. Conduct of training for teachers /inspectors /heads of institutions /administrators /office bearers /mastertrainers /other departmental staff.
13. Evaluation of the training and trainers by developing gender training evaluation tools.
14. Preparation and publication of children's literature.
15. Mid-term evaluation of the project progress.

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*D P E P GENDER STUDIES*

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16. Conduct - interdepartmental officials meeting and process beneficiaries applications.
17. Evaluates students performance.
18. Operationalize management information system for gender issues.
19. Build new literature on gender issue in education.
20. Build up case studies and eliminate gender bias.

## D P E P G E N D E R S T U D I E S

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### PROJECT MANAGEMENT

The project proposes to create a three tier structure for effective implementation of the project. State level, District and Block level.

#### State level advisory committee :

1. Education Secretary : Chair person
2. Commissioner for Public Instruction : Member Secretary
3. Heads of the following departments as members :  
Women and Child Department / Social Welfare / Rural  
Department / Health.
4. Director, T.V.Centre, Bangalore
5. Director, A.I.R., Bangalore.
6. Smt. Vatsala Vedanathan, Journalist.
7. Director General, A.T.I., Mysore.
8. Director, Mahila Samakhya, Bangalore.

#### FUNCTIONS OF THE ADVISORY COMMITTEE :

1. Make quarterly review of mass media literature focusing gender distorted material, pictures etc.,
2. To initiate steps to control publication of such material.
3. Discuss guidelines for broadcast, telecast / ~~of the~~ print <sup>of the</sup> gender sensitive and gender equality messages.
4. Review the physical and financial progress according to the phasing of the programme.
5. To examine and accord approval to the new proposals further plan of action and additional inputs.



## *D P E P G E N D E R S T U D I E S*

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### PROJECT RESOURCE UNIT

1. DPI (Research and Training)
2. State co-ordinator for gender studies.
3. Project Assistants.
4. Universities' Women's study departments.

### FUNCTIONS :

1. To identify the content, language and method of campaign material.
2. Preparation of campaign material and training packages.
3. Conduct training of key persons.
4. Review the training programmes conducted at the districts.
5. Monitor the progress of the project - quarterly and process data through the Computers.
6. Submit quarterly reports to the advisory committee.
7. To arrange for preparation and publication of children's literature.
8. Provide information for mid-term and final evaluation.
9. Preparation of hand books, review of text books.
10. Enriching the Gender training material.
11. Maintain accounts of the project.

## *D P E P G E N D E R S T U D I E S*

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### DISTRICT LEVEL UNIT :

1. Deputy Director of Public Instruction.
2. Principal, District Institute of Education and Training.
3. Education Officer.
4. Mahila Samakhya / NGO / Missionaries / Mahila

### FUNCTIONS :

1. Supervise the conduct of campaigns, training programmes, enrolment drives, etc.,
2. Monitor and consolidate data.
3. Establish linkages with the other concerned departments.
4. Provide information to the State Resource Unit.
5. Circulation of material, distribution of incentives, maintenance of accounts, auditing of block level expenditure, provide academic guidance to the teachers.
6. Evaluate the performance of voluntary teachers.
7. Supervise and evaluate the block level activities.

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## *D P E P G E N D E R S T U D I E S*

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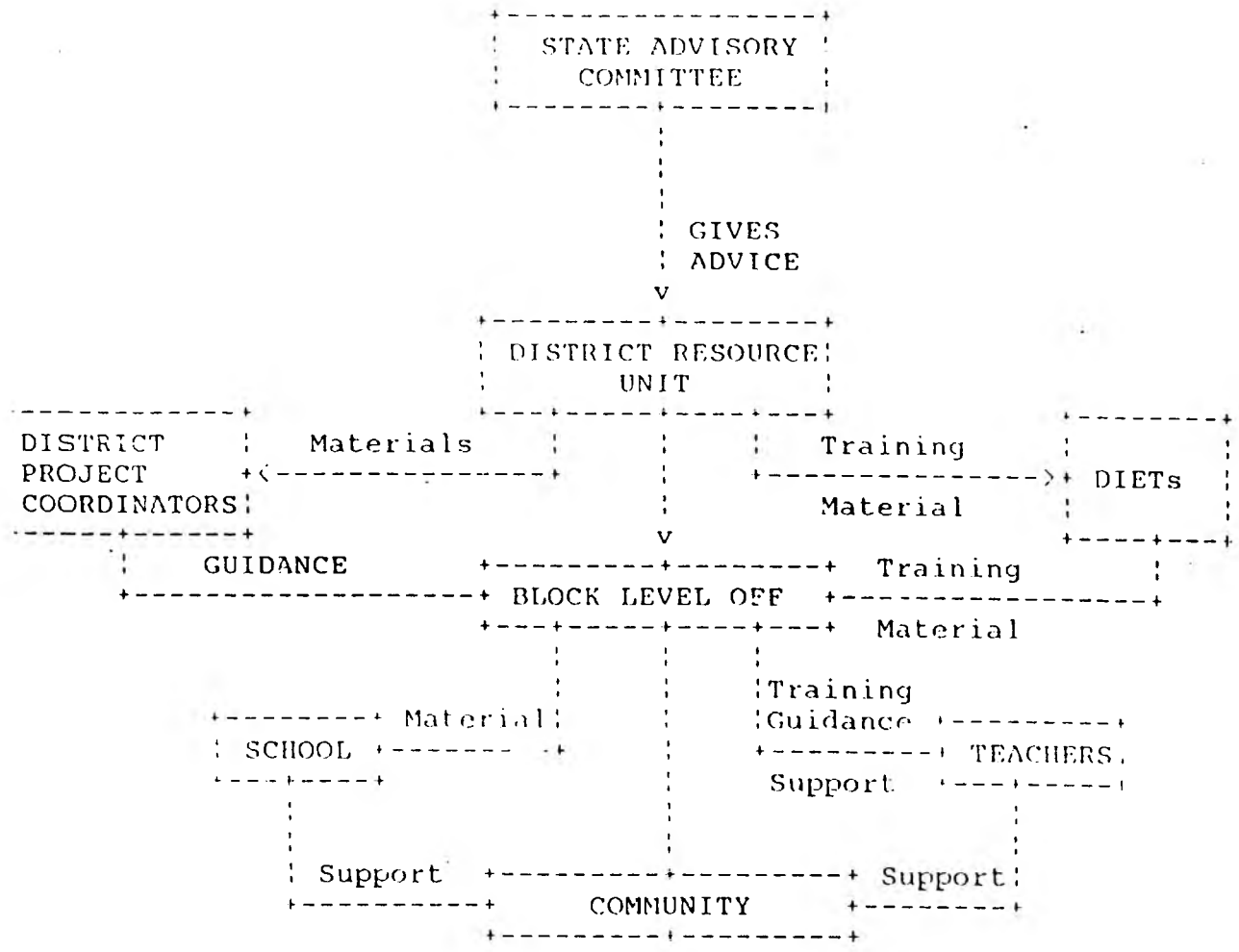
### TALUK LEVEL :

1. Assistant Educational Officer.
2. Inspector of Schools.
3. Teachers Association Members
4. Two Head Masters of Primary Schools.
5. Local Mahila Mandal member / Yuvathi mandal.

### FUNCTIONS :

1. Conduct campaigns / enrolment drives.
2. Arrange for training of teachers.
3. Supply the material circulated from the Resource units/schools/ other agencies.
4. Participate in the inter departmental meetings and implement the resolutions passed.
5. Collect data periodically from the Institutions / other agencies regarding girls participation.
6. Evaluate the performance of the schools in quantitative terms.
7. Submit quarterly reports to the district project unit.
8. Visit the institutions.
9. Build profiles of the excellent achievers (locally)
10. Maintain accounts and submit accounts.

PROJECT - MANAGEMENT FLOW CHART





TIME FRAME OF OPERATIONS

ACTIVITY	APR-JUN 1994	JUL-SEP 1994	OCT-DEC 1994	JAN-MAR 1995	APR-JUN 1995	JUL-SEP 1995	OCT-DEC 1995	JAN-MAR 1996	APR-JUN 1996	JUL-SEP 1996
	**	**	**	**	**	**	**	**	**	**
ACTIVITY	OCT-DEC 1996	JAN-MAR 1997	APR-JUN 1997	JUL-SEP 1997	OCT-DEC 1997	JAN-MAR 1998	APR-JUN 1998	JUL-SEP 1998	OCT-DEC 1998	JAN-MAR 1999
EDUCATION FOR WOMEN'S EQUALITY	--	**	**	--	--	**	**	--	--	**

GROSS ENROLMENT RATIO 1992-93

SL NO	STAGES OF EDUCATION	BOYS	GIRLS	TOTAL
1	LOWER PRIMARY SCHOOLS			
A	GENERAL	119.4	110.4	115.0
B	S.C.	143.55	119.8	131.97
C	S.T.	136.68	111.18	124.94
2	HIGHER PRIMARY SCHOOLS			
A	GENERAL	96.6	52.0	61.0
B	S.C.	69.63	45.72	57.89
C	S.T.	60.06	38.71	49.58

## D P E P G E N D E R S T U D I E S

### D I S T R I C T W I S E C O M P A R A T I V E L I T E R A C Y P O S I T I O N O F P O P U L A T I O N A G E D A B O V E - 1 9 8 1 - 1 9 9 1 M A L E A N D F E M A L E

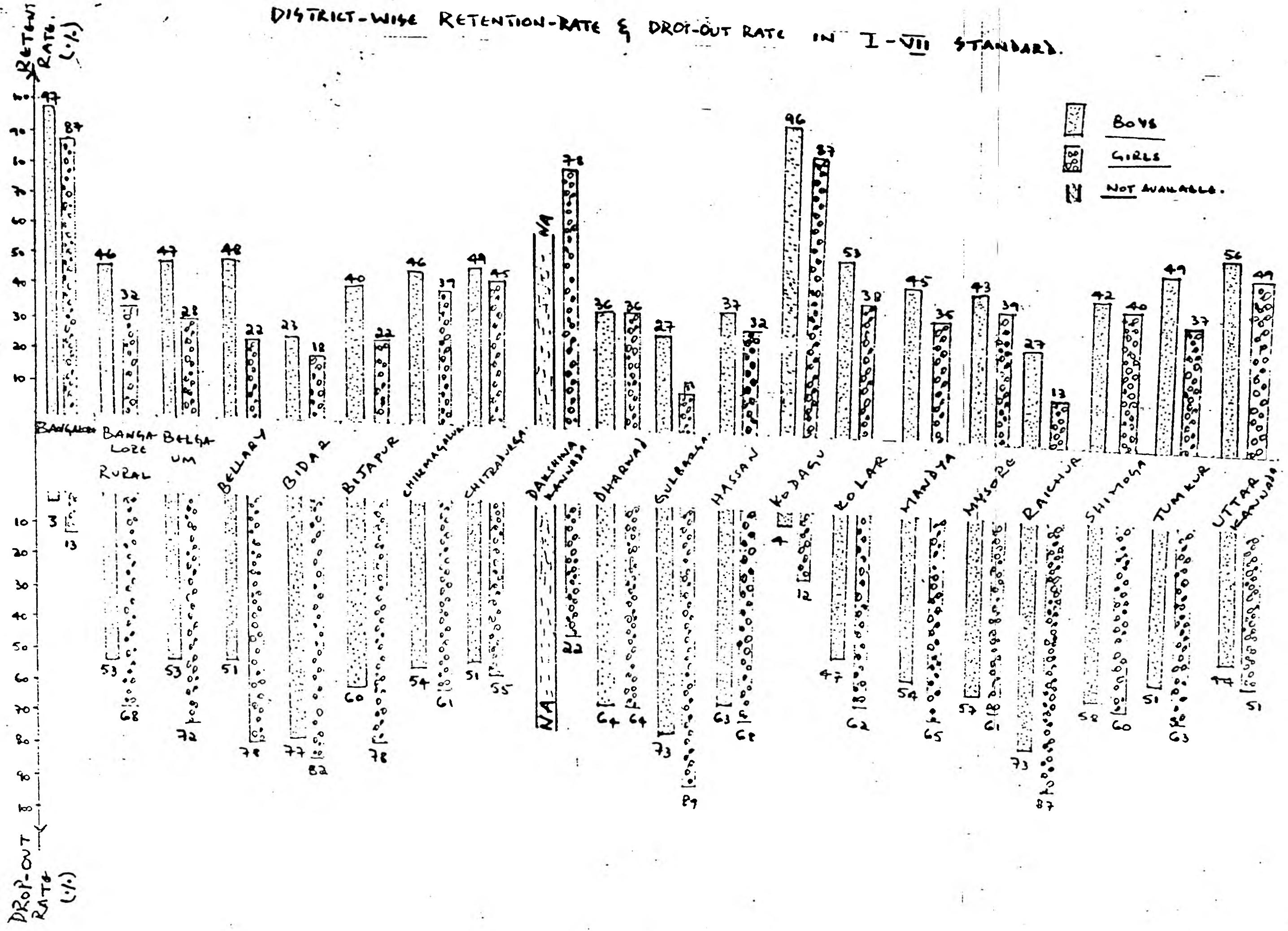
STATE: KARNATAKA

Sl. No.	DISTRICT NAME	MALE LITERATES IN THOUSANDS		FEMALE LITERATES IN THOUSANDS		LITERACY RATE FOR MALES		LITERACY RATE FOR FEMALES		INDEX OF GENDER EQUALITY	
		(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	BANGALORE	1502	1818	965	1352	70	86	49	70.3	82.5	89.5
2	BANGALORE (RURAL)		444		266		62.1		38.9		76.7
3	BELGAUM	734	993	345	560	58.7	66	29	38.5	65.5	73.4
4	BELLARY	308	459	138	243	50.9	57.2	23.4	31.1	62.7	70.2
5	BIDAR	189	305	68	151	46.9	56.8	17.1	29.3	53.6	67.6
6	BIJAPUR	541	852	215	482	55.6	68.5	22.4	39.9	57.3	73.3
7	CHIKMAGALUR	243	311	149	221	62.5	72.3	40.5	52.1	78.2	83.7
8	CHITRADURGA	438	628	228	383	58.8	67	32.7	42.9	70.9	77.7
9	DAKSHIN KANNAD	707	943	545	820	74	86.4	53	70.1	84	90
10	DHARWAD	811	1070	422	639	66.2	71	36.2	44.6	70.3	76.7
11	GULBARGA	374	548	132	251	44.5	49.9	16	23.6	52.6	63.8
12	HASSAN	327	458	174	303	58.2	69.8	31.6	45.9	70	79.4
13	KODAGU	133	157	94	127	66.4	77	51	62.6	86.2	89.7
14	KOLAR	417	598	205	348	53	63.5	26.9	37.9	67.1	74.6
15	MANDYA	287	422	134	254	48.5	60.3	23.8	37.2	65.3	76.1
16	MYSORE	513	770	293	494	46.9	57	27.4	38.1	73.1	79.8
17	RAICHUR	316	461	115	203	44	47.3	16.1	21.1	53.6	61.1
18	SHIMOGA	450	586	272	406	64.3	72	91.4	51.5	77.8	83.2
19	TUMKUR	479	666	237	403	58	67.8	29.9	42.4	67.6	76.7
20	UTTAR KANNAD	310	398	201	288	68.9	76.8	46.6	57	80.3	85

\* (BANGALORE RURAL) NEW DISTRICT FORMED OUT OF BANGALORE



# DISTRICT-WISE RETENTION-RATE & DROU-OUT RATE IN I-VII STANDARD.



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*D P E P G E N D E R S T U D I E S*

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CASE-STUDY

NAME : Uma Devi  
Age : 23  
Qualification : MSc. (Statistics)  
Father : Anne Gowda

*Uma Devi:- A 23 years old girl hails from sollepora, a small village K.R. Pet Taluk in Mandya district.*

Her father Anne Gowda is a teacher in school in the neighboring village, her mother sulachana is a hose wife.

Uma devi is the only girl in the village who has obtained a masters degree. Her main source of encouragement and inspiration has been her parents especially her father. She did her primary schooling in sollepora her home village and continued her secondary education in a school in neighboring village called kikkeri.

After 7th standard she wanted to take up a merit examination, she studied even during her holidays but did not get hall ticket, so her father enquired the teachers about the hall ticket to which they replied " you have son let him

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## *D P E P G E N D E R S T U D I E S*

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come up, don't be disappointed because your daughter cannot take up the examination Uma devi was affected by this incident and wanted to prove that she could do well too.

She had a brother and sister who were younger to her. When she was in the 8 th standard, her brother expired in an accident and so her parents started encouraging her by telling that she would fulfill the dreams that they had for their son. She felt that her parents never differentiated between their son and daughters.

She went on to do her PUC in Chennarayapatna and BSc and MSc in Mysore.

Initially she was apprehensive to stay in a hostel as she felt that hostel life was not meant for girls but her parents asked her to shed her fear and continue her education.

Now she has completed her masters in statistics and on the verge of fulfilling her desire to be a teacher. She Wants to be economically independent before being married off.

She adds that her father is responsible for her present state of well-being.

## *D P E P G E N D E R S T U D I E S*

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### ANNEXURE-1 Curriculum Review from Gender Perspective Std I to V (all text books)

The text books of Std I to V, prepared recently and introduced during the year 91-92, 92-93 & 93-94, were reviewed from Gender perspective. The process of review contained two broad parameters-

- 1) The Administrative aspect
- 2) The Academic aspect.

#### THE ADMINISTRATIVE ASPECT:-

The Administrative aspect took care to verify the number of female members included either in the text book preparation committee or the scrutiny committee. In the regional language books following was the status with regard to status of female members.

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Std I	Males	Females
I	9	1
II	3	1
III	5	2
IV	8	2
V	6	1

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*D P E P G E N D E R S T U D I E S*

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Similarly in the scrutiny committee there was absolutely no representation of women.

## *D P E P G E N D E R S T U D I E S*

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THE STATUS OF THE OTHER BOOKS IS INDICATED HERE.

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Sub/std	I		II		III		IV		V	
	M	F	M	F	M	F	M	F	M	F
Social studies	-	-	-	-	8	1	6	1	11	1
Science	-	-	-	-	5	1	6	1	6	-
Maths	-	-	-	-	6	1	7	1	6	-

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Therefore compared to total number of members in the text books preparation committees put together for all subjects and all the classes women's representation was only..28%....

This trend indicates male bias. The text book Directorate also consists only 16% female representation. Though nearly 33% female teachers are available in the primary teachers cadre, their services are not utilised in text book preparation. It could be inferred that lot of scope is given for patriarchical values to peep through the content of text books.

## *D P E P G E N D E R S T U D I E S*

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### ACADEMIC ASPECT:-

In order to identify the elements that would indicate sex discrimination in the text books, the following check list was used.

- 1) The number of pictures used for each sex.
- 2) Type of activities and occupations indicated for each sex.
- 3) Number of times reference was made to male and females.
- 4) Number and type of adjectives used to describe men and women.
- 5) Language usage.
- 6) Topics chosen in favour women.
- 7) Whether their materials could influence the aspirations of young girls and boys.
- 8) Any other aspect.

Looking at the pictures used, the regional language books have more pictures than social and science text books. Of course the Mathematics text do not contain pictures at all.

## *D P E P G E N D E R S T U D I E S*

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In standard I Kannada book, 12 girls pictures against 69 pictures, 1 out of 22 in Std II, 1 out of 25 in standard III and 4 out of 19, in standard fourth 6 out of 18, In standard V books are found. The V std II language book contains 8 pictures and all of them are boys pictures.

Science and Social Studies are prescribed for Std III onwards. III Std. Science book contain 5 female pictures against 25, In Std. IV 2 out of 25 and Std. V doesn't contain pictures at all.

The Social Studies book of Std. III contains 2 girls pictures out of 30, 13 out of 40 in Std. IV and none out of 5 in Std. 5 text book.

The usage of pictures is likely to act on the minds of students in the following manner.

- 1) Boys feel that their sex is superior and hence pictured.
- 2) Girls could feel neglected.
- 3) Boys feel that girls pictures need not be /should not be shown.
- 4) Girls are not important- They are weak and useless.



## *D P E P GENDER STUDIES*

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- 5) The roles shown through the pictures make a permanent impact on the students. Girls could feel that they have no roles to play.
- 6) Girls also begin to accept as boys are superior, it is good to be a boy etc.
- 7) These pictures force the teacher to become biased in his activities and language in the classroom.
- 8) The cumulative effect, is that girls lose motivation for studies and perhaps result in dropping out or remaining a non-achiever.

## DPEP GENDER STUDIES

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### 2) TYPE OF ACTIVITIES USED:-

The activities referred to picture the males and females through the language text books are detailed below, standard wise.

Std.	Male	female
I	Brushing, Swinging, Bathing writing planting a twig wood cutting, Bursting the crackers, Buying flowers, Pushing the rock, Playing, flying, sleeping.	eating, cutting buying flowers going to school, feeding the goats, sending children to school.
II	Farmer, mechanic, fishing, Driver, Pottery making, Physical Instructor, Carpen- tary, Groccer. Masonry, Weaving, King, Bomber Postman, Policeman, Head master, Army, Teacher, Tailor.	Buying fruits, serving food.
III	Shop keeper, postman, watch man. teacher, farmer.	flower seller Teacher
IV	leaders, Social reformer. snake charmer. watchman, Ministers.	Singing
V	Engineer, Artist. freedom fighter.	-

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## *D P E P G E N D E R S T U D I E S*

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Though scope for such vast number of activities in the social sciences and science subjects is limited yet women are focused as serving food, pouring water, washing vessels \ clothes and carrying water to the house, drawing water from the well etc. for men, teaching, walking in the wind and sun, bathing, lifting weight, using pesticides, doing yoga exercises, Boy consuming balanced diet, blacksmith, irrigating, mason, driver.

In the Social Science, Scientist, Engineer, farmer, postman, chieftain, poet, writer officer are the activities performed by men in the list, whereas women are shown as doing house work - like cooking, care of the baby cleaning etc.

In mathematics, some of the activities used to construct the sums are as follows, buying fruits, saving money, dividing property, driving , playing, etc. Regarding activities there are hardly any activities mentioned for women.

All the activities confirm stereo-type roles; for men and women. What is amazing is even to show observation of experiments in a lab, sun, moon, boys and men are identified as doing the things . The Social constructions of gender go a step further and pervade the natural atmosphere too.

The usage or depiction of the activities and occupations in a non-realistic, biased fashion, is likely to affect the children's psychology, Teacher's attitudes and all those who glance through the book. This will have a lasting effect. The probable influences are-

## *D P E P G E N D E R S T U D I E S*

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- 1) Confirmation of stereo-type roles for men-women further confirm the social status and limit the scope of students assuming and identifying new roles.
- 2) Teacher's would be forced to use them and thus disappoint the girls.
- 3) The utility of girls schooling can not be conceived in a realistic manner.
- 4) Girls feel diffident and less important.
- 5) Girls begin to doubt their abilities.
- 6) Girls also continue to practice only the stereo-type roles.
- 7) The other roles being performed will lose significance are such females shall be catagorised as a separate species and subjected to social criticism.

### 3) NUMBER OF TIMES REFERENCE IS MADE TO MALES AND FEMALES:-

In the regional language books and other books, males have been referred to 60-70 times more than females.

These repeated references to males again provide scope of assuming importance and, on the girls, they make negative impact.

## *D P E P G E N D E R S T U D I E S*

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### 4) NUMBER AND TYPE OF ADJECTIVES USED:-

The list of adjectives used in the language books, social studies books are listed below.

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SLNO	MALE	FEMALE
1	Good	kind
2	Active	Grate Mother
3	Brave	Devoted Mother
4	Patriot	
5	orphan	
6	Clever	
7	Gallant	
8	Courageous	
9	Peace messenger	
10	Adventurous	
11	Hero	
12	Poet	
13	Born poet	
14	Omnipotent	
15	Intelligent	
16	Talented	
17	extra-ordinary	
18	Bold	

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The adjectives used are of 19 type for boys\ males and 2 type for girls and females. The same adjectives are repeated a couple of times throughout the pages of the book. This type of usage is likely to cause the following effects on pupils and teachers.

- 1) Encouraging boys and giving them a feeling of superiority over girls.

## *D P E P GENDER STUDIES*

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- 2) Not recognising the good qualities or great qualities in girls results in non-development of such qualities.
- 3) Teachers try to add a few more illustrations in the same fashion and describe the qualities in a similar fashion.
- 4) Boys, girls and teachers develop wrong images of males and females.
- 5) Girls lose motivation- since either their qualities are highlighted nor the qualities they deserve are described to them.
- 6) Girls tend to shape their qualities to the ones prescribed in the books.
- 7) Girls could jump into a state of confusion trying to analyse their own qualities and finding no support in the book.
- 8) Gender bias will perpetuate in the minds of all students and teachers.

64'

## D P E P GENDER STUDIES

The language used in the form of adjectives, and the lessons and themes focusing mainly (98%) on achievements of male members, good qualities of male members drive home the point that males are good, superior, capable of great things and so on and so forth. The language adds to develop or even intensify the social constructions of Gender.

The content, the language and the picturisation have a cumulative effect on the minds of the children and often clash with the natural aspirations and potentialities the girls would have. The girls would be narrowing down their educational as well as occupational aspirations to the stereotype ones already in practice. They would begin to think that they are not meant for any activity outside the doorsteps of the houses and therefore they would not realise the need for continuing education and having higher educational aspirations.

The activities and the language again emphasise the point that girls ambition in life or the goal in life is marriage and mothering children. This view is deepened by the images given in the story books these children are likely to read. This results in girls shaping their potentialities for mother-hood not safe motherhood and not to develop the hidden talents one has. This infuses in the minds of teachers and students that females have a secondary status in society.

These text books thus fail to develop the value of women's equality and thoroughly fail to empower the girls and women through this process.



INSTITUTIONAL CENTER  
National Institute of Educational  
Planning and Administration,  
17, Dr. Aurobindo Marg,  
New Delhi-110016  
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