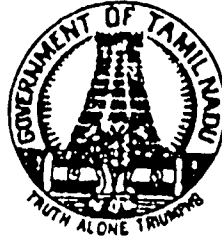


**DISTRICT PRIMARY EDUCATION PROGRAMME
TAMIL NADU**

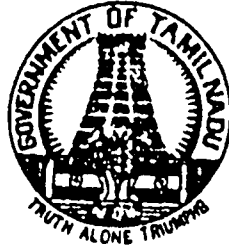


**STATE LEVEL GENDER BASED INTERVENTION
SURVEY REPORT**

SOUTH ARCOT DISTRICT.

**DIRECTORATE OF TEACHER EDUCATION
RESEARCH AND TRAINING
MADRAS.**

**DISTRICT PRIMARY EDUCATION PROGRAMME
TAMIL NADU**



**STATE LEVEL GENDER BASED INTERVENTION
SURVEY REPORT -**

SOUTH ARCOT DISTRICT.

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C O N T E N T S

	<u>Page No.</u>
01. Education for Girls - A major policy concern	- 01-12
02. A profile of South Arcot District	- 13-33
03. Gender Studies - Methodology - Approach	- 34-43
04. Socio Economic Survey - Analysis and interpretations of data	- 44-128
05. Findings and Conclusions	- 129-153

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C H A P T E R - I

EDUCATION FOR GIRLS - A MAJOR POLICY CONCERN

The elimination of all forms of discrimination against women, especially in the light of the provisions of constitutional requirements, social legislations and universalisation of primary education, is still to be achieved.

It is in this context, that education of girls and women has become a major policy concern' - for asserting human rights for education, equality in access, retention in the system, and for ensured success in achieving the levels of education for supportive and developmental activities in life.

It is with a view to study the status and processes of educational programmes relating to girl's education, and to provide 'inputs' in plan formulation, with a view to promoting girls' education and women's empowerment, a concerted effort is being taken now, by the Government of India, Government of Tamil Nadu, the NCERT, New Delhi, the DTERT, Tamil Nadu and the supporting departments in Women's Welfare and other NGO's in Tamil Nadu.

The All-India Scenario :

The enrolment ratio of girls at the elementary stage by states / UTs and ranked by female literacy rate percent in 1991 is given below, to understand the rankings and placement of different states / UT'S in the country.

T A B L E - I

Rank	State/U.T. with literacy rate more than 50%	Literacy Rate 1991		Index of Gender Equality	Enrolment ratio 1991-92			
		Male	Female		Primary		Upper Primary	
					Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
1.	Kerala	95	87	96	100	98	105	104
2.	Mizoram	84	78	93	139	133	76	73
3.	Chandigarh	83	74	94	61	59	57	57
4.	Lakshadweep	87	71	93	157	135	118	97
5.	Goa	86	68	89	106	97	112	96
6.	Delhi	83	68	89	87	88	83	81
7.	A & N. Islands	80	66	89	100	85	88	76
8.	Pondicherry	84	66	88	148	136	135	117
9.	Daman & Diu	86	62	83	-	-	-	-
10.	Nagaland	66	56	96	114	104	70	68
11.	Himachal Pradesh	75	56	83	125	109	125	96
12.	Tamil Nadu	75	52	82	142	128	109	86
13.	Maharashtra	75	51	80	132	119	92	67
14.	Tripura	70	50	83	144	122	90	71
15.	Punjab	64	50	87	102	75	79	66

Source : Girls and Women's education in India - Country Paper, Usha Nayar NCERT, 1993.

Females lag behind males in the literacy rates, especially in Lakshadweep, Goa, Delhi, A & N. Islands, Pondicherry, Daman & Diu, Himachal Pradesh, Tamil Nadu, Maharashtra, Tripura and Punjab.

This is a matter of great concern and calls for scrutiny and concerted efforts to step-up the literacy efforts, enrolment and effective translation of the literacy effects into better social life.

The Tamil Nadu Scenario

The district wise comparative literacy rate as per census 1991 is as follows:

T A B L E - 2

D I S T R I C T	L I T E R A C Y R A T E		
	P E R S O N S	M A L E	F E M A L E
1. Madras	84.7	90.8	78.1
2. Chengai Anna	67.1	78.0	55.7
3. North Arcot Ambetkar	61.1	73.0	49.1
4. Dharmapuri	46.5	56.6	35.8
5. Thiruvannamalai Smabubarayar	52.8	66.2	39.2
6. South Arcot	53.4	66.5	38.8
7. Salem	55.5	66.5	43.9
8. Periyar	56.9	69.1	44.2
9. Nilgiris	74.3	84.8	63.8
10. Coimbatore	71.0	80.1	61.0
11. Dindigul Quaid-E-Millath	58.8	71.3	45.9
12. Tiruchirapalli	62.7	75.4	49.9
13. Thanjavur	67.2	78.8	55.7
14. Pudukottai	58.4	72.8	44.2
15. Pasumpon Thevar	64.1	78.4	50.2
16. Madurai	62.2	74.2	49.9
17. Kamarajar	64.0	76.9	51.1
18. Ramanathapuram	61.3	74.4	48.6
19. Chidambaranar	73.7	82.7	65.2
20. Thirunelveli Kattabomman	65.9	77.7	54.6
21. Kanyakumari	84.2	88.1	80.3

Source : Government of Tamil Nadu, Department of Elementary Education, The District Primary Education Programmes, State Level Interventions.

MAP OF TAMIL NADU



In terms of the literacy levels, the lowest achievement has been in respect of Dharmapuri, Tiruvannamalai Sambuvarayar and South Arcot District, in all aspects (i.e.) literacy levels of males and females taken to-gether.

TABLE - 3

D E M O G R A P H Y

Indicators		Country	State
1. Population in Millions	Male	437.60	28.29
	Female	406.33	27.55
2. % of SC Population to Total (1991)		16.33	19.18
3. % of ST Population to Total (1991)		8.01	1.03
4. % of Rural Population (1991)		73.87	65.85
5. Sex ratio 1991 females per 1000 males		927	974
6. Sex ratio 1991 (0-6 Years)		945	948
7. Literacy Rate(1991)	Total Persons	52.21	62.66
	Male	64.13	73.75
	Female	39.29	51.33
8. Workers participation rate (1991)	Persons	37.46	43.31
	Male	51.55	56.39
	Female	22.25	29.89
9. Literacy Rate	Total	52.21	62.66
	Rural	64.13	73.75
	Urban	39.29	51.33
	Males Rural	57.87	67.18
	Urban	81.09	86.06
	Females Rural	30.62	41.84
Urban	64.05	69.61	

Source : Census of India, (Provisional), 1991.

'Female Literacy Rates' : The literacy rates for females, is as low as 35.8% for Dharmapuri, followed by South Arcot 38.8 and Tiruvannamalai Sāmbūvārāyār District 39.2.

On the other side of the parameter, are some striking better performances, as in the cases of Kanyakumari 80.3%, Madras 78.1%, followed by a steep fall in the percentage ranges (65.2 to 43.9) in the case of other districts.

Therefore there are three district segments of literacy rates, as,

- | | | | | |
|--|-------|-------|-------|----------|
| A. Kanyakumari and Madras | - | 80.3% | and | 78.1% |
| B. 16 other districts other than in | | | | |
| | A & C | - | 65.2% | to 43.9% |
| C. And 3 districts, Dharmapuri,
South Arcot and Tiruvannamalai
Sambuvarayar Districts at the
lowest level | | - | 39.2% | to 35.8% |

To start with, therefore, the three districts in C, Dharmapuri, South Arcot and Tiruvannamalai Sambuvarayar need our foremost attention.

T A B L E - 4

ENROLMENT IN PRIMARY AND MIDDLE SCHOOLS BY DISTRICT 1990-91

D I S T R I C T	I - VIII STD		T O T A L
	BOYS	GIRLS	
1. South Arcot	403784	346414	750168
2. Tiruvannamalai Sambuvarayar	203023	168742	371765
3. Dharmapuri	195903	152172	348075
Total	4642833	3903642	8546475

Source : Statistical hand book of School Education Department 1990-91.

T A B L E - 5

ENROLMENT STANDARDWISE (1990-91) SOUTH ARCOT DISTRICT

Class	N U M B E R S	
	BOYS	GIRLS
I	59529	57589
II	56904	49888
III	52019	46542
IV	51611	46390
V	51601	45353

Source : DPEP Report - Department of Elementary Education, Tamil Nadu.

T A B L E - 6

The drop out rate in the age group 6-14 for five years from 1986-87 to 1990-91 by districts are as follows:

S.No.	D I S T R I C T	P E R C E N T A G E		
		BOYS	GIRLS	TOTAL
1.	Madras	44.52	49.42	47.52
2.	Chengai Anna	45.14	53.24	48.74
3.	North Arcot Ambetkar	50.15	59.87	54.89
4.	Dharmapuri	54.61	62.87	58.42
5.	Thiruvannamalai Sambuvarayar	51.74	61.62	56.23
6.	South Arcot	48.17	58.17	50.97
7.	Salem	48.12	57.49	52.35
8.	Periyar	48.39	58.06	52.75
9.	Nilgiris	49.39	59.19	54.13
10.	Coimbatore	49.30	58.95	53.98
11.	Dindugul Quid-E-Millath	48.38	58.86	53.80
12.	Tiruchirappalli	47.27	54.80	49.32
13.	Thanjavur	47.92	59.04	53.28
14.	Pudukottai	48.03	59.57	52.89
15.	Pasumpon Thevar	49.66	59.43	53.97
16.	Madurai	49.22	58.49	53.39
17.	Kamarajar	49.26	59.35	53.89
18.	Ramanathapuram	49.53	59.59	54.27
19.	Chidambaranar	48.66	54.76	51.37
20.	Tirunelveli Kattabomman	48.47	56.18	51.59
21.	Kanyakumari	45.43	49.77	47.60
Total		47.68	59.82	52.38

Source : Statistical Handbook of School Education Department 1990-91.

T A B L E - 6

P O P U L A T I O N O F C H I L D R E N I N T A M I L N A D U - 1 9 9 1

State /	Population 1991	Population growth rate 1981-1991	Male - Female ratio 1991	Population of children 1991				Male / Female ratio Children (1991)	Proportion of children 1991			
				0-4	5-9	10-14	0-14		0-4 %	5-9 %	10-14 %	0-14 %
Tamil Nadu	55638318	14.94	972	6199581	6651907	6630053	19481540	969	11.14	11.96	11.92	35.01

Source : Census of India, 1981 Tamil Nadu, Census of India, 1991 Tamil Nadu, (Provisional Population Tables).
 The population of children in Tamil Nadu is 11.14% for the age group 0-4 and 11.96% for the age group 5-9 and 11.92% for the age group 10-14.

T A B L E - 7

I N F A N T A N D C H I L D M O R T A L I T Y R A T E S (E S T I M A T E S) I N T A M I L N A D U - 1 9 8 1

District	I N F A N T M O R T A L I T Y						C H I L D M O R T A L I T Y											
	A L L A R E A S		R U R A L		U R B A N		A L L A R E A S		R U R A L		U R B A N							
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female						
Tamil Nadu	104	114	93	116	129	103	78	84	71	132	134	131	146	147	145	104	106	102

Source : Census of India, 1981 - Occasional Papers, No. of 5 of 1988. Child mortality estimates in India.
 The infant mortality rates for all areas is 104 (total), 114 for male children and 93 for female children.
 The IMR is greater for rural areas than urban areas. Similarly the child mortality rate is also greater for rural areas than for urban areas.

T A B L E - 8

CHILD MORTALITY ESTIMATES BY THE EDUCATIONAL LEVEL OF THE MOTHER - TAMIL NADU

E D U C A T I O N A L L E V E L	I N F A N T M O R T A L I T Y			C H I L D M O R T A L I T Y			
	Population	Male	Female	Population	Male	Female	
Illiterate	Total	115	127	103	153	153	153
	Rural	121	134	108	156	156	157
	Urban	93	103	82	140	140	141
Literate, but below middle	Total	91	102	80	108	112	105
	Rural	105	122	88	118	121	114
	Urban	71	74	68	98	102	94
Middle but below matric	Total	71	75	66	78	82	73
	Rural	88	89	77	93	99	88
	Urban	59	63	55	69	72	68
Matric but below graduate	Total	43	45	42	53	55	50
	Rural	58	60	57	68	72	64
	Urban	35	37	34	46	48	44
Graduate and above	Total	0	0	0	29	32	27
	Rural	0	0	0	55	59	51
	Urban	0	0	0	24	28	22

Source : Census of India, 1981, Occasional papers No.5 of 1988. Child mortality estimates of India.

The infant mortality rate and the child mortality rates are greater, where the literacy level of parents is poor; it tends to decrease, with the increase in the educational level of the parents.

T A B L E - 9

Total population, SC and ST population in 6-11 age group -
enrolment and percentage 1993-94

	Boys	Girls	Total
General population 6-11	152130	141882	294012
General enrolment 6-11	142399	132652	275051
% of enrolment	97.6	96.1	96.85
SC / ST population	38346	34605	72951
SC / ST enrolment	34289	30073	64362
% of SC / ST enrolment	89.42	86.90	88.16

It is noted that the literacy level of females (total and rural) is much less than the percentage of literacy at the state and the national levels. This variation is widely felt, in the category of rural / women as it is just 30.57%. /

The enrolment rate of pupils belonging to SC/ST communities is far below than the general enrolment rate and it is wider in the case of enrolment of girls.

It is clear that -

- (1) Tamil Nadu ranks 12th in the literacy rates (both male and female)
- (2) Dharmapuri, Tiruvannamalai Sambuvarayar and South Arcot districts have the lowest levels of literacy rates,
- (3) The number and percentage of drop-outs are more for girls; and 52.74% of girls belonging to SC/ST communities drop-out, before they reach standard VIII.

The corresponding figure of drop out of girls, belonging to all communities is 36.35%.

THE FOCUS -

It is with this view, that the focus on girl's education is now towards these three districts and the DPE. Programme is now formulating strategies to increase the enrolment and retention of girls in schools, raise the literacy levels of women and activate the society through fuller participation of women in all spheres of social life.

C H A P T E R - I I

A PROFILE OF SOUTH ARCOT DISTRICT

1. Geographic Location - Geographically, South Arcot District is a vast district with an area of 10899 Sq.Kms.

It is bounded on the North by Chengai - MGR District and Thiruvannamalai Sambuvarayar District, on the West, by Salem, Dharmapuri and Thiruvannamalai Sambuvarayar Districts, on the East, by the Bay of Bengal and on the South by Tiruchirappalli District and Thanjavur Districts.

The district is 130 metres above the M.S.L. and is mostly covered by plains, with mountains and forests in the North and West. The total area is 10,89,842 hectares, out of which, 1,71,590 hectares are wet lands; the remaining are dry.

T A B L E - 1 0

2. Number of development Blocks/Taluks/Villages

Sl.No.	N U M B E R O F		
	Blocks	Taluks	Villages
1.	35	13	1766

3. Population by Sex, Rural/Urban, SC/ST dichotomic study

	Total Population	Rural	% of R/TP	Urban	SC	% of SC/TP	ST	% of ST/TP
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
M	2,542,018	2,082,602	81.9	459,416	863715	33.9	35572	13.9
	@			@				
F	2,455,347	2,020,442	82.25	434,905	604632	24.6	26171	10.5
	@			@				

R - Rural

TP - Total Population

@ - Includes population in Neyveli Urban agglomeration

Religion : People have migrated from different places and hence, there are Hindus, Muslims, Christians and Jains.

Language Spoken : The main spoken language is Tamil.

4. Climate, land form, rivers, temperature, rainfall etc.

- Climate - Moderate climate
- Land form - Most of the area of the district is covered with plains, with scattered mountains and forests, in the north and the west.
- Rivers - The Pennaiyar, the Gadilam, the Vellar and the Manimuthar.
- Temperature - 18°C to 35°C (Winter through summer)
- Rainfall - 100 to 200 cm/annum.

Hills are Kalrayan hills, Gingee hills and Kallakurichi hills. There is a mangrove forest at the mouth of river Coleroon known as Pitchavaram. Most of the areas in the north and west are covered by mountains and forests.

5. Flora and fauna / forest cover

- i) Mangrove Forest (Pitchavaram)
- ii) Shrubs and thorny forests
- iii) Plains

Animals : Jackals, Reptiles.

6. Agriculture and animal husbandry

Food crops - Rice, millets, maize
Cash Crops - Sugarcane, groundnut
Live Stock - Cattle, sheep, poultry, fishing

7. Mineral Resources

Limestone, Salt (sodium chloride),
Lignite, Natural gas.

8. Industries

- i) Neyveli Thermal Power
- ii) Sugar Industry

9. Historical and other distinctive features

Famous Temples at - Chidambaram, Mailam, Tirukoilur, Vridachalam.

The district, originally was a portion of the Mughal Subha of Arcot. It was indicated as the Southern Division of Arcot. Hence it was called South Arcot. The famous Annamalai University is a seat of higher learning. Portonovo has one of the best Marine Biology Research Station.

South Arcot is one of the districts of Tamil Nadu lying on the east coast of South India.

T A B L E - 1 2

TOTAL POPULATION

The total population of South Arcot District is

Males	Females	Total
24,75,544	23,95,327	48,70,871

T A B L E - 1 3

SCHOOL AGE POPULATION

The population of children in South Arcot District as per 1991 Census is :-

Age Group	Population 1991	% of children 1991
0 - 4	609318	12.69
5 - 9	618221	12.15
10 - 14	591961	12.15
0 - 14	1819500	37.35

The male, female ratio (1991) is 968 and the male, female ratio of children (1991) is 971.

Source : Census of India, 1991, Tamil Nadu (Provisional population total).

T A B L E - 1 4

IMR AND CMR

IMR, CMR (Estimates) - 1981

	I N F A N T M O R T A L I T Y								
	All Areas			Rural			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
South Arcot	132	148	116	139	156	121	82	90	73
Tamil Nadu	104	114	93	116	129	103	78	84	71

T A B L E - 1 5

C H I L D M O R T A L I T Y

	C H I L D M O R T A L I T Y								
	All Areas			Rural			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
South Arcot	167	168	165	177	178	176	110	113	106
Tamil Nadu	132	134	131	146	147	145	104	106	102

The IMR and CMR of South Arcot are very high in rural areas and rural plus urban areas put together, when compared to the state rates, and there is no marked difference between male and female IMR and CMR.

Source : Census of India 1981, Occasional pages No.5 of 1988. Child Mortality estimates in India.

The child mortality estimates by the educational level of the mother indicates a downward trend from the 'illiterate' mother to the mother with primary, middle, secondary and collegiate educational levels of attainment.

T A B L E - 1 6

EDUCATIONAL LEVEL AND IMR / CMR

Tamil Nadu / Educational Level	IMR	CMR
Illiterate Population	115	153
Literate but below middle school level	91	108
Middle, but below matric level	71	78
Matric but below graduate level	43	53
About graduate level	0	29

T A B L E - 1 7

OCCUPATIONAL LEVEL AND IMR / CMR

Child mortality estimates by the occupation of main workers-Tamil Nadu

Occupation	Population	IMR	CMR
Main workers	Total	130	159
Cultivators	Rural	110	142
Agricultural Labourers	Rural	138	174
Manual Workers	urban	134	180
	Rural	138	167
Non-Manual Workers	Rural	93	99
	Urban	60	64
Non Workers	Total	89	111
	Rural	103	123
	Urban	72	96

Source : Census of India, 1981, Occassional papers No.5 of 1988, Child mortality estimates of India.

T A B L E - 1 8

The distribution of main workers, marginal workers by sex and rural - urban areas -

South Arcot District		Total Workers	Main Workers	Marginal Workers
Total	Persons	2,137,472	1,957,718	179,754
	Males	1,362,401	1,340,938	21,463
	Females	775,071	616,780	158,291
Rural	Persons	1,898,054	1,740,697	157,357
	Males	1,167,910	1,153,452	14,458
	Females	730,144	587,245	142,899
Urban	Persons	239,418	217,021	22,397
	Males	194,491	187,486	7,005
	Females	44,927	29,535	15,392

Source : Census of India, 1991 - Tamil Nadu - series - 23 - Supplement to paper I of 1991.

The employment status of women affects the school going girl, both positively and negatively. It acts positively by increasing money flow, food availability, nutritional and health status of the child; but reduces mother's time for the child care and thereby acts negatively, by compelling the school going girls to stay at home and attend to domestic work, care of sibling and other household work relating to cattle grazing, subsidiary occupation etc.

T A B L E - 1 9

LITERACY STATUS - 1981 and 1991

The literacy particulars for the years 1981 and 1991 are -

<u>Total Population 1981</u>		<u>Literates</u>
Male	2130444	1052086
Female	2071425	493202
	-----	-----
	4201869	1545288
	-----	-----
<u>S.C. Population 1981</u>		
Male	672612	284307
Female	416580	159650
	-----	-----
	1089192	443957
	-----	-----
<u>S.T. Population 1981</u>		
Male	32674	10617
Female	21101	6962
	-----	-----
	53775	17579
	-----	-----
<u>Total Population 1991</u>		
Male	2475544	1408126
Female	2395327	820596
	-----	-----
	4870871	2228722
	-----	-----
<u>S.C. Population 1991</u>		
Male	863715	383309
Female	604632	206765
	-----	-----
	1468347	590074
	-----	-----
<u>S.T. Population 1991</u>		
Male	35572	13142
Female	26171	7183
	-----	-----
	62143	20325
	-----	-----

Literacy Level - 1991

The literacy % of males (all communities) is 56.9 and literacy % of females is 34.3

The literacy % of S.C. Population males is 44.4 and females is 34.2.

The literacy % of S.T. Population males is 36.9 and females is 27.4.

Source : District Primary Education Programme Report, Department of Elementary Education, Tamil Nadu.

ACCESS TO EDUCATION - EDUCATIONAL FACILITIES

In South Arcot District there are 2738 primary schools, 483 middle schools, 220 high schools and 112 higher secondary schools.

However there are still 119 habitations (with a population of 300 and above) which do not have a school in that area. (DPEP Report, Department of Elementary Education, Tamil Nadu).

In Kalrayan Hills, 31 Government tribal residential primary schools and 5 middle schools are functioning.

Among the primary schools 106 were not having pucca class rooms and 405 were having only one single class room.

Drinking water facilities were needed for 2257 schools.

There was no electricity facility in all the primary schools. 1062 schools were not having toilet facilities for girls.

The number of single teacher schools was 768 and there were 2715 balwadies and 523 ICDS Centres.

The number of schools under each management since 1989-90 through 1992-93 are given in Table- .

T A B L E - 4 0

'SCHOOLS PATTERNS'

Types of schools, management-wise in the district, from 1989-90 through 1992-93, are as given in the table below -

Year	Government	Municipal	Panchayat Union	Aided	Un-Aided	Total
1989-90						
Primary	185	63	2064	406	-	2718
Middle	4	18	305	156	-	483
High School	174	2	-	21	1	198
Hr. Sec. School	76	2	-	22	-	100
1990-91						
Primary	185	63	2070	406	-	2724
Middle	4	18	300	156	-	478
High School	194	2	-	21	1	212
Hr. Sec. School	79	2	-	28	1	110
1991-92						
Primary	185	63	2076	406	-	2730
Middle	4	18	305	156	-	483
High School	193	2	-	24	1	220
Hr. Sec. School	80	2	-	30	-	112
1992-93						
Primary	185	63	2084	406	-	2738
Middle	2	18	307	156	-	483
High School	193	2	-	24	1	220
Hr. Sec. School	80	2	-	30	-	112

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

From 1989-90 to 1992-93, there has been a marginal increase in the number of primary, middle, high and higher secondary schools as indicated.

Primary - 20

Middle - Nil

High School - 22

Hr. Sec. School - 12

T A B L E - 2 1

ENROLMENT DISTRIBUTION

Year / Std.	Over all		S.C.		S.T.	
	Boys	Girls	Boys	Girls	Boys	Girls
1987-88						
I	57282	46197	15748	11087	249	206
II	57378	47823	12623	10521	212	131
III	54275	45212	10855	9042	201	107
IV	48146	44357	10148	8429	168	105
V	48758	38524	11786	6935	124	97
Total	265839	223113	61160	46014	954	646
1988-89						
I	62363	52748	16714	13187	388	273
II	58319	52417	15662	12604	364	269
III	55130	46901	14339	11725	347	241
IV	51302	42584	12825	10213	329	218
V	44119	31154	12929	8196	274	175
Total	271233	228804	72469	55925	1702	1176
1989-90						
I	62620	53886	15508	14549	329	278
II	57917	53090	13779	12813	324	264
III	55518	46688	13330	10219	305	247
IV	51703	43044	14409	9137	288	219
V	43617	34224	11799	8400	251	188
Total	271375	230932	66925	55118	1497	1196
1990-91						
I	59529	57589	15138	12696	239	201
II	56904	49888	12314	10463	243	211
III	52019	46542	11310	2139	215	184
IV	51611	46390	10078	8954	198	134
V	51601	45353	9535	7892	187	116
Total	271664	245762	58375	49144	1082	846

Source : DPRP Report, Department of Elementary Education, Tamil Nadu.

The overall increase in enrolment in standards I to V from 1987-88 to 1990-91 has been 5825+22649.

The increase in enrolment in I to V for the same period, for SC Community and the ST Community has been disappointing as there is an increase during 1988-89, followed by a steep decrease during 1989-90 and 1990-91. This is a matter of serious concern.

During 1991-91, the 6-11 school age population was 6,84,397 (Boys-3,32,290 and Girls 3,52,107).

The total enrolment of this age group was 5,61,782 (Boys 2,86,434 and Girls 2,75,348).

The total % of enrolment was 82.1% (Boys 86.2% and Girls 78.2%).

The total % of SC/ST Community under enrolment was 61.95%.

T A B L E - 2 2

STANDARDWISE STRENGTH PARTICULARS (BLOCK WISE)

Sl. No.	Name of the Block	I	II	III	IV	V
1.	Cuddalore	7271	7044	6035	5153	4301
2.	Annagramam	4283	3773	3516	3267	2885
3.	Panruti	4426	3932	3746	3279	2951
4.	Kurinjipadi	4752	4014	3994	3685	3249
5.	Parangipettai	3995	3338	3253	3111	2509
6.	Bhuvangiri	3661	2917	2998	2458	2593
7.	Keerapalayam	3883	3433	3353	3665	3135
8.	Kumaratchi	3501	2369	2283	2233	1974
9.	Kattumannarkoil	2854	2695	2549	2382	2089
10.	Neyveli	1360	1322	1317	1385	1343
11.	Olakkur	2764	3006	2961	2651	2052
12.	Milam	2494	2687	2541	2465	2173
13.	Vanur	3440	3319	3120	2784	2274
14.	Merakanam	3715	2952	2842	2638	2156
15.	Vallam	2831	2791	2628	2686	2141
16.	Gingee	3867	3731	3657	3531	2967
17.	Melmalayanur	3299	3273	3114	3070	2687
18.	Vridhachalam	3231	3027	3079	2725	2540
19.	Kammapuram	3439	2964	2646	2313	2048
20.	Nallur	2990	2814	2631	2269	2092
21.	Mangalore	3396	3440	3333	2963	2388
22.	Chinnasalem	2935	2352	2207	2053	2212
23.	Kallakurichi	3389	2940	2837	2469	1925
24.	Thiyagadurugam	1884	1852	1764	1396	1229
25.	Sankarapuram	3648	3504	3243	2700	2359
26.	Rishivandiyam	2847	2725	2682	1989	1582
27.	Kanai	3333	3216	3194	2649	2087
28.	Mugaiyur	3994	3905	3631	3286	2658
29.	Koliyanur	2574	2496	2243	1587	1656
30.	Vikravandi	2794	2838	2531	2452	1984
31.	Kandamangalam	2465	2577	2408	2298	2258
32.	Ulundurpettai	3403	3081	2776	2190	1754
33.	Tirukoilur	3052	2993	2781	2195	1963
34.	Tiruvonnainallur	3567	3226	2885	2121	1750
35.	Tirunavalur	3453	3305	3041	2382	1890
36.	Villupuram (Municipal)	871	787	740	688	737
Total		119666	110638	104537	93168	80787

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

This table is of importance to assess the gross wastage that takes place in the schooling process from Standards I to V.

There is a uniform decrease in strenght at the V Standard level due to 'wastage' and stagnation in all the blocks.

The total wastage from Standard I through V is 38879 (32.5%).

GROSS ENROLMENT OF SOUTH ARCOT DISTRICT

Gross Enrolment District Level (1991-92)

The gross enrolment at the district level is 1050847 boys and girls (belonging to all communities).

T A B L E - 2 3

	Boys	Girls	Total
All	587557	463290	1050847
S.C.	132087	90934	223021
S.T.	1839	1192	3031

The gross enrolment of SC Pupils is 223021 (boys and girls) and that of ST pupils is 3031 (boys and girls).

S.C. & S.T. Students at all levels (1991-92)

The pupils belonging to SC and ST Communities in Std. I to V during 1991-92 were as follows:-

T A B L E - 2 4

Standard	I	II	III	IV	V	Total
S.C. Boys	16697	14964	14392	12834	11885	70772
Girls	14026	13682	12299	11322	9589	60918
S.T. Boys	180	186	181	150	130	827
Girls	162	153	147	132	133	727

The drop-out rates in I to V standards were 20.71% for boys, 24.62% for girls and 22.67% for boys and girls.

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

T A B L E - 2 5

DROP-OUT PATTERN

General drop out rate in the age group 6-11 Yearwise

1988-1989 to 1992-1993

Year	Number of Pupils			P e r c e n t a g e		
	Boys	Girls	Total	Boys	Girls	Total
1988-89	17672	19203	36875	22.29	26.04	23.52
1989-90	17616	19004	36614	21.03	25.49	23.13
1990-91	17086	18585	35671	20.71	24.62	22.27
1991-92	16944	17977	34921	20.39	23.81	22.10
1992-93	16662	17610	34272	20.05	23.02	21.54

The % of drop out for girls is more than that of the boys for the corresponding year, although, the decrease in the percentage is only 3.02% for girls from 1988-89 to 1992-93.

T A B L E - 2 6

SC / ST Drop out rate in the age group 6-11 Yearwise

1988-89 to 1992-93

1988-89	18010	36877	30.32	37.81	34.06
1989-90	21272	42896	31.01	38.41	34.75
1990-91	23104	49353	32.00	39.12	35.96
1991-92	25228	53711	32.71	39.92	36.32
1992-93	26408	56325	33.26	40.76	37.01

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

The drop out rate for SC/ST is alarming as it tends to increase from 30.32% to 33.26% for boys and from 37.81% to 40.76% for girls (during 1988-89 to 1992-93).

T A B L E - 2 7

DROP OUT PATTERN - EDUCATIONAL DISTRICT WISE

BLOCKWISE DROPOUT RATE OF SOUTH ARCOT DISTRICT

Name of the Block	P e r c e n t a g e		
	Male	Female	Overall
01. Mailam	19.36	21.25	20.31
02. Gingee	21.25	23.2	22.23
03. Melmalayanur	22.36	23.18	22.77
04. Marakkanam	21.18	22.64	21.91
05. Vanur	19.12	21.32	20.22
06. Olakkur	19.42	22.39	20.88
07. Vallam	19.18	22.14	20.66
08. Kanai	20.12	22.64	21.38
09. Mogaiyur	19.43	22.16	20.08
10. Koliyanur	18.76	21.92	20.34
11. Vikravandi	19.43	22.38	20.91
12. Kandamangalam	19.74	21.98	20.86
13. Ulundurpettai	19.93	22.43	21.18
14. Tirukoilur	19.32	22.51	20.92
15. Thiruvonnainallur	19.71	22.01	20.86
16. Thirunavalur	18.97	22.46	20.72
17. Kammapuram	18.05	21.02	19.85
18. Nallur	19.89	22.34	21.05
19. Mangalore	18.95	22.12	20.54
20. Chinnasalem	19.10	22.04	20.55
21. Kallakurichi	19.12	22.05	20.81
22. Thiagadurgam	19.05	23.05	21.05
23. Sankarapuram	19.97	22.86	21.42
24. Rishivandiam	19.42	22.12	20.77
25. Vridhachalam	18.86	21.93	20.04
26. Cuddalore	17.12	20.04	18.58
27. Annagiramam	19.31	21.64	20.48
28. Panruti	18.33	22.79	20.56
29. Kurinjipadi	17.93	22.81	20.37
30. Parangipettai	20.46	26.43	23.04
31. Bhuvanagiri	17.81	22.89	20.35
32. Keerapalayam	17.86	22.92	20.39
33. Kumaratchi	17.12	21.76	19.44
34. Kattumannarkoil	17.43	21.83	19.63
35. Neyveli	18.91	22.93	20.92

Source : DPEP Report, Department of 28 Elementary Education, Tamil Nadu.

The lowest percentage of drop outs is in respect of Cuddalore Range (Urban) is 20% and the highest is in respect of Parangipettai Range 26.43% for girls. The drop out rate for Kolianur (the study area) is 21.92% for girls.

	Total	:	22.27%
	Boys	:	20.71%
	Girls	:	24.62%
SC	Total	:	24.5%
	Male	:	22.0%
	Female	:	27.0%
ST	Total	:	30.0%
	Male	:	31.0%
	Female	:	29.0%

Repetition and Drop out Rates : 1991-92

The repetition and drop rates are higher for girls at the overall level and for SC Community. It is slightly lesser in the case of the ST Community.

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

T A B L E - 2 8

RETENTION RATE AND COHORT RATIO

'Retention' Rate

Y e a r	S t a n d a r d w i s e			E n r o l m e n t	
	I	II	III	IV	V
89-90	116506	111007	102206	94747	77841
88-89	115111	110736	102031	93886	75273

88-89 - 89-90

I	II Standard	1,11,007/1,15,111	0.964
II	III Standard	1,02,206/1,10,736	0.923
III	IV Standard	94,747/1,02,031	0.929
IV	V Standard	77,841/93,886	0.829

Therefore Rate of Retention = $0.964 \times 0.923 \times 0.929 \times 0.829 = 0.685$

85-86 Enrolment in Standard I = 1,11,114

89-90 Enrolment in Standard V = 77,841

Therefore cohort ratio = $77,841/1,11,114 = 0.700$

The Retention Rate is only 0.685 and the cohort ratio is 0.7

T A B L E - 2 9

T E A C H E R S

No. of Schools and Teachers Employed

From 1985-86 to 1992-93

Primary / Middle School	Year	No. of Schools		Total No. of Teachers	
		Panchayat Union	Aided	Male	Female
PRIMARY	85-86	2297	406	7097	2894
	86-87	2307	406	7139	2921
	87-88	2307	406	7163	2972
	88-89	2309	406	7195	2994
	89-90	2312	406	7217	3040
	90-91	2318	406	7236	3052
	91-92	2324	406	7276	3176
	92-93	2332	406	8468	4448
MIDDLE	85-86	330	156	3043	1369
	86-87	330	156	3057	1372
	87-88	330	156	3061	1384
	88-89	330	156	3084	1397
	89-90	327	156	3092	1400
	90-91	322	156	3101	1422
	91-92	327	156	3207	1436
	92-93	329	156	3214	1446

Source : DPEP Report, Department of Elementary Education, Tami Nadu.

The number of teachers employed increased at the primary level from 2894 to 4448 and marginally at the middle school level from 1369 to 1446 (during 1985-86 to 1992-93).

T A B L E . - 3 0
E D U C A T I O N A L F I N A N C E

FINANCING EDUCATION - DISTRICT PRIMARY SCHOOL EXPENDITURE

Year	Actual Expenditure for Elementary Schools in the District (in Rupees)	E N R O L M E N T				Total	Expenditure per student in Rupees
		Primary	Middle or Upper Primary	High Schools	Higher Sec. School		
		I-II	VI-VIII	VI-VIII	VI-VIII		
1980-81	100143615	567845	64374	35204	32297	699720	143
1981-82	121321006	578664	65725	37033	33529	714951	169
1982-83	142763715	588680	66862	38987	34861	729390	195
1983-84	161742913	598666	66298	40871	36193	744028	217
1984-85	212513426	608552	76652	42690	37574	765468	277
1985-86	230712104	619683	81006	44510	38957	784156	294
1986-87	240817628	630159	82439	49046	43970	805614	299
1987-88	264976722	640598	83784	56172	51583	832137	318
1988-89	288782333	650406	85232	63385	56096	855119	337
1989-90	338215412	660830	86724	68688	63183	879425	384
1990-91	464778176	662003	88165	73842	69019	893029	520
1991-92	529263121	686083	90257	80938	78435	933713	567
1992-93	576329078	693919	92541	84435	80789	951684	606
1993-94	207460593	701621	95084	87656	85125	969486	

(4 Months)

Source : DPEP Report, Department of Elementary Education, Tamil Nadu.

With the increase in enrolment from 1980-81 to 1993-94 the total expenditure per student has increased 4.2 times (for classes 1 to 8) and the actual expenditure for elementary schools has doubled since 1980-81 to 1993-94.

T A B L E - 3 1

INCENTIVES FOR ENROLMENT, RETENTION AND ATTENDANCE

PRIMARY AND UPPER PRIMARY LEVEL (ELEMENTARY)

Year	Scholar ships	Free Student ships	E X P E N D I T U R E O N I N C E N T I V E S					Remarks	
			Uniforms	Free Supply of Text Books	Midday Meals	Free Supply of Slates	Free Supply of Chappals		Free Buspasses
1980-81	-	-	-	-	22510	59138	-	-	-
1981-82	-	-	-	-	22933	59138	-	-	-
1982-83	-	-	-	-	4732169	59138	-	-	-
1983-84	-	-	-	-	4963439	82792	-	-	-
1984-85	-	-	-	-	13725175	82792	-	-	-
1985-86	-	-	-	-	13759425	88799	-	-	-
1986-87	-	-	25536195	27239608	26096040	88799	708019	-	-
1987-88	-	-	26922825	28717680	27984015	88799	77779	-	-
1988-89	-	-	26853345	30995089	37208160	101484	-	-	-
1989-90	-	-	29315150	31088369	38373240	106796	8576160	-	-
1990-91	-	-	31366200	38896568	37641840	106796	-	57262	-
1991-92	-	-	31214400	38705856	37457280	120145	960910	62781	-
1992-93	-	-	33465025	47460305	36507300	120145	-	65104	-
1993-94	-	-	26511155	34223491	28921260	120145	-	-	-

Source : DPEP Report, Department of Elementary Education, Tami Nadu.

The expenditure on incentive schemes have uniformly increased for all items viz. uniforms, free supply of text books, midday meals, (nearly 1446 times, since 1980-81 free supply of slates (nearly doubled) since 1980-81.

KOLIYANUR BLOCK MAP.



VIKRAYANDI UNION .

• VILLUPURAM

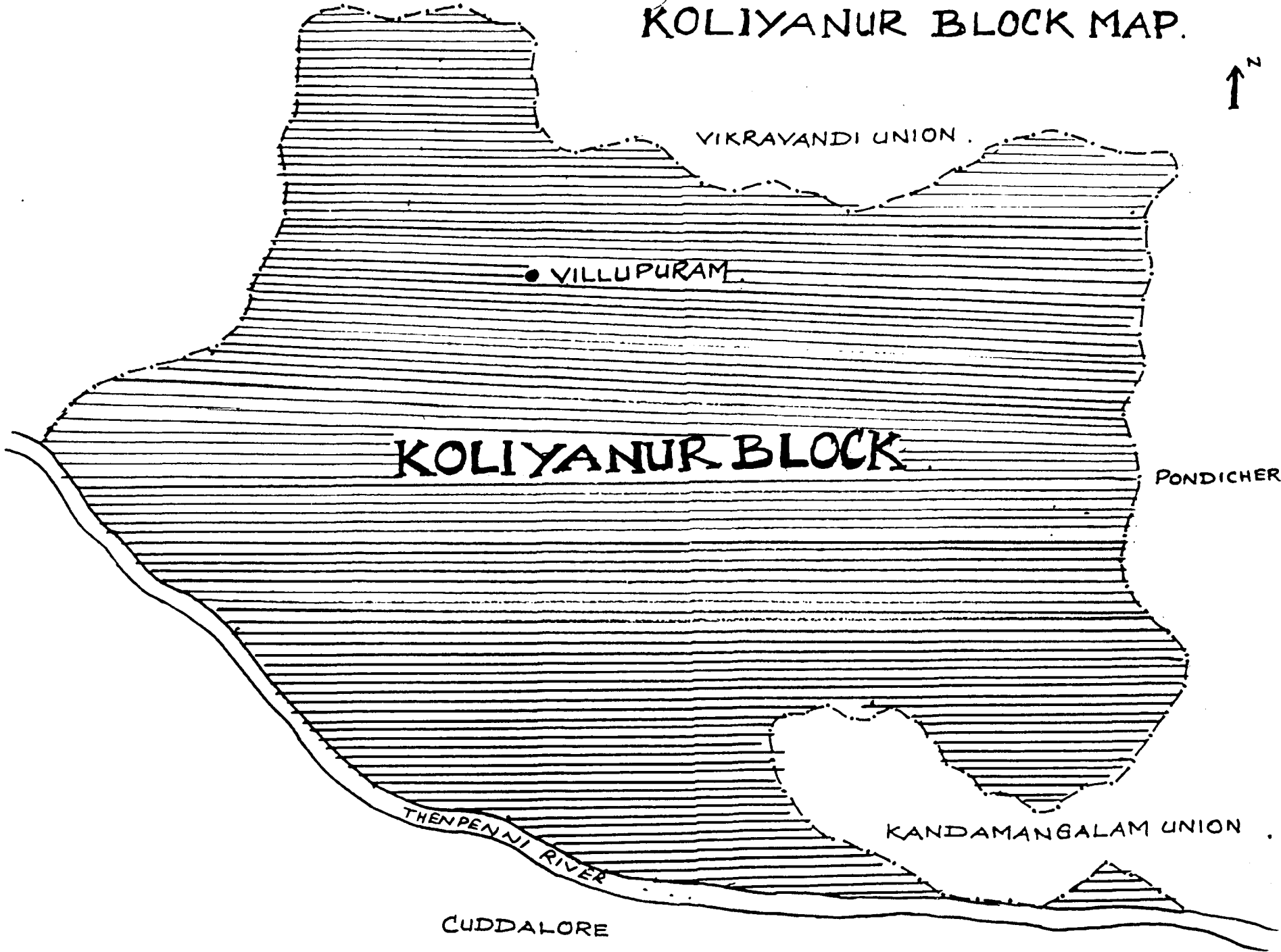
KOLIYANUR BLOCK

PONDICHERRY

THENPENNI RIVER

KANDAMANGALAM UNION .

CUDDALORE



CHAPTER - III

GENDER STUDIES - METHODOLOGY / APPROACH

The Study

Educationists, both at the national level and at the state level, are worried at the alarming rate of disparity in the educational levels, enrolment, retention and life styles - among boys and girls.

It is stated in the NPE that "as women form 61% of the illiterates and girls account for 82% of the additional children to be enrolled, and majority of the primary dropouts, the EFA strategies have to have a strong gender focus.

The nation has given education the mandate to work for women's equality and empowerment".

It is against this backdrop, different states in India, have taken up the District Primary Education Programme (DPEP) with special accent on gender studies.

In Tamil Nadu, the programme is monitored by the DTERT, Tamil Nadu, with the blessings of the Government of India, Government of Tamil Nadu and the NCERT, New Delhi.

The Purpose : * * * The purpose of Gender Studies is :

- (i) to study the status of girls' education at the Primary and Upper Primary levels,
- (ii) to provide inputs into plan formulation, for providing access, enrolment, retention and achievement levels and ensure conditions for success,
- (iii) to study the Socio-Economic correlates that affect girls' education and women's empowerment.

The Objectives : The objectives of this study are :

- (i) mapping out gender disparities in access, enrolment retention and achievement, (under base line studies),
- (ii) identifying causes for non-enrolment and drop out of girls and propose effective districts / local specific strategies, for improved enrolment, retention and achievement among girls,
- (iii) assessing the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment,
- (iv) collecting information on gender bias in (a) Text Books, (b) Teacher Training (c) Teacher's Attitude (d) Curriculum Transaction and (e) Administrators Attitudes,
- (v) identifying supportive community structures such as women's group, panchayats, P.T.A.'s, Teacher organisations, youth clubs for developing effective strategies of UPE among girls,
- (vi) identifying and facilitating convergence of services of different departments for UPE among girls (ECCE, health and support services),

- (vii) Studying the availability of educational and other incentives,
- (viii) assessing participation of women in teaching, administration and other decision making bodies, and
- (ix) developing block / district / state level monitoring and evaluation frame work.

M E T H O D O L O G Y

The Methodology of research would comprise, both qualitative and quantitative techniques, through survey schedules, for primary sources of information and information through secondary sources - about

- (i) social and demographic indicators,
- (ii) literacy,
- (iii) educational incentives,
- (iv) enrolment and drop-out,
- (v) teacher-status, formative, training experiences, teacher properties (skills, motivation, attitudes) and
- (vi) supportive structures - relating to girls' education and womens' empowerment.

THE SAMPLE SIZE AND POPULATION

District - South Arcot

Block - Kolianur

Names of Villages - (i) Madhirimangalam (vi) Pidagam
(ii) Nannadu (vii) Pillur
(iii) Nannattanpalayam (viii) Sundaripalayam
(iv) Poyapakkam (ix) Thamaraikulam (Slum-I)
(v) Panankuppam (x) Kolianur Voikal
(Slum-II)

TABLE - 32

S.No.	Schedules/Surveys/Group discussions conducted	South Arsot Dist./ Kolianur Block
1.	Total house-hold surveyed	360
2.	Total drop out girls interviewed	49
3.	Total non-enrolled girls interviewed	22
4.	Teachers interviewed	31
5.	Total institutional heads interviewed	8
6.	Total community leaders interviewed	10
7.	Total educational administrators interviewed	3
8.	Total group discussions conducted	8
9.	Case studies	20

Sample - Criteria for selecting the villages.

The villages in the block were selected, from data obtained from secondary sources, by purposive sampling, based on the following criteria -

- (a) village having no school,
- (b) village having a primary school,
- (c) village having a middle school,
- (d) village having a secondary or a higher secondary school,
- (e) village(s) having multilingual populations, migratory in character with special needs.

This type of purposive sampling is done, as the availability of schooling facilities is a major variant in girls' schooling process.

Sample - criteria for selection of house holds / representative groups

(i) **Purposive sampling** of 30-50 households in each village / slum area,

- (a) having girls of under school-age/school-age/over school-age
- (b) having drop out girls, and
- (c) having never enrolled girls.

(ii) **Representative Groups**

- A. (a) nearly thirty primary school teachers in the area
- (b) nearly 6-8 institutional heads in the area,
- (c) about 8-10 community leaders in the area and,
- (d) about 4 educational administrators in the area.

B. **Focussed Group Discussion Members**

Consisting of and representing the following interests in the community :

- (i) gender,
- (ii) caste,
- (iii) socio-economic occupational groupings,
- (iv) parents,
- (v) institutional heads and teachers,
- (vi) community leaders and administrators and
- (vii) youth groups.

Tools for the study - A - Primary data & survey schedules

1. District Schedule
2. Village Schedule.

Gender Studies 3.1 House-holds Schedule

seeks information on -

Sex, caste, religion, mother tongue, school facilities, profile of household members, their aspirations, reasons for drop out // non-enrolment etc.

Gender Studies 3.2 Drop out Girl Schedule

seeking information on the profile of the drop out girl.

Gender Studies 3.3 Never enrolled Girl Schedule

seeking information on the profile of the never-enrolled girl.

Gender Studies 4 Teachers Schedule

- seeking information on the teacher-qualities, and teacher's perception for drop-out/non-enrolment,

Gender Studies 5 Institutional Schedule

- seeking information on the profile of the head-teacher, pupil's particulars, teacher's particulars, physical facilities in the school, reasons for drop-out/non-enrolment of girls, perceptions on gender equality,

Gender Studies 6 Community Leader Schedule

- seeking information on the profile of the Community Leader, his perception on girls education and gender equality,

Gender Studies 7 Educational Administrators Schedule

- seeking information on the profile of the administrator, his perceptions on gender equality and utility, and Group discussions of different interest groups, Case studies of selected drop out and non-enrolled girl- problems of non-enrolment and drop outs, in depth.

All these provide primary information on the problem of drop-outs and non-enrolment of girls and perception about utility of girls education and gender equality.

Tools - B - From Secondary Sources :

The information from secondary sources are based on data provided in the -

- (a) Census of India report, District hand books,
- (b) Government documents,
- (c) National sample surveys and
- (d) Other valid and reliable records.

Coding - The questions in G.S. 3.1 to 7 are of two types -

- (a) structured and closed questions and precoded on the nominal scale,
- (b) Open questions.

In the case of the focussed group discussions, the 'Open questions' are recorded 'as such' and 'discussions' offer scope for greater inter-personal relationships, thereby, providing greater insight into the problem. (c) field diaries of investigators.

Data collection and Data Analysis

The data collected through G.S. 3.1 to 7 are tabulated suitably, to provide clear perceptives of the profile of the girl child as a 'drop-out' and as a 'non-enrolled girl'.

The 'tables' and discussion on these data, are furnished in Chapter IV and is central to the study, we have undertaken, as it is expected to furnish -

- (i) the reasons for 'drop-out' and 'non-enrolment' and,
- (ii) perceptions of different sections of the society to tackle this problem and ,
- (iii) perceptions about utility of girls education and gender equality'.

The data collected are tabulated in Chapter IV in two parts.

Part I - Data relating to the district and the Panchayat Union, giving the demography of the area, social and demographic indicators.

Part II- Systematic analysis of data, relating to the 'survey' of households, giving the profile of the house holds, the pupils, the drop-out girls, the never enrolled girl and the ethos of the school, the profiles of the teachers, the community leaders, their perceptions on girls' education and career etc.

In Chapter V, the findings are summarised and suggestions for formulation of action plan are discussed.

To organise and conduct the study in the Department of Women Studies (DWS), NCERT has permitted Dr. Tmt. Usha Nayar to be National level co-ordinator and Dr. Tmt. Rajrani, DWS, NCERT, New Delhi to be the National core group member.

The state level organisation for the study was centred in the DTERT, Tamil Nadu.

- | | |
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C H A P T E R - I V

SOCIO ECONOMIC SURVEY ANALYSIS AND INTERPRETATION OF DATA ANALYSIS

The household scenario and perceptions of the drop-out girl, never enrolled girl, teachers, heads, community leaders and administrators.

The socio-economic and cultural aspects of the household standard of living, parental educational background, their attitudes towards girl's education, powerfully facilitate or hinder, girls schooling and education.

Poverty, domestic work, occupational compulsions, act negatively and hinder girl's education.

The salience of the household context is the major, crucial variable, in promoting girl's education and women's empowerment.

In this chapter, the economic profile of the sample households, the profile of the drop-out girl, profile of the never enrolled girl, perceptions of the parents, teachers, community leaders, heads of institutions and administrators are analysed to find out the basic causes for the poor enrolment and retention of the girl child in schools.

HOUSEHOLD SCENARIO : (Household Schedule Data)

In South Arcot District, 360 households were studied and village wise distribution of households is given in table No. 33).

T A B L E - 3 3

Distribution of sampled households in selected villages of
South Arcot District

Name of the Village	No. of households
Madhiri Mangalam	16
Nannadu	44
Nannattam Palayam	40
Poyyapakkam	41
Panankuppam	43
Pidagam	47
Pillur	45
Sundari Palayam	36
Thamarai Kulam (Slum-I)	23
Kolianur Voikal (Slum-II)	25
Total	360

Out of the 360 households 338 were male headed and only 22 were female headed (Table 34). It shows the dominance of males in the family.

T A B L E - 3 4

Sex wise distribution of the head of the households

Name of the Village	Head of the household			
	Male		Female	
	Number	%	Number	%
Madhiri Mangalam	15	93.8	1	6.3
Nannadu	39	88.7	5	11.4
Nannattam Palayam	38	95.0	2	5.0
Poyyapakkam	39	95.1	2	4.9
Paramkuppam	41	95.3	2	4.7
Pidagam	43	91.5	4	8.5
Pillur	45	100.0	0	0.0
Sundari Palayam	36	100.0	0	0.0
Thamarai Kulam (Slum-I)	19	82.6	4	17.4
Kolianur Voikal (Slum-II)	23	92.0	2	8.0
Total	338	93.9	22	6.1

124 households (34.4%) were of scheduled Tribe (0.3%) of scheduled caste, 36 (10.0%) of most backward classes and 199 (55.3%) of other communities. (Table No.35)

T A B L E - 3 5

Distribution of the households according to 'Caste'

Name of the Village	SC	ST	MBC	Others	Total
Madhiri Mangalam	0	0	0	16	16
Nannadu	1	23	2	18	44
Nannattam Palayam	0	14	3	23	40
Poyyapakkam	0	16	5	20	41
Panankuppam	0	9	0	34	43
Pidagam	0	2	11	34	47
Pillur	0	19	11	15	45
Sundari Palayam	0	9	1	26	36
Thamarai Kulam	0	10	3	10	23
Kolianur Voikal	0	22	0	3	25
Total	1	124	36	199	360
	(0.3)	(34.4)	(10.0)	(55.3)	(100.0)

351 (97.5%) sampled households were Hindus, 1 (0.3%) were Muslims and 5 (1.4%) were Jains (Table No. 36).

T A B L E - 3 6

Distribution of households according to religion

Name of the Village	Hindus	Muslims	Sikhs	Jains
Madhiri Mangalam	16	0	0	0
Nannadu	42	1	0	1
Nannattam Palayam	40	0	0	0
Poyyapakkam	38	0	0	3
Pahankuppam	43	0	0	0
Pidagam	47	0	0	0
Pillur	44	0	1	0
Sundari Palayam	36	0	0	0
Thamarai Kulam	20	0	2	1
Kolianur Voikal	25	0	0	0
Total	351 (97.5)	1 (0.3)	3 (0.8)	5 (1.4)

99.2% of sampled household were Tamil speaking,

0.3% were Telugu speaking and 0.3% were Urdu speaking.

(Table 37).

T A B L E - 3 7

Distribution of households according to mother tongue

Name of the Village	Tamil	Telugu	Kannada	Urdu	Total
Madhiri Mangalam	16	1	-	1	16
Nannadu	42	1	-	1	44
Nannattam Palayam	40	0	-	0	40
Poyyapakkam	41	0	-	0	41
Panankuppam	43	0	-	0	43
Pidagam	47	0	-	0	47
Pillur	45	0	-	0	45
Sundari Palayam	36	0	-	0	36
Thamarai Kulam	22	0	-	0	23
Kolianur Voikal	25	0	-	0	25
Total	357 (99.2)	1 (0.3)	-	1 (0.3)	360 (100.0)

55.3% sampled household were using other source for getting drinking water 42.2% reported using well, 0.3% were using tap water, 2.2% reported using river water for drinking purpose.

Only one stated having main source of drinking water close to his household; 70% reported having main source of drinking water with in 1 Km., from their households and 29.7% stated that they have the source of drinking water within 2 Km. (Table 38).

T A B L E - 3 8

**Distribution of households according to basic amenities :
source of water and its distance**

Name of the Village	S o u r c e				Distance from Household		
	Tap	Well	River	Other Source	Close by	1 Km.	2 Km.
Madhiri Mangalam	0	0	0	16	0	6	10
Nannadu	1	8	5	33	1	27	16
Nannattam Palayam	0	39	1	0	0	23	17
Poyyapakkam	0	0	0	41	0	28	13
Paramkuppam	0	35	0	8	0	32	11
Pidagam	0	17	2	28	0	41	6
Pillur	0	20	0	25	0	36	9
Sundari Palayam	0	15	0	21	0	23	13
Thamarai Kulam (Slum-I)	0	16	0	7	0	17	6
Kolianur Voikal (Slum-II)	0	2	0	23	0	19	6
Total	1	152	8	199	1	252	107
	(0.3)	(42.2)	(2.2)	(55.3)	(0.3)	(70.0)	(29.7)

99.4% of the households were using wood as main source of fuel, 0.3% of the households were using kerosine and gas as main source of fuel .
(Table No. 39).

T A B L E - 3 9

Distribution of households according to basic amenities :
type of fuel used

Name of the Village	Type of fuel used			Total
	Wood	Kerosine	Cowdung	
Madhiri Mangalam	16	0	0	16
Nannadu.	43	1	0	44
Nannattam Palayam	40	0	0	40
Poyyapakkam	40	0	1	41
Panankuppam	43	0	0	43
Pidagam	47	0	0	47
Pillur	45	0	0	45
Sundari Palayam	36	0	0	36
Thamarai Kulam	23	0	0	23
Kolianur Voikal	25	0	0	25
Total	358 (99.4)	1 (0.3)	1 (0.3)	360 (100.0)

64% of the sampled households were electrified while 35% had no electricity. (Table No. 40)

T A B L E - 4 0

Distribution of households according to availability of electricity

Name of the Village	Yes	No	Total
Madhiri Mangalam	14	2	16
Nannadu	29	15	44
Nannattam Palayam	23	17	40
Poyyapakkam	17	24	41
Panankuppam	35	8	43
Pidagam	39	8	47
Pillur	39	6	45
Sundari Palayam	17	19	36
Thamarai Kulam	10	13	23
Kolianur Voikal	8	17	25
Total	231 (64.2)	129 (35.8)	360 (100.0)

98.4% of the households stated having poor drainage (Table No. 41) facilities.

T A B L E - 4 1

Distribution of the households according to
availability of drainage facilities

Name of the Village	Good	Poor	Total
Madhiri Mangalam	0	16	16
Nannadu	1	43	44
Nannattam Palayam	0	40	40
Poyyapakkam	1	40	41
Panankuppam	0	43	43
Pidagam	0	47	47
Pillur	4	41	45
Sundari Palayam	0	36	36
Thamarai Kulam	0	23	23
Kolianur Voikal	0	25	25
Total	6 (1.7)	354 (98.4)	360 (100.0)

97.5% of the sampled households were using open toilets and only one household 2.5% using private toilets (Table No. 42)

T A B L E - 4 2

Distribution of the households according to availability of toilet

Name of the Village	Private Toilet	Open Toilet	Total
Madhiri Mangalam	0	16	16
Nannadu	3	41	44
Nannattam Palayam	1	39	40
Poyyapakkam	0	41	41
Panankuppam	0	43	43
Pidagam	0	47	47
Pillur	4	41	45
Sundari Palayam	1	35	36
Thamarai Kulam	0	23	23
Kolianur Voikal	0	25	25
Total	9 (2.5)	351 (97.5)	360 (100.0)

Total population of the households :

The total population of the sampled household was 1806 out of which 822 were male and 984 were female.

Age wise distributioin of the population was as follows :

T A B L E - 4 3

Distribution of household population according to age

Age Group	Male		Female		Total
	Number	%	Number	%	
0 - 5	132	80.0	33	20.0	165
6 - 14	182	29.2	442	70.8	624
15 - 21	150	51.0	144	49.0	294
22 - 40	161	34.8	302	65.2	463
40 - 60	191	75.5	62	24.5	253
60 +	6	85.7	1	14.3	7
Total	822	45.5	984	54.5	1806

Table No. 43 shows that -

in the age group 0-5 years were 80.0% male and 20.0% were female children. In 6-14 age group 29.2% were boys and 70.8% were girls.

T A B L E - 4 4 .

Distribution of sampled population by educational level

	N.A.		Illiterate		Literate but below V		Primary		Middle		Secondary		Higher Secondary		Graduate		Post Graduate		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Male	113	13.7	89	10.8	139	16.9	105	12.8	195	23.7	129	15.7	38	4.6	3	0.4	11	1.3	822
Female	20	2.0	211	21.4	255	25.9	145	14.7	254	25.8	85	8.6	11	1.1	1	0.1	2	0.2	984
Total	133	7.4	300	16.6	394	21.8	250	13.8	449	24.9	214	11.8	49	2.7	4	0.2	13	0.7	1806

Table 44 shows that 10.8% males were illiterate where as 21.4% females were illiterate.

T A B L E - 4 5

Distribution of household population by occupation

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Non workers	436	53.0	795	80.8	1231	68.2
Cultivators	73	8.9	6	0.6	79	4.4
Agricultural Labourers	194	23.6	160	16.3	354	19.7
Agri. Allied Activity	-	-	-	-	-	-
Service	0	0.0	1	0.1	1	0.1
Petty traders	14	1.7	1	0.1	15	0.8
Others	105	12.8	20	2.0	125	6.9
Total	822	100.0	984	100.0	1806	100.0

Table 45 shows that there were more female non-workers (80.8%) as compared to male non-workers (53.0%). (8.9%) male were cultivators whereas only (0.6%) female were reported as cultivators which shows the hold of males on agricultural land. Maximum number of women (16.3%) were working as agricultural labourers.

T A B L E - 4.6

Sex wise distribution of income of household population (Per Year) (Rs. in 1000's)

Male / Female	No Income		1-3		4-5		6-9		10-12		13-15		16-18		19-21		21 and above		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Male	439	53.4	152	18.5	134	16.3	20	2.4	14	1.7	6	0.7	4	0.5	52	6.3	1	0.1	822	100
Female	800	81.3	166	16.9	15	1.5	0	0.0	1	0.1	1	0.1	0	0.0	1	0.1	0	0.0	984	100
Total	1239	68.6	318	17.6	149	8.3	20	1.1	15	0.8	7	0.4	4	0.2	53	2.9	1	0.1	1806	100

Table 46 shows that 81% of the females did not have any income as compared to 53.4% of males. The table also confirms that the male population were having more income as compared to female population.

T A B L E - 4 7

Distribution of household according to income per year
from all main sources (Rs. in thousands)

Name of the Village	1-3	4-6	7-9	10-12	13-15	16-19	20-22 & above	Total
Madhiri Mangalam	2	10	1	2	0	1	0	16
Nannadu	15	22	4	2	0	0	1	44
Nannattampalayam	9	27	2	1	0	0	1	40
Poyapakkam	4	30	5	0	0	0	2	41
Paramkuppam	13	21	7	0	0	0	2	43
Pidagam	0	3	7	4	6	3	24	47
Pillur	2	15	8	2	1	2	15	45
Sundari Palayam	2	26	1	3	1	1	2	36
Thamarai Kulam (Slum-I)	8	10	3	2	0	0	0	23
Kolianur Voikal (Slum-II)	2	15	1	1	1	1	4	25
Total	57 (15.8)	179 (49.7)	39 (10.8)	17 (4.7)	9 (2.5)	8 (2.2)	51 (14.2)	360

School going children (6-14 Years).

There were 750 school going children (6-14 Years) in the sampled households out of which 234 were boys and 516 were girls.

T A B L E - 4 8

Distribution of school going children (6-14 Years)
according to type of school

Govt. School		Private School		Semi Govt./Aided		Total							
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %						
225	96.2	504	97.7	9	3.8	12	2.3	0	0.0	0	0.0	234	516

96.2% boys were going to Govt. Schools, whereas 97.7% girls were in Govt. Schools. 3.8% boys were going to private school where as only 2.3% girls were going to private schools.

T A B L E - 4 9

Educational expenditure on fees for the school going children

Sex	No Expenditure		Upto 50		Upto 100		Upto 200		Upto 500		500 & above		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	163	69.7	59	25.2	6	2.6	1	0.4	4	1.7	1	0.4	234
Girls	366	70.9	131	25.4	12	2.3	0	0.0	7	1.4	0	0.0	516
Total	529	70.5	190	25.3	18	2.4	1	0.1	11	1.5	1	0.1	750

Table 49 shows that parents were incurring no expenditure towards fees, for their sons and daughters to a greater extent 70.5% But whatever they were spending it was more for boys than for girls.

T A B L E - 5 0

Educational expenditure on students funds for the
school going children

Sex	No Expenditure		Upto 50		Upto 100		Upto 200		Upto 500		500 & above		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	230	98.3	1	0.4	1	0.4	0	0.0	2	0.9	0	0.0	234
Girls	514	99.6	0	0.0	2	0.4	0	0.0	0	0.0	0	0.0	516
Total	744	99.2	1	0.1	3	0.4	0	0.0	2	0.3	0	0.0	750

Table No. 50 shows that 99.2% of the parents were not spending anything on 'student funds'.

T A B L E - 5 1

Educational expenditure on books for school going children

Sex	No Expenditure		Upto 50		Upto 100		Upto 200		Upto 500		500 & above		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Male	170	72.6	3	1.3	36	15.4	20	8.5	5	2.1	0	0.0	234
Female	383	74.2	0	0.0	62	12.0	69	13.4	2	0.4	0	0.0	516
Total	553	73.7	3	0.4	98	13.1	89	11.9	7	0.9	0	0.0	750

Table No. 51 indicates that parents were not incurring any expenditure towards purchase of books. It also indicates that parents were spending more money on books for their sons.

T A B L E - 5 2

Educational expenditure on stationery of school going children

Sex	No Expenditure		Upto 50		Upto 100		Upto 200		Upto 500		500 & above		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	12	5.1	116	49.6	90	38.5	12	5.1	4	1.7	0	0.0	234
Girls	30	5.8	227	44.0	234	45.3	24	4.7	1	0.2	0	0.0	516
Total	42	5.6	343	45.7	324	43.2	36	4.8	5	0.7	0	0.0	750

For 5.8% of girls and 5.1% of boys parents were not spending anything for buying stationery.

T A B L E - 5 3

Total educational expenditure of the school going children

Sex	No Expenditure		Upto 100		Upto 200		Upto 400		Upto 1000		1000 & above		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	1	0.4	3	1.3	9	3.8	87	37.2	108	46.2	26	11.1	234
Girls	6	1.2	2	0.4	13	2.5	156	30.2	252	48.8	87	16.9	516
Total	7	0.9	5	0.7	22	2.9	243	32.4	360	48.0	113	15.1	750

Table 53 shows that parents were spending more or less the same amount (total amount) on boys and girls of the school going cohort.

T A B L E - 5 4

Distribution of school going children according to the incentives received

Sex	1		2		3		4		5		6		7		8		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Boys	177	75.6	2	0.9	226	96.6	3	1.3	6	2.6	189	80.8	216	92.3	173	73.9	234
Girls	396	76.4	6	1.2	502	97.3	6	1.2	16	3.1	438	84.9	492	95.3	392	76.0	516
Total	573	76.4	8	1.1	728	97.1	9	1.2	22	2.9	627	83.6	708	94.4	565	75.3	750

Code :- (1) Free Uniform, (2) Scholarship, (3) Free education upto Higher Secondary, (4) Free writing materials, (5) Free stationery, (6) Free books/book bank, (7) Free noon meal, (8) Free chappals.

Table 54 shows that main incentives received by the school going children as stated by the parents are-

- Free Education upto Higher Secondary: For 97.3% of the girls education was free and 96.6% boys were getting free education.
- Free Noon meal: Parents stated that 95.3% school going girls are getting free noon meal whereas 92.3% boys are getting the same.
- Free Books: Parents stated that 84.9% girls are getting free books and 80.8% boys are getting free books.
- Free Chappals: 76.0% girls were getting free chappals and 73.9% boys were getting free chappals.
- Free Uniform: 76.7% girls and 75.6% boys were getting free uniforms.

T A B L E - 5 5

Educational aspiration of parents for their children

Educational Level	Boys		Girls	
	No.	%	No.	%
Primary	3	1.0	25	4.2
Middle	70	22.3	43	7.2
Secondary	18	5.7	139	23.1
Higher Secondary	57	18.2	191	31.8
Graduate (General)	101	32.2	90	15.0
Graduate (Professional)	13	4.1	19	3.2
Post Graduate and above	14	4.5	13	2.2
Not specific	38	12.1	81	13.5
Total	314	100.0	601	91.5

Table shows that parents wanted to educate -
their boys - upto higher secondary level 18.2%
- upto degree level 32.2%
- upto any professional course level 4.1%
- and post-graduate level and above 4.5%
their girls - upto higher secondary level 31.8%
- upto degree level 15.0% and
- professional course level 3.2%

This indicates that parents wanted higher education for boys as compared to girls.

T A B L E - 5 6

Occupational aspiration of parents for their children

O c c u p a t i o n	Boys		Girls	
	No.	%	No.	%
Teacher	87	27.7	176	29.3
Doctor	16	5.1	14	2.3
Police Officer	61	19.4	9	1.5
Tailor	1	0.3	39	6.5
Nurse	2	0.6	146	24.3
House Wife	0	0.0	29	4.8
Govt. Service	112	35.6	112	18.6
Engineer	21	6.7	25	4.2
No response	14	4.5	51	8.5
Total	314	100.0	601	100.0

Table 56 shows that the main occupation as desired by parents for their children are as follows :

For boys - Teacher (27.7%)	For girls - Teacher (29.3%)
- Govt. Service (35.6%)	- House wife (4.8)
- Police Officer(19.4%)	- Nurse (24.3%)
- Engineer (6.7%)	- Govt. Service (18.6%)
- Doctor (5.1%)	- Tailor (6.5%)
	- Doctor (2.3%)

It can be inferred that parents still want only the traditional occupations for girls.

T A B L E - 5 7

Parental perception on the main
reasons for girls continuing their education
in school

R e a s o n s	Respondents who said 'Yes'	
	Number	Percentage
a) Better economic standard of a household	83	23.0
b) Parental Education	110	30.6
c) Parental motivation	22	6.1
d) <u>Parental support like:</u>		
i) Payment of fee other than tuition fees	291	80.8
ii) Provision of books and stationery	223	61.9
iii) Provision of adequate food and clothing	268	74.4
iv) Creating space and time for studies at home	303	84.2
v) Provision of academic support (themselves or paid)	352	97.8
e) Self motivation of the girl child	94	26.1
f) Positive attitude of teachers	166	46.1

The main reasons for girls continuing their education are due to:

- (1) the provision of academic support in pupil's homes,
- (2) the provision of adequate food and clothing,
- (3) the provision of suitable space and time for the girls to study at home,
- (4) readiness of parents to pay fees other than tuition fees for their girls, and
- (5) the status of parental education which acts positively.

Parental perceptions on reasons for girls dropping-out from school

The number of respondents who agreed with the reasons for dropping out and their percentages are given below -

T A B L E - 5 8

Parental perception on reason for dropping out of girls from school

R e a s o n s	Respondent	
	No.	% of total respondent
01. Inability of parents to pay extra tuitions fee/ fund	55	15.3
02. Inability of parents to provide clothes and shoes	76	21.1
03. Inability of parents to provide books	92	25.6
04. Inability of parents to provide stationery	98	27.2
05. Inability of parents to provide food and medicines	70	19.4
06. Helping parents in occupation	310	86.1
07. Engaged in remunerative employment	241	66.9
08. Domestic work	333	92.5
09. Care of siblings	186	51.7
10. Absence of support services viz. Anganwadi, Balwadi, Creches	15	4.2
11. Early marriage	16	4.4
12. Social taboo on onset of puberty	37	10.3
13. Parental lack of motivation	187	51.9
14. Parental illiteracy	187	51.9
15. Lack of academic support/help from parents/ family members/others	34	9.4
16. School far away	6	1.7
17. Un-attractive school environment	3	0.8
18. Un-suitable school timings	0	0.0
19. Lack of relevance of curriculum	2	0.6
20. No women teachers	0	0.0
21. Lack of separate schools	13	3.6
22. Teachers negative attitude	4	1.1
23. Failure	9	2.5
24. Illness of family members	3	0.8
25. Own illness	10	2.8

The main reasons for girls dropping-out are due to -
 (1) domestic work, (2) the need to help parents in their occupations, (3) lack of motivation on the part of the parents, (4) the need to take care of their siblings at home, (5) engaged in remunerative employment, (6) social taboo on onset of puberty and (7) parental state of illiteracy.

T A B L E - 5 9

Parental perception on reasons for Non-enrolment of Girls in School

R e a s o n s	Respondent	
	No.	% of total Respondent
01. Inability of parents to pay extra tuition fee/ fund	71	19.7
02. Inability of parents to provide clothes and shoes	85	23.6
03. Inability of parents to provide books	104	28.9
04. Inability of parents to provide stationery	100	27.8
05. Inability of parents to provide food & medicines	76	21.1
06. Helping parents in occupation	295	81.9
07. Engaged in remunerative employment	235	65.3
08. Domestic work	324	90
09. Care of siblings	191	53
10. Parents lack of motivation	207	57.5
11. Parents illiteracy	193	53.6
12. Non-availability of school/NFE Centre close to habitation	28	7.8
13. Un-suitable school timings	5	1.4
14. Lack of relevance of curriculum	-	-
15. No women teachers in schools	22	6.1
16. No separate school for girls	1	0.3
17. Lack of support services	2	0.6
Total N=394		

The main reasons for girls non-enrolment are due to -

- (i) domestic duties, (ii) the need to help parents in their occupation, (iii) lack of motivation on the part of parents to send their daughters to schools, (iv) the need to take care of siblings, and (v) parents' illiteracy level which acts negatively.

T A B L E - 6 0

Parental perception about support services available

Support Service	Available	If available		Total	
		Satisfactory	Not Satisfactory		
Anganwadi		The respondents are aware of the support services and their utility			
Balwadi					
ICDS					
Trysem					
JRY					
Health Service					
Mahila Mandal	Available	Satisfactory	--	--	--
Any other		----			

The parents are aware of the services of Anganwadies, Balwadies, ICDS programmes, Trysem, JRY and other health services.

Mahila mandals function in all villages.

**Parental perception about programme needed for improving
girls education in the district for girls and women**

T A B L E - 6 1
**Distribution of parents according to programmes
needed for girls and women**

Name of the Programme	Yes	of 'Yes' to the total
Literacy Programme	329	91.4
Income generating programme	340	94.4
Health and nutrition programme	279	77.5

Table 6I shows that nearly 94.4% of the parents wanted 'income generating programmes' for improving girls education, 91.4% desired 'literacy programmes' and only 77.5% wanted 'health and nutrition programmes'.

The organisation of the income generating programmes - and their impact on the life style of the people, especially the women and girls, holds the key for regeneration of village economy and there on the efficiency of the school in terms of girls' enrolment, attendance and achievement.

T A B L E - 6 2

Parental perception about the factors that can encourage them to send their daughters to school

Name of the Village	No.	Factors Code Number								
		1	2	3	4	5	6	7	8	9
Madhiri Mangalam	16	0	7	16	16	16	8	0	0	0
Nannadu	44	0	15	43	43	43	32	42	20	13
Nannattam Palayam	40	0	13	39	39	39	31	1	1	0
Poyyapakkam	41	2	17	35	33	41	21	0	0	0
Panankuppam	43	0	14	39	38	42	28	36	24	17
Pidagam	47	0	19	45	44	46	28	20	11	7
Pillur	45	0	9	45	45	45	32	45	22	22
Sundari Palayam	36	7	14	35	35	35	20	35	14	7
Thamarai Kulam	23	0	5	23	23	23	17	23	14	6
Kolianur Voikal	25	0	24	25	25	25	17	23	21	0
Total	360	9	118	344	341	355	234	225	127	72
		(2.5)	(32.8)	(95.6)	(98.6)	(99.7)	(65.0)	(62.5)	(35.3)	(20)

The key variables that can encourage girls education and schooling are:

(i) supply of books, (ii) availability of pre-school/day care centres/Anganwadies, (iii) supply of free stationery, (iv) availability of women teachers in schools and (v) supply of free uniforms.

Code Factors

(i) changing school timing / calendar suitably
(ii) availability of school nearby / NFE centres nearby
(iii) free uniform, (iv) free stationery, (v) free books,
(vi) appointing more teachers (lady teachers),
(vii) free meals (noon meals) (viii) pre-school/day care centres/Anganwadies (ix) separate school for girls.

T A B L E - 6 3

Parental perception on utility of girls education

U t i l i t y	Respondent	
	No.	% of total Respondent
01. Develops a positive self image and confidence among girls	350	97.2
02. Prepares girls for economic contribution	351	97.5
03. Can improve health and nutritional status of children and other family members	348	96.7
04. Will ensure education of future generations	348	96.7
05. Will make girls and women aware of their rights	309	85.8
06. Helps raise age at marriage and reduce maternal, infant and child mortality	338	93.9
07. Helps in reducing the family size	228	80.0
08. Will prepare girls for leadership roles in society	314	87.2
09. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	38	10.6
10. Any other	-	-

The main perceptions of parents on the utility of girls' education are that education of girls -

- (i) will ensure the education of future generations in the family,
- (ii) develop a positive self-image and confidence among the girls,
- (iii) prepare girls for economic contribution, (to family and society),
- (iv) help in reducing the family size and
- (v) help to raise the age at marriage and reduce IMR and MMR.

T A B L E - 6 4

Parental perception on gender equality

I n d i c a t o r s	Responses	
	No.	%
01. Girls and boys need equal education	352	97.8
02. Both need to be given equal amount of food	350	97.2
03. Both need to be given equal health care and medical attention when needed	348	96.7
04. Both can be assigned same duties / responsibilities	306	85.0
05. Both should be given the same freedom	290	80.6
06. Both should be given equal time to play	336	93.3
07. Both can perform all tasks equally well	322	89.4
08. Both can have similar occupations	333	92.5
09. Both have same intelligence and abilities	313	86.9
10. Men and women should be paid equal wages for equal work	191	53.1
11. Husband and wife should take all decisions jointly	345	95.8
12. Household work must be shared by all members of the household	349	96.9
13. Assets of the family should be registered in joint names of husband and wife	128	35.6

The main perceptions on gender equality of the parents were that -

- (i) girls and boys need equal health care and medical attention, (ii) both need equal amount of food, (iii) both have the same intelligence and abilities, (iv) husband and wife should take all decisions jointly, (v) girls and boys need equal education and (vi) assets of the family should be registered in joint names of husband and wife.

Drop-out Girls Schedule

Perception of Drop-out Girls

All the 49 drop-out girls of the sampled households were interviewed. Their age distribution was as follows:

T A B L E - 6 5

Distribution of the drop-out girls according to age

Name of the District	A g e G r o u p s				Total
	6 - 11 Years		12 - 15 Years		
	No.	%	No.	%	
South Arcot	11	22.5	38	77.5	49

11 girls were between 6-11 years age group and 38 girls were between 12-15 years age group.

Reasons for leaving the schools :-

The main reasons for dropping out are due to -

- (i) domestic work,
- (ii) need to take care of siblings,
- (iii) the necessity to earn through other employment means,
- (iv) parents poor literacy level and lack of motivation.

T A B L E - 6 6

Distribution of the drop-out girls according to their liking of school

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot	17	34.7	32	65.3	49

Table 66 shows that 35% of the drop-out girls liked their schools whereas 65% did not like their schools.

Reasons for liking schools :-

The girls liked the schools due to the -

- (i) attractive school environment,
- (ii) helpful attitudes of teachers and,
- (iii) planned curricular processes on the school.

Reasons for not liking schools :-

Some of the girls disliked the schools due to -

- (i) negative attitudes of teachers,
- (ii) failure in examination and
- (iii) lack of interesting curricular processes at school.

T A B L E - 6 7

Distribution of drop-out girls according to
parents willingness to send them to school again

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sample)	15	30.6	34	69.4	49 (100.0)

34 drop-out girls (69.4%) stated that their parents are not interested in sending them back to school. Only 15 girls (30.6%) reported that their parents were willing to send them to school again.

Reasons for not sending the drop-out girls to school again :

1. domestic work,
2. the need to supplement family income,
3. the need to take care of sibling.

Reasons for sending the drop-out girls to school again :

1. parents motivation,
2. pupils own motivation to continued education.

T A B L E - 6 8

Distribution of drop-out girls according to liking of teachers

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sampled)	44	89.8	5	10.2	49 (100.0%)

Table 68 shows that 44 drop-out girls (89.8%) liked their teachers and only 5 girls(10.2%) did not like her teachers.

Reason for liking their teachers:-

1. Positive attitudes of teachers.
2. Interesting curricular process.
3. Attractive school environment created by the teachers.

Reason for not liking their teachers:-

1. Negative attitudes of teachers.
2. Lack of interesting mode of teaching and
3. Punishments.

Teachers helping attitude towards the drop-out girls :

96% of the girls reported that they were able to get teachers help in their studies when ever needed. 4% of them stated that they were not able to get teachers help in thier studies (Table 69).

T A B L E - 6 9

Distribution of the drop-out girls according to availability of teachers help in their studies

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sampled)	47	95.9	2	4.1	49 (100.0)

Difficulties in doing home work

16% of the girls accepted that they face difficulties in doing home work. But 83.7% stated that they did not have any difficulty in doing home work (Table 70)

T A B L E - 7 0

Distribution of the drop-out girls according to difficulties in doing home work

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sample)	8	16.3	41	83.7	49 (100.0)

Regularity and punctuality in going to school

Nearly 96% girls stated that they are going regularly to school. 4% girls reported that they are not going to school regularly (Table 71).

T A B L E - 7 1.

Distribution of drop-out girls according to regularity in school

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sampled)	47	95.9	2	4.1	49 (100.0)

Reasons for the drop-out girls for not going to school regularly:-

1. Domestic work,
2. Care of sibling at home,
3. Engaged in parental occupation.

T A B L E - 7 2

Distribution of drop-out girls being punctual in going to school

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sampled)	49	100.0	0	0.0	49 (100.0)

All the girls stated that they were punctual in going to school.

Reason for going to school punctuality

The girls were really interested in going to schools and they were punctual. But the family circumstances - domestic duty, the need to assist parents in their occupation compelled them to drop out.

Willingness of the drop-out girls to resume studies :

T A B L E - 7 3

Distribution of respondents about their desire to resume studies

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sampled)	45	91.8	4	8.2	49 (100.0)

91.8% of the girls stated that they were willing to resume their studies, whereas 8.2% were not willing to resume their studies.

T A B L E - 7 4

Distribution of drop-out girls
according to their liking/dislike for different subjects

Name of the Subject	Subjects liked most		Subjects dis-liked	
	No.	%	No.	%
Urdu	2	4.1	47	95.9
English	1	2.0	48	98.0
Maths	19	38.8	30	61.2
Tamil	45	91.8	4	8.2
Telugu	4	8.2	45	91.8
Science	35	71.4	14	28.6
Social Science	41	83.7	8	16.3

The girls liked Tamil (91.8%), Science (71.4%) and Social Science (83.7%). The subject disliked was English.

T A B L E - 7 5

Distribution of drop-out girls according to the mode of the transport used to go to school

Name of the District	Mode of Transport						Total
	Foot		Cycle		Bus		
	No.	%	No.	%	No.	%	
South Arcot	43	87.8	2	4.1	4	8.2	49

87.8% of the sampled drop-out girls stated that they walk the distance to schools. 8% covered the distance by bus and only 4% covered the distance by cycle.

Failure in studies :

T A B L E - 7.6

Distribution of drop-out girls according to failure in any class

Name of the District	Yes		No		Total
	No.	%	No.	%	
South Arcot (Sample)	9	18.4	40	81.6	49 (100.0)

Only 18.4% of the drop-out girls stated that they failed in the school examinations. 81.6% stated that they did not fail in any class.

T A B L E - 3 5

Perception, of, drop-out, girls about the main reasons for dropping-out

R e a s o n s	Respondent	
	No.	% of total Respondent
01. Inability of parents to pay extra tuition fee / fund	2	4.1
02. Inability of parents to provide clothes and shoes	6	12.2
03. Inability of parents to provide books	7	14.3
04. Inability of parents to provide stationery	8	16.3
05. Inability of parents to provide food and medicines	6	12.2
06. Helping parents in occupation	33	67.3
07. Engaged in remunerative employment	19	38.8
08. Domestic work	40	81.6
09. Care of sibilings	11	22.45
10. Absence of support services viz. Anganwadi, Balwadi, Creches	0	0.0
11. Early marriage	2	4.1
12. Social taboo on onset of puberty	4	8.2
13. Parental lack of motivation	26	53.1
14. Parental illiteracy	25	51.0
15. Lack of academic support/help from parents/ family members/others	5	10.2
16. School far away	1	2.0
17. Un-attractive school environment	0	0.0
18. Un-suitable school timings	0	0.0
19. Lack of relevance of curriculum	0	0.0
20. No women teachers	0	0.0
21. Lack of seperate schools	0	0.0
22. Teachers negative attitude	4	8.2
23. Failure	0	0.0
24. Illness of family members	1	2.0
25. Own illness	7	14.3

The main reasons for the girls (in the study) dropping out are due to -

- (i) Domestic work,
- (ii) the need to help parents in their occupation,
- (iii) parental lack of motivation,
- (iv) parent's illiteracy and
- (v) the need to seek remunerative employment.

T A B L E - 7 8

Time spent by drop-out girls on household activities

A c t i v i t i e s	T i m e S p e n t								Total
	1 Hour		2 Hour		3 Hour		3 +		
	No.	%	No.	%	No.	%	No.	%	
01. Fetching Water	12	24.5	35	71.4	0	0.0	2	4.1	49
02. Fetching fodder and fuel	11	22.5	34	69.4	4	8.2	0	0.0	49
03. Care of livestock	33	67.3	10	20.4	1	2.0	5	10.2	49
04. Making cowdung cakes	48	98	0	0.0	0	0.0	1	2.0	49
05. Care of siblings	40	81.6	1	2.0	3	6.1	5	10.2	49
06. Cooking	7	14.3	16	32.7	25	51.0	1	2.0	49
07. Washing/Cleaning utensils	8	16.3	35	71.4	4	8.2	2	4.1	49
08. Grazing cattle	40	81.6	0	0.0	1	2.0	8	16.3	49
09. Wage earning activities	42	85.7	0	0.0	0	0.0	7	14.3	49
10. Agricultural operations	47	95.9	0	0.0	2	4.1	0	0.0	49
11. Home based production	49	100.0	0	0.0	0	0.0	0	0.0	49

<u>Activities</u>	<u>More than 3 hours daily</u>
1. Grazing cattle	16.3% of the sample
2. Engaged in wage earning activities	14.3% of the sample
3. Care of live stock	10.2% of the sample
4. Care of siblings	10.2% of the sample
	<u>3 hours daily</u>
1. Cooking	51% of the sample
	<u>2 hours daily</u>
1. Fetching water	71.4% of the sample
2. Washing/Cleaning utensils	71.4% of the sample
3. Fetching fodder and fuel	69.4% of the sample
4. Cooking	32.7% of the sample
	<u>1 hour daily</u>
1. Home based production work	100% of the sample
2. Making cowdung cakes	98% of the sample
3. Agricultural operations	95.9% of the sample
4. Wage earning activities	85.7% of the sample
5. Care of siblings	81.6% of the sample
6. Grazing cattle	81.6% of the sample

T A B L E - 7 9

Perception of drop-out girl about discrimination made
by her parents between her and her brothers

Discrimination	Respondents		Total
	No. Who said Yes	%	
01. Food	1	2.0	48
02. Clothing	7	14.3	48
03. Toys/Games	11	22.5	4
04. Books, magazines, stationery's	19	38.8	4
05. Help in studies	27	55.1	4
06. Rituals and social visits	41	83.7	4
07. Opportunities for play	39	79.6	4

The girls felt that they were discriminated against boys in -

- (i) rituals and social visits (83.7%),
- (ii) opportunities for play (79.6%),
- (iii) not getting help in studies (55.1%),
- (iv) books, magazines (38.8%),
- (v) provision of toys / games (22.5).

T A B L E - 8 0.

Perception of never enrolled girl on reasons for non-enrolment of girls in school

R e a s o n s	A g r e e		Total
	No.	%	
01. Inability of parents to pay extra tuition fee/fund	8	36.4	22
02. Inability of parents to provide clothes and shoes	14	63.6	22
03. Inability of parents to provide books	16	72.7	22
04. Inability of parents to provide stationery	18	81.8	22
05. Inability of parents to provide food and medicine	13	59.1	22
06. Helping parents in occupation	21	95.5	22
07. Engaged in remunerative employment	19	86.4	22
08. Domestic work	20	90.9	22
09. Care of siblings	18	81.8	22
10. Parents lack of motivation	20	90.9	22
11. Parents illiteracy	21	91.5	22
12. Non-availability of School/NFE Centre close to habitation	17	77.3	22
13. Un-suitable school timings	8	36.4	22
14. No women teachers	16	72.7	22
15. Lack of separate school for girls	14	63.6	22
16. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	19	86.4	22

The main reasons for non-enrolment of girls in schools are due to -

- (i) parent's illiteracy,
- (ii) the need to help parents in their occupation,
- (iii) parents lack of motivation,
- (iv) care of siblings at home,
- (v) cultural factors, social taboos and
- (vi) the need to seek remunerative employment.

T A B L E - 8 1

Observations of never enrolled school girl about schooling

O b s e r v a t i o n s	Y e s	
	No.	%
01. Never want to go to school	12	54.5
02. Like going to school now	14	63.6
03. Talked to parents about it	19	86.4
04. Parents are willing for schooling	6	27.27

Total (N) = 22		

54.5% of the never enrolled girls never wanted to go to school previously. But now 63.6% of them would like to go to school.

86.4% of the never enrolled girls talked to their parents about going to school again; but only 6 said that their parents were willing to send them to school again.

T A B L E - 8 2

Reading/writing, nematical ability of non-enrolled girl

A b i l i t y	Y e s		Total
	No.	%	
01. Ability to read / write	0	0.0	
02. Able to write name	4	18.2	-
03. Able to count			
Can count upto : 10	11	50.0	
" " " 50	6	27.3	
" " " 100	3	13.6	
04. Taught by			
Father	3	13.6	
Mother	2	9.1	
Brother / Sister	7	31.8	
Teacher	4	18.2	
Any others	2	9.1	

The reading & writing abilities of the never enrolled girls were very poor.

T A B L E , 8 , 3 ,

Requirement of specific programmes

P r o g r a m m e s	Y e s		Total
	No.	%	
01. Literacy programmes : NFE Centres	9	40.9	22
02. Income generating programmes	18	81.8	22
03. Health and nutrition programmes	10	45.5	22
04. Literacy & income generating programmes	20	90.9	22
05. Literacy & health & nutrition programmes	11	50.0	22
06. Income generating & health & nutrition programmes	21	95.5	22
07. Literacy, income, health & nutrition programmes	22	100	22

Total (N) = 22			

90.9% of the never enrolled girls needed, literacy and income generating programmes, 81.8% needed income generating programmes, and 100.0% needed literacy, income generating programmes, health and nutrition programmes.

T A B L E - 8 4

Work done and time spent by never enrolled girls at home

	> 1hr.	1-2hrs	< 2hours	Not Applicable	Total
1. Fetching Water	45.5 10	54.6 12	-	-	22
2. Fetching fodder and fuel	13.6 3	45.5 10	22.7 5	18.2 4	22
3. Care of livestock	-	22.7 5	72.3 17	-	22
4. Making codung cakes	27.3 6	18.2 4	-	54.6 12	22
5. Care of siblings	-	31.8 7	36.4 8	31.8 7	22
6. Cooking	18.2 4	54.6 12	13.6 3	13.6 3	22
7. Washing/cleaning utensils	31.8 7	27.3 6	22.7 5	18.2 4	22
8. Grazing cattle	-	-	-	-	22
9. Wage earning activities	-	-	27.3 6	72.7 16	22
10. Agricultural Operations	-	-	18.2 4	81.8 18	22
11. Home based production (sp)	-	-	-	-	--

The 'never enrolled girls' spend -

- more than 2 hours a day on care of live stock (72.3%), Care of siblings (36.4%), wage earning activities (27.3%) and agricultural operations (18.2%).
- 1-2 hours daily on fetching water (54.6%) fodder, fuel (45.5%) cooking (54.6%).
- less than 1 hour daily on making cow dung cakes (27.3%), and washing / cleaning utensils (31.8%).

T A B L E - 8 5

Perception of never enrolled girl about discrimination
made by her parents between her and her brothers.

D i s c r i m i n a t i o n	A g r e e		Total
	No.	%	
1. Food	3	13.6	22
2. Clothing	6	27.3	22
3. Toys / Games	-	-	22
4. Books, magazines, stationery's	4	18.2	22
5. Help in studies	10	45.5	22
6. Rituals and social visits	19	86.4	22
7. Opportunities for play	17	72.3	22
8. Any other	-	-	-

The never enrolled girls that they were discriminated against the boys in -

- (i) not getting help in their studies 45.5%
- (ii) rituals and social visits 86.4%
- (iii) not getting opportunities for play 72.3%

T A B L E - 8 6

Indepth Study - The child who is never enrolled Tamil Nadu - South Arcot District - Kolianur Block

Sl. No.	Name of the Village	F a m i l y	T h e C h i l d
01.	Pidagam	Parents are illiterate. They lack interest in education. Parents are agricultural workers, and the girl has to take care of the younger children, if parents are to go in for daily work.	Age-6 belongs to most backward class girl is expected to <u>take care of the younger children</u> at home.
02.	Thamarai Kulam Slum Area	Parents are not educated. They work in the fields on daily wages.	Age-10 M.B.C. (most backward class) the girl is <u>retained</u> at home to take care of the younger.
03.	Nannattam Palayam	Parents are uneducated. They are agricultural labourers, working on daily wages.	Age-14 S.C. - The girl is assisting her parents in their daily <u>agricultural work</u> .
04.	Kolianur Voikal Slum	Father is a cycle rickshaw driver.	Age-6 S.C. - Teachers are insisting on the production of the 'BirthCertificate' for admission. The father is not able to get it. Teachers insist on the birth certificate and the provision of certificate stands in the way of the admission.
05.	Madhiri Mangalam	Parents are uneducated and work as agricultural labourers. They are not interested in the education of their daughter.	Age-9 (M.B.C.) the girl attends to domestic work and takes care of the young children at home. There is <u>no school in the village itself</u> .
06.	Sundhari Palayam	Parents are uneducated and work as agricultural labourers.	Age-7 M.B.C. There is no school in the village itself and the <u>children have to walk 3 Km.</u> to reach the nearest school. The parents feel that a young girl of 7 can not <u>trudge through, the distance, twice a day, uncared for.</u> So the girl has turned into a baby-sitter at home.
07.	Poyyapakkam	Parents are illiterate, and have no interest in educating the child. They are agricultural labourers and do not have a regular income, and cannot afford food to their children everyday.	Age-12 M.B.C. The girl is <u>conditioned</u> to stay at home, due to family circumstances and poverty.

T E A C H E R ' S S C H E D U L E

PERCEPTION OF TEACHERS

Thirty-one teachers were interviewed in South Arcot District out of which 14 were male and 17 were female.

Nineteen teachers were between the age group of 21-30 years and 12 teachers were above 31 years.

Twenty-eight teachers were married while 3 were unmarried.

Twenty-seven teachers have passed the higher secondary course and four were graduates. (General).

T A B L E - 8 7

Distribution of Teachers according to educational qualification

Name of the District	Higher Secondary	Graduation (General)	Total
South Arcot	27	4	31

Professional Experience :

Six teachers had teaching experience between 1-5 years, and 2 teachers had teaching experience between 6-10 years. 3 teachers had experience between 11-20 years, 14 had between 21-30 years and 6 teacher had teaching experience for more than 40 years. (Table 87).

T A B L E - 8 8

Distribution of teachers according to length of service

Name of the District	1-5 Years	6-10 Years	11-20 Years	21-30 Years	40 & Years	Total
South Arcot (Sample)	6	2	3	14	6	31

All sampled teachers were trained (Table 88)

T A B L E - 8 9

Distribution of teachers according to their training

Name of the District	Trained	Untrained	Total
South Arcot (Sample)	31	-	31

Two teachers were living near their schools, five teachers were living within 2 Km., of their schools, 3 teachers were living within 3 Km. of their schools, 4 teacher was living within 4 Km., of his school and 17 teachers were living beyond 5 Km. from their schools. (Table 90).

T A B L E - 9 0

Distribution of teachers according to distance of their residence from school-

Name of the District	Distance from the school					Total
	Close by	Within 2 Km.	Within 3 Km.	Within 4 Km.	5 Km. & above	
South Arcot (Sample)	2	5	3	4	17	31

Three teachers reached the school by walking; 9 teachers were using cycles 19 teachers were using the bus for going to schools.

T A B L E - 9 1

Distribution of teachers according to mode of transport to their schools

Name of the District	Mode of Transport			Total
	Foot	Cycle	Bus	
South Arcot	3	9	19	31

T A B L E - 9 2

Perception of teachers about the main factors for the girls
continuing their education in school

F a c t o r s	Respondents	
	No.	% of the total
a. Better economic standard of a household	30	96.8
b. Parental education	31	100.0
c. Parental motivation	29	93.5
d. Parental support like :		
i) Payment of fee other than tuition fees	2	6.5
ii) Provision of books and stationery	19	61.3
iii) Provision of adequate food and clothing	10	32.3
iv) Creating space and time for studies at home	12	38.7
v) Provision of academic support (themselves or paid)	8	25.8
e. Self motivation of the girl child	25	80.6
f. Positive attitude of teachers	19	61.3

Table 92 shows that according to teachers the first six factors for girls continuing their education in school are -

- availability of better economic standard of a household
- parental motivation
- self motivation of the girl child
- positive attitude of teachers
- parental education and
- provision of adequate food and clothing by parents.

T A B L E - 93

'Perception' of teachers on reasons for
dropping out of girls from school

R e a s o n s	Respondent	
	No.	% of total Respondent
01. Inability of parents to pay extra tuition fee/fund	3	9.7
02. Inability of parents to provide clothes & shoes	7	22.6
03. Inability of parents to provide books	10	32.3
04. Inability of parents to provide stationery	15	48.4
05. Inability of parents to provide food and medicines	7	22.6
06. Helping parents in occupation	31	100.0
07. Engaged in remunerative employment	13	41.9
08. Domestic work	31	100.0
09. Care of siblings	27	87.1
10. Absence of support services viz. Anganwadi, Balwadi, Creches	2	6.5
11. Early marriage	4	12.9
12. Social taboo on onset of puberty	4	12.9
13. Parental lack of motivation	28	90.3
14. Parental illiteracy	25	80.6
15. Lack of academic support/help from parents/family members/others	6	19.4
16. School far away	--	--
17. Un-attractive school environment	--	--
18. Un-suitable school timings	--	--
19. Lack of relevance of curriculum	--	--
20. No women teachers	--	--
21. Lack of separate schools	--	--
22. Teachers negative attitude	--	--
23. Failure	2	6.5
24. Illness of family members	3	9.7
25. Own illness	4	12.9

Table indicates that the main reasons for the girls dropping out of schools are due to-

(i) the need for helping parents at home, in their occupation
(ii) failure in examination, (iii) domestic work, (iv) teacher's negative attitude and (v) social taboo on onset of puberty.

T A B L E - 9 4

Perception of teachers on main reasons for
non-enrolment of girls in school

R e a s o n s	Respondent	
	No.	% of total Respondent
01. Inability of parents to pay extra tuition fee/fund	4	12.9
02. Inability of parents to provide clothes and shoes	14	45.2
03. Inability of parents to provide books	12	38.7
04. Inability of parents to provide stationery	14	45.2
05. Inability of parents to provide food and medicines	5	16.1
06. Helping parents in occupation	22	71.0
07. Engaged in remunerative employment	8	25.8
08. Domestic work	27	87.1
09. Care of siblings	27	87.1
10. Parents lack of motivation	23	74.2
11. Parents illiteracy	21	67.7
12. Non-availability of school/NFE Centre close to habitation	7	22.6
13. Un-suitable school timings	--	--
14. No women teachers	--	--
15. No separate school for girls	--	--
16. Lack of support services such as Anganwadies, Balwadis, Creches	5	16.1
17. Cultural factors such as early marriage, social taboo and customs, segregation of women, purdah etc.	1	3.2
18. Lack of relevent curriculum	3	9.7

Table 94 shows that the first six reasons for non enrolment of girls in schools as stated by teachers are -

- (i) domestic work,
- (ii) care of sibling,
- (iii) parental lack of motivation,
- (iv) parental illiteracy,
- (v) helping parents in occupation and
- (vi) participation in remunerative employment.

T A B L E - 9 5

Perception of teacher about reasons for girls
not attending the school regularly

R e a s o n s	Respondents	
	No.	% of total Respondent
1. Domestic work	29	93.5
2. Care of sibling	29	93.5
3. Illness of family members	19	61.3
4. Pupils own illness	10	32.3
5. School far away	30	96.8
6. Lack of academic support at home	--	--

93.5% teachers interviewed were of the opinion that girls did not attend school regularly due to -

(i) domestic work and (ii) the need to take care of the sibling.

19 teachers stated that the girls needed academic support at home and 10 felt that girls did not attend school due to their sickness.

30 teachers felt that the school is far away and hence girls could not attend school regularly.

Steps taken :-

- (1) The load of work in the home should be reduced.
- (2) Pupils should have access for medical aid and
- (3) Schools have to be opened within reasonable distance, as per rules.

The problems can be solved by active P.T.A s, M.T.C s and teacher-parent contacts.

T A B L E - 9 6

Teachers responses about incentives given to girls in their schools

I n c e n t i v e s	Respondents (Number)
1. Free Text Books	30
2. Free Stationery	18
3. Free Uniform	30
4. Free Noon Meals	30

30 teachers stated that 'Free Text Books' and 'Free Uniform' and 'Free Noon Meals' are given to girls in their respective schools.

T A B L E - 97

Parental perception on Utility of girls education

U t i l i t y	Respondent	
	No.	% of total Respondent
01. Develops a positive self image and confidence among girls	31	100.0
02. Prepares girls for economic contribution	31	100.0
03. Can improve health and nutritional status of children and other family members	28	100.0
04. Will ensure education of future generations	31	100.0
05. Will make girls and women aware of their rights	30	96.8
06. Helps raise age at marriage and reduce maternal, infant and child mortality	4	12.9
07. Helps in reducing the family size	31	100.0
08. Will prepare girls for leadership roles in society	31	100.0
09. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayat municipalities and legislature	31	100.0

Majority of the teachers agreed on the utility of girls education. According to the teachers the first six indicators showing utility of girls education are -

- (i) prepares girls for economic contribution,
- (ii) ensures education of future generation,
- (iii) helps to reduce the family size,
- (iv) prepares girls for leadership roles in society,
- (v) prepares girls for participatory roles and decision making roles in the family and in local bodies and in all other walks of life.

T A B L E - 9 8

Teachers perception on gender equality

I n d i c a t o r s	No.	% of responses
01. Girls and boys need equal education	31	100.0
02. Both need to be given equal amount of food	30	96.8
03. Both need to be given equal health care and medical attention when needed	30	96.8
04. Both can be assigned same duties/ responsibilities	25	80.6
05. Both should be given the same freedom	12	38.7
06. Both should be given equal time to play	25	80.6
07. Both can perform all tasks equally well	28	90.3
08. Both can have similar occupations	28	90.3
09. Both have same intelligence and abilities	28	90.3
10. Men and women should be paid equal wages for equal work	29	93.5
11. Husband and wife should take all decisions jointly	29	93.5
12. Household work must be shared by all members of the household	31	100.0
13. Assets of the family should be registered in joint names of husband and wife	21	67.7

Table 98 shows that most of the teachers strongly believed in gender equality.

100% of the teachers stated that -

- girls and boys need equal education,
- both need to be given equal amount of food,
- both need to be given equal health care, and medical attention when needed,
- both can perform all tasks equally well and
- that husband and wife should take all decisions jointly.

97% of the teachers stated that -

- 'both men and women can have similar occupations' and
- the household work must be shared by all members of the household.

95% of the teachers stated that -

- both men and women have same intelligence and abilities.

92% of the teachers stated that -

- both can be assigned same duties / responsibilities,
- both should be given the same amount of freedom,
- both should be given equal time to play.

87% of the teachers stated that -

- men and women should be paid equal wages for equal work,
- assets of the family should be registered in joint names of the husband and wife.

Head of Institution Schedule

T A B L E - 9 9

Educational qualifications and experiences of heads of institutions

V a r i a b l e s	Respondents	
	No.	%
1. Diploma holder	4	50.
2. Post graduate and above	4	50

T A B L E - 1 0 0

Length of service

Length of service	Number	% of the total
1. 20-30 years	3	37.5
2. 30-40 years	5	62.5

T A B L E - 1 0 1

Classes taught	Number	% of the total
1. Primary	6	75.0
2. Middle	2	25.0

The sample of head of institutions interviewed consisted of 8 members. 4 of them were diploma holders (in general education and professional education) and four was post graduate. 5 of them have had a teaching experience ranging 30-40 years &

3 of them have had a teaching experience ranging 20-30 years. 6 of them taught in the primary classes and 2 of them in middle schools.

T A B L E - 1 0 2

Physical facilities available in schools

F a c i l i t y	A v a i l a b l e		Total
	No.	%	
1. Play ground	2	25	8
2. Laboratory	0	0.0	8
3. Library/Book bank/Stationery	4	50	8
4. Toilets	0	0.0	8
5. Separate toilets for girls	0	0.0	8
6. Health/Medical checkup in the school	6	75.0	8

Total (N) = 8

Out of 8 schools only 2 schools have playground and 4 have Library facilities.

None of the schools have laboratories, toilets, and separate toilets for girls, 2 schools needed medical checkup facilities.

T A B L E - 1 0 2 - A

Institutional Head's perception about the main factors for the girls continuing their education in schools

F a c t o r s	Agree		Dis Agree		Total
	No.	%	No.	%	
a. Better economic standard of a household	8	100.0	0	0.0	8
b. Parental education	8	100.0	0	0.0	8
c. Parental motivation	8	100.0	0	0.0	8
d. <u>Parental support like :</u>					
i) Payment of fee other than tuition fees	3	37.5	5	62.5	8
ii) Provision of books and stationery	5	62.5	3	37.5	8
iii) Provision of adequate food and clothing	4	50	4	50	8
iv) Creating space and time for studies at home	2	25	6	75	8
v) Provision of academic support (themselves or paid)	5	62.5	3	37.5	8
e. Self motivation of the girl child	6	75	2	25	8
f. Positive attitude of teachers	8	100.0	0	0.0	8

Total (N) = 8					

The main reasons for the girls continuing their education are due to the fact that -

- (i) their parents have been educated and could perceive the need for education,
- (ii) their parents have been motivated to send their girls to schools,
- (iii) they could provide academic support for their girls at home,
- (iv) the girls themselves were motivated to attend schools,
- (v) and the teachers were helpful to the girls.

T A B L E - 1 0 3

Institutional Head's perception on reasons for
dropping out of girls from school

R e a s o n s	A g r e e	
	No.	%
01. Inability of parents to pay extra tuition fee/fund	2	25.0
02. Inability of parents to provide clothes & shoes	3	37.5
03. Inability of parents to provide books	4	50.0
04. Inability of parents to provide stationery	5	62.5
05. Inability of parents to provide food & medicines	2	25.0
06. Helping parents in occupation	8	100.0
07. Engaged in remunerative employment	8	100.0
08. Domestic work	8	100.0
09. Care of siblings	8	100.0
10. Absence of support services viz. Anganwadi, Balwadi, Creches	8	100.0
11. Early marriage	4	50.0
12. Social taboo on onset of puberty	6	75.0
13. Parental lack of motivation	8	100.0
14. Parental illiteracy	8	100.0
15. Lack of academic support/help from parents/family members/others	4	50.0
16. School far away	6	75.0
17. Un-attractive school environment	2	25.0
18. Un-suitable school timings	2	25.0
19. Lack of relevance of curriculum	4	50.0
20. No women teachers	5	62.5
21. Lack of separate schools	6	75.0
22. Teachers negative attitude	0	0.0
23. Failure	3	37.5
24. Illness of family members	1	12.5
25. Own illness	2	25.0
26. Any other		
Total (N) = 8		

The main reasons for girls dropping out were due to -

- (i) the need to help their parents in their occupation,
- (ii) their employment in remunerative occupations,
- (iii) domestic work,
- (iv) the need to take care of siblings,
- (v) the absence of Anganwadis/NFE Centres/Schools nearby,
- (vi) lack of parental motivation and
- (vii) parental illiteracy status.

T A B L E - 1 0 4

Institutional Heads Perception about reasons for
non-enrolment of girls in schools

R e a s o n s	A g r e e		Total
	No.	%	
01. Inability of parents to pay extra titition fee/ fund	1	12.5	8
02. Inability of parents to provide clothes & shoes	3	37.5	8
03. Inability of parents to provide books	4	50.0	8
04. Inability of parents to provide stationery	5	62.5	8
05. Inability of parents to provide food & clothes	2	25.0	8
06. Helping parents in occupation	8	100.0	8
07. Engaged in remunerative employment	8	100.0	8
08. Domestic work	8	100.0	8
09. Care of siblings	8	100.0	8
10. Parents lack of motivation	8	100.0	8
11. Parents illiteracy	8	100.0	8
12. Non-availability of school/NFE Centre close to habitation	6	75	8
13. Un-suitable school timings	2	25	8
14. No women teachers	4	50	8
15. No separate school for girls	3	37.5	8
16. Lack of support services such as Anganwadies, Balwadies, Creches	8	100.0	8
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	5	62.5	8
Total (N) = 8			

The main reasons for non-enrolment of girls are due to -

- (i) the need to help parents in their occupation,
- (ii) employment in remunerative work,
- (iii) domestic work,
- (iv) the need to take care of siblings,
- (v) parental lack of motivation and
- (vi) parents illiteracy status.

T A B L E 1 0 5

Responses of Institutional Head about Incentives

I n c e n t i v e s	A g r e e		D i s A g r e e	
	No.	%	No.	%
01. Incentives available are adequate	0	0.0	8	100.0
02. Incentives are available on time	0	0.0	8	100.0
Total (N) = 8				

The incentives are available in-adequate measure; but they have to be provided on time.

T A B L E - 1 0 6

Institutional Heads perception about utility of girls education

U t i l i t y	A g r e e	
	No.	%
01. Develops a positive self-image and confidence among girls	7	87.5
02. Prepare girls for economic contribution	7	87.5
03. Can improve health and nutritional status of children and other family members	6	75.0
04. Will ensure education of future generations	6	75.0
05. Will make girls and women aware of their rights	4	50.0
06. Helps raise age at marriage and reduce maternal, infant and child mortality	5	62.5
07. Help in reducing the family size	6	75.0
08. Will prepare girls for leadership roles in society	2	25.0
09. Will prepare girls for participation and decision making process in all walks of life for e.g. family, panchayats, municipalities and legislature.	3	37.5
Total (N) = 8		

The main perceptions on the utility of girls education are -

- (i) helps to develop a positive self-image and confidence among girls,
- (ii) prepares girls for economic contribution,
- (iii) ensures education of future generations,
- (iv) improves the health and nutritional status of children and others in the family and
- (v) it helps to raise the age at marriage, reduce IMR and MMR.

T A B L E - 1 0 7 .

Institutional Heads Perception on Gender Equality

I n d i c a t o r s	A g r e e		Total
	No.	%	
01. Girls and boys need equal education	8	100.0	8
02. Both need to be given equal amount of food	8	100.0	8
03. Both need to be given equal health care and medical attention when needed	8	100.0	8
04. Both can be assigned same duties/responsibilities	6	75.0	8
05. Both should be given the same freedom	7	87.5	8
06. Both should be given equal time to play	7	87.5	8
07. Both can perform all tasks equally well	6	75.0	8
08. Both can have similar occupations	7	87.5	8
09. Both have same intelligence and abilities	8	100.0	8
10. Men and women should be paid equal wages for equal work	6	75.0	8
11. Husband and wife should take all decisions jointly	8	100.0	8
12. Household work must be shared by all members of the household	8	100.0	8
13. Assets of the family should be registered in joint names of husband and wife	6	75.0	8

Total (N) = 8

The main perceptions on gender equality are that -

- (i) girls and boys need equal education,
- (ii) both need equal amount of food,
- (iii) both need equal health care and medical attention,
- (iv) both have same intelligence and abilities, and
- (v) husband and wife should take all decisions jointly.

Community Leader Schedule

T A B L E - 1 0 8

Educational qualification of the Community Leader

Educational Qualification	Respondents	
	No.	% of the total
(i) Primary	2	20
(ii) Middle	3	30
(iii) High School/Higher Secondary	4	40
(iv) Senior Secondary	0	0
(v) Technical / Diploma holder	0	0
(vi) Graduate (General)	0	0
(vii) Graduate (Professional) and Technical	0	0
(viii) Post Graduation and above	1	10
Total (N) = 10		

2 of the Community Leaders had primary education, 3 upto middle school level 4 upto high school level and one upto post graduate level.

T A B L E - 1 0 9

Occupations of Community Leaders

O c c u p a t i o n	Respondents	
	No.	% of the total
01. Cultivators	8	80
02. Agricultural Labourers	1	10
03. Livestock and forestry etc.	-	--
04. Mining and quarrying	-	--
05. Manufacturing household/industry/others	-	--
06. Construction	-	--
07. Trade and commerce	-	--
08. Transport, storage and communication	-	--
09. Other services	1	10
Total (N) = 10		

8 of the Community Leaders wer cultivators, one was an agricultural labourer and one was engaged in other services.

T A B L E - 1 1 0

Responses of Community Leader about participation of women

Participation of Women	Agree		Dis Agree	
	No.	%	No.	%
01. Village Panchayat Meeting	2	20	8	80
02. Mahila Mandal	3	30	7	70
03. In any political or social organisation	3	30	7	70

Total (N) = 10

The Community Leaders stated that women in villages did not participate in Village Panchayat Meetings, Mahila Mandals or in any Political or Social Organisation.

T A B L E - 1 1 1

Steps taken by Community Leader to improve girls education
and participation of women in activities and programmes

Steps / efforts being made	Yes		No		Total
	No.	%	No.	%	
01. All girls are going to school	4	40	6	60	10
02. Started activities/porgrammes in the village for girls / women	0	0.0	10	100.	10
03. Steps taken to motivate parents to send their daughter to school	0	0.0	10	100	10
04. Any effort being made by the Community to promote girls education in the village	0	0.0	10	100	10

Total (N) = 10					

None of them have taken steps to enrol all the girls in schools,
or started activities for girls / women. They have not motivated
parents to send their daughters to schools nor have they taken effort
to promote girl's education.

T A B L E - 1 1 2

Awareness of Community Leader about the special programmes /
schemes / incentives given for promoting education of girls
belonging to SC, ST and Others

Programme for	Yes		No		Total
	No.	%	No.	%	
01. Scheduled Castes	10	100	0	0.0	10
02. Scheduled Tribes	10	100	0	0.0	10
03. Backward Classes	6	60	4	40	10

Total (N) = 10					

100% of the Community Leaders were aware of the special programmes
to SCs, STs and 6 of them were aware of special programmes to BCs.

TABLE - 113

Perception of Community Leader about NFE Centre

NFE Centre	Yes		No		Total
	No.	%	No.	%	
01. Awareness about NFE Centre in the village ward	8	80	2	20	10
02. Satisfaction with the function of NFE Centre in the village / ward	7	70	3	30	10
03. Want NFE Centre in the village	10	100	0	0	10
04. Facilities which can be provided by the village for NFE Centre					
a. Accommodation	10	100	0	0	10
b. Volunteers	10	100	0	0	10
05. Need separate NFE Centre for girls	7	70	3	30	10
Total (N) = 10					

100% of them were aware of NFE Centres and all of them wanted NFE Centres in the villages.

They are prepared to support the NFE Centres & 6 of them needed separate NFE Centre for girls.

TABLE - 114

Community Leaders perception of co-education and girls being taught by male teachers

Variables	Objection		No Objection		Total
	No.	% of total	No.	% of total	
01. Girls and boys studying together in the same institution	7	70	3	30	10
02. Girls being taught by male teachers	6	60	4	40	10
Total (N) = 10					

7 of them wanted girls to be taught by lady teachers only.

6 of them wanted separate school for girls.

T A B L E - 1 1 4 - A

Community Leader's Perception on Utility of Girls Education

U t i l i t y	Agree		Dis Agree	
	No.	%	No.	%
01. Develops a positive self image and confidence among girls	9	90	1	10
02. Prepares girls for economic contribution	8	80	2	20
03. Can improve health and nutritional status of children and other family members	6	60	4	40
04. Will ensure education of future generations	10	100	0	0.00
05. Will make girls and women aware of their rights	6	60	4	40
06. Helps raise age at marriage and reduce maternal, infant and child mortality	8	80	2	20
07. Helps in reducing the family size	7	70	3	30
08. Will prepare girls for leadership roles in society	5	50	5	50
09. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	5	50	5	50

Total (N) = 10

The main perceptions on the utility of girls' education were -

- (i) prepares girls for economic contribution,
- (ii) develops positive self-image and confidence and
- (iii) ensures education of future generation.
- (iv) helps to raise age at marriage and reduce maternal, infant and child mortality.
- (v) helps in reducing the family size.

T A B L E - 1 1 5

Perception of Community Leaders on Gender Equality

I n d i c a t o r s	Agree		Dis. Agree		Total
	No.	%	No.	%	
01. Girls and boys need equal education	10	100	0	0	10
02. Both need to be given equal amount of food	10	100	0	0	10
03. Both need to be given equal health care & medical attention when needed	10	100	0	0	10
04. Both can be assigned same duties/ responsibilities	6	60	4	40	10
05. Both should be given the same freedom	6	60	4	40	10
06. Both should be given equal time to play	5	50	5	50	10
07. Both can perform all tasks equally well	4	40	6	60	10
08. Both can have similar occupations	4	40	6	60	10
09. Both have same intelligence & abilities	5	50	5	50	10
10. Men and women should be paid equal wages for equal work	6	60	4	40	10
11. Husband and wife should take all decisions jointly	7	70	3	30	10
12. Household work must be shared by all members of the household	8	80	2	20	10
13. Assets of the family should be registered in joint names of husband and wife	4	40	6	60	10

Total (N) = 10

The main perceptions on gender equality are that -

- (i) boys & girls need equal amount of food, health care and medical attention.
- (ii) both need equal education and
- (iii) household work must be shared by all members of the household.
- (iv) girls and boys need equal education

T A B L E - 1 1 6

Focus Group Discussion : Kolianur Block
(Sample Study) - Summary of the opinions

Sl. No.	Name of the Villages	Sex	Age Group	Number of Participants	Focus Group Opinions
01.	Nannadu	Male & Female	19-60	17	
02.	Nannattampalayam	"	18-45	23	
03.	Panankuppam	"	19-65	15	
04.	Poyyapakkam	"	20-50	23	****
05.	Pillur	"	17-60	31	
06.	Pidagam	"	16-48	20	
07.	Sundaripalayam	"	21-57	19	
08.	Madirimangalam	"	16-63	21	
09.	Thamaraikulam	"	17-59	22	
10.	Kolliyanur Voikal	"	18-70	19	

****** Focus Group Opinions :**

Birth of a Child :- (i) The 'elders' of the village prefer a male child as there is a generally accepted notion that the female children are financial liabilities, rather than assets, (ii) Married daughters cannot be relied upon for help in times of need.

Early marriage of the girl:- (i) The group felt that early marriage of the girls is not desirable. The average age limit for marriage is between 18-20 years. The families are against dowry system. (ii) The focus group is for adopting family welfare schemes.

Girls Education:- (i) Girls should be educated till they get married, (ii) Priority is given to give the daughter in marriage, rather than continue the girls' education, (iii) Girls are to be taught by women teachers and separate girls schools are better than mixed schools,

(iv) The parents wanted their daughters to have conventional education upto XII Standard and take up traditional professions like nurses, teachers and clerical jobs, (v) The social taboos cannot be wiped off as early as they are preached; and it may have to be done gradually.

Difficulties in educating the girls:- (i) Distance between the school and the village. It is not advisable to send young children (girls) and girls who have attained the age of puberty to such long distances, (ii) The school needs women teachers in greater number. The parents do not like to send their daughters to schools where there are no women teachers.

Duties of girls at home:- (i) Fetching water, fodder, fuel, (ii) Jointing mother in cooking, cleaning, washing, (iii) Caring for the live stock in the family, (iv) Care for the siblings at home.

Work done by women at home:- (i) Domestic work, (ii) Fetching water, fodder, fuel, (iii) Agricultural work in their own fields, (iv) Working as coolies, and (v) care of siblings.

Non-employment pattern:- (i) Agricultural labourer, (ii) Working as carpenters, masons and other house building activities.

Leisure time activities:- (i) There is no time for rest or leisure time activities as they have to work from dawn to dusk.

Equality:-

The people believe in the equality of the sexes. But they are not for sharing their ancestral property with women.

T A B L E - 1 1 7

Educational Administrator (Schedule)

Educational Qualifications of Education Administrators.

V a r i a b l e	Respondent		Total
	No.	%	
Post-Graduate and above	3	100	3

T A B L E - 1 1 8

Length of service of Educational Administrators

Length of Service	Respondent		Total
	No.	% of the total	
10-20 Years	2	66.7	2
20-30 Years	1	33.3	1
Total (N) = 3			

3 educational administrators were interviewed. All of them were post-graduates.

2 of them had a service range of 10-20 Years and the other one a range of 20-30 Years.

T A B L E - 1 1 9

Perception of Educational Administrator about reasons for
girls continuing their education in school

R e a s o n s	A g r e e	
	No.	%
a. Better economic standard of household	3	100
b. Parental education	3	100
c. Parental motivation	3	100
d. <u>Parental support like:-</u>		
i) Payment of fees other than tuition fees	0	0.00
ii) Provision of books and stationery	2	66.67
iii) Provision of adequate food and clothing	1	33.33
iv) Creating space and time for studies at home	1	33.33
v) Provision of academic support (themselves or paid)	3	100
e. Self motivation of the girl child	3	100
f. Positive attitude of teachers	3	100
Total (N) = 3		

The educational administrators stated that girls continued in schools due to the reasons, enlisted in the questionnaire and each factor was as important as the other.

The only reason that was not considered as an important factor - was the "Payment of fees other than tuition fees".

(Table No. 119).

T A B L E - 1 2 0

Perception of Educational Administrator about reasons for
girls dropping out from school

R e a s o n s	Agree		Total
	No.	%	
01. Inability of parents to pay extra tuition fee/fund	1	33.33	3
02. Inability of parents to provide clothes & shoes	1	33.33	3
03. Inability of parents to provide books	2	66.67	3
04. Inability of parents to provide stationery	2	66.67	3
05. Inability of parents to provide food & medicines	2	66.67	3
06. Helping parents in occupation	3	100	3
07. Engaged in remunerative employment	3	100	3
08. Domestic work	3	100	3
09. Care of siblings	3	100	3
10. Absence of support services viz. Anganwadi, Balwadi, Creches	3	100	3
11. Early marriage	1	33.33	3
12. Social taboo on onset of puberty	2	66.67	3
13. Parental lack of motivation	3	100	3
14. Parental illiteracy	3	100	3
15. Lack of academic support/help from parents/family members/others	2	66.67	3
16. School far away	1	33.33	3
17. Un-attractive school environment	1	33.33	3
18. Un-suitable school timings	1	33.33	3
19. Lack of relevance of curriculum	1	33.33	3
20. No women teachers	2	66.67	3
21. Lack of separate schools	1	33.33	3
22. Teachers negative attitude	0	0.00	3
23. Failure	1	33.33	3
24. Illness of family members	0	0.00	3
25. Own illness	1	33.33	3
Total (N) = 3			

The educational administrators felt that the main reasons for girl's dropping out from schools are due to :-

(a) helping parents in occupation, (b) engaged in remunerative employment, (c) domestic work, (d) care of siblings, (e) absence of support services viz. Anganwadi, Balwadi, Creches, (f) parental lack of motivation, (14) parental illiteracy.

T A B L E - 1 2 1

Perception of educational administrators about the main reasons
for girls non-enrolment in school

R e a s o n s	A g r e e		Total
	No.	%	
01. Inability of parents to pay extra tuitionfee/fund	1	33.33	3
02. Inability of parents to provide clothes and shoes	1	33.33	3
03. Inability of parents to provide books	2	66.67	3
04. Inability of parents to provide stationery	2	66.67	3
05. Inability of parents to provide food & clothes	2	66.67	3
06. Helping parents in occupation	3	100	3
07. Engaged in remunerative employment	3	100	3
08. Domestic work	3	100	3
09. Care of siblings	3	100	3
10. Parents lack of motivation	3	100	3
11. Parents illiteracy	3	100	3
12. Non-availability of school/NFE Centre close to habitation	2	66.67	3
13. Un-suitable school timings	1	33.33	3
14. No women teachers	2	66.67	3
15. No seperate school for girls	1	33.33	3
16. Lack of support services such as Anganwadies, Balwadis, Creches	3	100	3
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc	2	66.67	3

Total (N) = 3

The administrators felt that all the factors were important and were the main reasons for the non-enrolment of girls' except on factor like

- (a) Inability of parents to pay extra tuitionfee/fund,
- (b) Inability of parents to provide clothes and shoes,
- (c) Non-availability of school/NFE Centre close to habitation,
- (d) No women teachers.

T A B L E - 1 2 2

Educational Administrator's responses about Incentives

I n c e n t i v e s	Yes		No	
	No.	%	No.	%
Incentives available are adequate	0	0.0	3	100
Incentives are available on time	0	0.0	3	100
Total (N) = 3				

All the administrators stated that the incentives given are inadequate and have to be made available on time.

T A B L E - 1 2 3

Educational Administrators perception about utility of girls education

U t i l i t y	A g r e e	
	No.	%
01. Develops a positive self-image and confidence among girls	3	100
02. Prepare girls for economic contribution	3	100
03. Can improve health and nutritional status of children and other family members	2	66.6
04. Will ensure education of future generations	3	100
05. Will make girls and women aware of their rights	2	66.6
06. Helps raise age of marriage and reduce maternal, infant and child mortality	2	100
07. Help in reducing the family size	3	100
08. Will prepare girls for leadership roles in society	2	66.6
09. Will prepare girls for participation and decision making process in all walks of life for e.g. family, panchayats, municipalities and legislature	0	0.00

Total (N) = 3

The perceptions on the utility of girls education were positive in all cases except on factors like -

- (i) awareness of women's rights
- (ii) preparation of women for leadership roles and
- (iii) the participation of women in decision making process in all walks of life

T A B L E - 1 2 4

Educational Administrator's Perception on Gender Equality

I n d i c a t o r s	A g r e e		Total
	No.	%	
01. Girls and boys need equal education	3	100	3
02. Both need to be given equal amount of food	3	100	3
03. Both need to be given equal health care and medical attention when needed	3	100	3
04. Both can be assigned same duties / responsibilities	3	100	3
05. Both should be given the same freedom	3	100	3
06. Both should be given equal time to play	3	100	3
07. Both can perform all tasks equally well	3	100	3
08. Both can have similar occupations	3	100	3
09. Both have same intelligence and abilities	3	100	3
10. Men and women should be paid equal wages for equal work	3	100	3
11. Husband and wife should take all decisions jointly	3	100	3
12. Household work must be shared by all members of the household	3	100	3
13. Assets of the family should be registered in joint names of husband and wife	2	100	3

All the Edl. administrators agreed on all the indicators of gender equality and were positive in their perceptions.

C H A P T E R - V

FINDINGS AND CONCLUSIONS

01. Tamil Nadu ranks 12th in the female literacy rate (1991) and enrolment ratio level.
02. Among the different district, South Arcot ranks 19th among the 21 districts in literacy rate.
03. In terms of female literacy rate, South Arcot ranks 20th.
04. The percentage of rural population is lesser in Tamil Nadu when compared to all India level.
05. The crude birth rate, crude death rate, IMR, TFR in Tamil Nadu are lower than the national rates.
06. The literacy rates, (rural and urban) for both the sexes are higher than the national level.
07. The worker's participation rate in the state is higher than the national rate, in the case of the main workers.
08. The enrolment of pupil is higher at the state level for all communities when compared to the national figures.
09. The dropout rates of Tamil Nadu are comparatively lesser than the dropout rate for the national level.

10. The total population of South Arcot is

Males	Females	Total
24,75,544	23,95,327	48,70,871

11. The population of the age groups -

Age group	Population	Target
0-4 is	6,09,318	Includes Pre-primary target group
5-9 is	6,18,221	Primary Education
10-14 is	5,91,961	target group

12. The IMR and CMR of South Arcot District are very high in rural areas and for rural/urban areas put together.
13. The IMR/CMR estimates tend to decrease, with the increase in the educational level of the mother.
14. The employment status of women workers affects the school going girl, with positively and negatively. It acts positively by increasing the family income, better food availability, nutritional and health status. But it reduces mothers' time for the child care and compels the school going girls to stay at home and attend to domestic work.

ACCESS TO EDUCATION :

15. In South Arcot District there are 2738 primary schools, 483 middle schools, 220 high schools and 112 higher secondary schools.
16. However there are 119 habitations (with a population of 300 and above) which do not have a school in that area.
17. In Kalrayan hills there are 31 government tribal residential primary schools and 5 middle schools.
18. Among the primary schools, 106 were not having pucca classrooms, 405 were having only one single class room.
19. Drinking water facilities were needed for 2257 schools.
20. There was no electricity facility in all the primary schools.
21. 1062 primary schools were not having toilet facilities for girls.
22. The number of single teacher schools were 768.
23. The number of balwadies were 2715 and ICDS Centres 523.
24. The number of primary schools were 2738 and middle schools were 483.
25. The overall increase in enrolment in standards I to V from 1987-88 to 1990-91 has been 5825 (boys) and 22649 (girls).

26. The enrolment in the case of SC/ST pupils indicated a decline during the period, 1988-89 through 1990-91.

27. During 1991-92, the total enrolment was 82.1% (boys 86.2% and girls 78.2%).

28. There is a uniform decrease in the rolls of the pupils from standard I through V in all the ranges in the district.

29. The gross enrolment of the district category-wise were

- All Communities	-	10,50,847
- SC	-	2,23,021
- ST	-	3,031

30. The pupils belonging to SC/ST Communities in Standards I to V during 1991-92 were -

		Boys	Girls
SC	-	70772	60918
ST	-	827	727

31. The dropout rates in I-V Standards were 20.71% for boys, 24.62% for girls and 22.67% for boys and girls.

32. The % of dropouts for girls is more than that of boys for the years 1988-89 through 1992-93.

33. The lowest % of dropouts is 20% in the case of Cuddalore range and the highest is in Parangipettai 26.4% for girls.

34. The retention rate is 0.685 and the cohort ratio is 0.7 for the years 1988-89 / 1989-90.

35. The number of teachers employed in the district is 8468 males and 4448 females (1992-93) at the primary level and 3214 males and 1446 females at the middle school level (1992-93).

36. With the increase in enrolment, the total expenditure per student has increased 4.2 times for classes 1 to 8 (for the period 1980-81 to 1992-93). And the actual expenditure for elementary schools has doubled since 1980-81 to 1993-94 (in respect of standards 1 to 8).

37. The incentives for enrolment and retention of pupils have been such schemes like - free supply of uniforms, books, midday meals, slates, chappals and bus passes.

This cost has also considerably increased, especially in the case of free midday meals - from Rs. 22510 in 1980-81 to 28,921,260 during 1993-94.

Survey data, findings and conclusions

- (1) The number of households surveyed were 360 in 8 villages and 2 slum areas of Koliyanur Block.
- (2) 338 households were male headed and 22 were female headed.
- (3) In the sample, surveyed, 34.4% belonged to ST Community, 0.3% to SC, 10.0% belonged to most backwards and 55.0% to other Communities.
- (4) 97.5% of the sample were Hindus, 0.3 were Muslims and 1.4 were Jains and Shiks.
- (5) 99.3% of the sample spoke Tamil, 0.3% Telugu, and 0.3% were speaking Urdu.
- (6) 42.2% of the sampled households were using well water, and 55.3% were using other sources.
- (7) Only one of the sample could get their drinking water from nearby sources and 70.0% had to walk a distance of 1 Km. to reach water sources. and 29.7% within 2 Km. from their house.
- (8) 99.4% of the sample used fire wood as fuel.
- (9) 64.2% of the sample had 'electricity' while 35.8% did not have this facility.
- (10) The drainage facility in the sample villages was poor (98.4%).
- (11) 97.5% of the sample used open fields as toilets.
- (12) The population in the sample age group 0-5, was 132 boys and 33 girls.

In the age group 6-14, there were 182 boys and 442 girls.

In the age group 15-40, there were 311 males and 446 females.

(13) The population of the following cohorts were as follows :-

	<u>Males</u>	<u>Females</u>
Illiterates	89	211
Literate, but studied upto V Standard	139	255
Studied upto Primary	105	145
Studied upto Middle School Level	195	254

(14) 80.8% of the females were 'non-workers' in comparison to 53.0% of the males.

8.9% of the males were cultivators.

0.6% of the females were cultivators.

The maximum percentage of women working as agricultural workers was 19.6%.

(15) 81.3% of the females did not have any income when compared to 53.4% of the males sample.

(16) 15.8% of the sample had an annual income of 1-3 thousands.

49.7% had an annual income of 4-6 thousands.

(17) 234 of the boys and 516 of the girls were attending school.

(18) It is observed that the parents incur more expenditure on 'fees' for their sons and daughters. Most of the parents were not spending any amount on 'students funds'.

(19) As observed from the survey data, parents spend more money on the books for their sons, more money on stationery and equally for boys and girls in the whole.

(20) The parents wish to give higher education for boys and conventional types of education to girls.

(21) The parents wish to give professional education to boys and traditional types of education to girls.

- (22) The main reasons for girls' continuing their schooling are due to-
- (a) the provision of academic support to girls at home,
 - (b) the positive attitudes of teachers towards pupils,
 - (c) the provision of suitable space and time for study, for girls and
 - (d) the higher status of parental education which focuss schooling of girls,
- (23) The parents are aware of the services of support services and wherever there are support services they function properly,
- (24) To augment the family resources, the women need, income generating schemes and this holds the key for generating enough resources for the welfare of the family and assures better standard of living of the family.
- (25) The key variables that encourage parents to send their daughters to schools are -
- (a) supply fo free books,
 - (b) availability of pre-school, day care centres, Anganwadies,
 - (c) supply of free stationery,
 - (d) availability of women teachers in schools and
 - (e) the supply of free uniforms.
- (26) The drop-out girls like their schools due to the -
- (a) attractive school environment,
 - (b) helpful attitudes of teachers and
 - (c) planned curricular processes in the school.
- (27) The drop-out girls are not sent to schools again due to -
- (a) domestic work,
 - (b) the need to supplement family income by seeking income generating employment and
 - (c) the need to take care of the siblings at home.

- (28) The drop-out girls like their teachers - due to the -
- (a) positive attitudes of teachers,
 - (b) interesting curricular transactions and
 - (c) the attractive school environment.
- (29) 95.9% of the sample (drop-out girls) were able to get help from their teachers in their studies.
- (30) Only 16.3% of the sample (drop-out girls) had difficulties in doing home work.
- (31) The drop-out girls could not go to school regularly due to - domestic work, need to take care of siblings at home and their employment in income earning activities.
- (32) The drop-out girls could not go to school punctually due to - domestic work, need to take care of siblings and lack of percentage support in their studies.
- (33) 91.8% of the drop-out girls were willing to resume their studies.
- (34) The drop-out girls liked Tamil, Science and Social Science most.
- (35) Only 18.4% of the sample of drop-out girls failed in school examination and hence dropped out from the system.
- (36) The drop-out spent three hours / on such domestic duties such as - fetching, fodder and fuel, cooking, washing, cleaning utensils. Some of them spent more their three hours on the care of live stock.
- (37) The girls felt that they were discriminated against boys in -
- (a) rituals and social visits,
 - (b) opportunities for play,
 - (c) not getting help in their studies,
 - (d) clothing and
 - (e) provision of toys / games.

- (38) The main reasons for non-enrolment of girls in schools are due to
- (a) parent's illiteracy
 - (b) the need to help parents in their occupation,
 - (c) parents' lack of motivation,
 - (d) care of siblings at home,
 - (e) cultural factors, social taboos and
 - (f) the need to seek remunerative employment.
- (39) 54.5% of the (sample) 'never enrolled girls' never wanted to go to school previously. But now 63.6% of them would like to go to school.
- 86.4% of them talked to their parents about it, but only 27.3% said that their parents were willing to send them to school.
- (40) The reading and writing abilities of the never enrolled girls were very poor.
- (41) 81.8% of the never enrolled girls needed income generating programmes and
- 100.0% needed literacy, income generating programmes, health and nutrition programmes.
- (42) The never enrolled girls worked for more than two hours a day on grazing cattle and taking care of live stock,
- were engaged in making cow dungs and washing clothes,
 - were taking care of siblings and
 - were engaged in cooking, for more than two hours a day.
- (43) The never enrolled girls felt that they were discriminated against the boys in -
- (a) not getting help in their studies,
 - (b) rituals and social visits and
 - (c) not getting opportunities for 'play'.

(44) 31 teachers were interviewed. All of them were of the opinion that girls were not regular to school due to (i) domestic work, (ii) the need to take care of the siblings, (iii) the need to attend to the sick family members, (iv) Lack of academic support at home, and (v) the school was far away.

(45) All the teachers felt the free supply of text books, stationery, uniforms and noon meals were useful to the girls.

(46) 8 heads of institutions were interviewed. According to them, only 2 out of their 8 schools have play grounds and 5 have libraries.

None of the school, have laboratories, toilets and seperate toilets for girls. 2 schools needed medical check-up facilities.

(47) According to the heads of schools, the incentives given to the girls are inadequate.

(48) Ten Community Leaders were interviewed.

(49) The Community Leaders stated that the women did not participate in Village Panchayats, Mahila Mandals or in any political or Social Organisations.

(50) None of them have taken steps to enrol girls in schools; they have not started activities for girls / women. They have not motivated parents to send their daughters to schools.

(51) They were aware of the special programmes to SCs, STs and Backward Classes.

(52) 80% of them were aware of NFE Centres and 10 of them wanted NFE Centres in their Villages.

They were prepared to support the NFE Centres. 70% of them wanted seperate NFE Centres for girls.

(53) 70% of them wanted separate schools for girls. They did not like their girls being taught by male teachers.

(54) 3 educational administrators were interviewed.

They stated that the incentives given are inadequate and have to be made available on time.

TABLE - 140

Perceptions about the main factors for the girls continuing their education in school,

F a c t o r s	P O S I T I V E R E S P O N S E S I N %				Total number of positive responses of all categories	respondents of all categories. (express as %)	Rank
	Parents	Teachers	Heads of Institution	Edl. Administrators			
a) Better economic standard of a household	83 (23.0)	30 (96.8)	8 (100)	3 (100)	124	30.8	
b) Parental Education	110 (30.6)	31 (100)	8 (100)	3 (100)	152	37.8	
c) Parental motivation	22 (6.1)	29 (93.5)	8 (100)	3 (100)	62	15.4	
d) <u>Parental support like :-</u>							
i) Payment of fee other than tuition fees	291 (80.8)	2 (6.5)	3 (37.5)	0 (0.00)	296	73.6	
ii) Provision of books and stationery	223 (61.9)	19 (61.3)	5 (62.5)	2 (66.67)	249	61.9	
iii) Provision of adequate food and clothing	268 (74.4)	10 (32.3)	4 (50)	1 (33.33)	283	70.4	
iv) Creating space and time for studies at home	303 (84.2)	12 (38.7)	2 (25)	1 (33.33)	318	79.1	
v) Provision of academic support (themselves or paid)	352 (97.8)	8 (25.8)	5 (62.5)	3 (100)	368	91.5	
e) Self motivation of the girl child	94 (26.1)	25 (80.6)	6 (75)	3 (100)	128	31.8	
f) Positive attitude of teachers	166 (46.1)	19 (61.3)	8 (100)	3 (100)	196	48.8	
g) Any other	-	-	-	-	-	-	
Total (N)	360	31	8	3	402		

The main reasons for the girls continuing their education are -

- (i) provision of academic support at home for the girls,
- (ii) positive attitude of teachers,
- (iii) availability of space and time for studies at home, (for girls),
- (iv) status of parents' education.

Note :- Numbers in brackets indicate the number of respondents who answered positively.

T A B L E - 1 4 1

Reasons for dropout of girls	P O S I T I V E R E S P O N S E S I N %					Total No. of positive responses of all categories	% of Total positive respondents of all categories (expressed as %)
	Parents	Teacher	Head of Institution	Drop-out Girl	Edl. Admi-nistrators		
01. Inability of parents to pay extra tuition fee / fund	55 (15.3)	3 (9.7)	2 (25)	2 (4.1)	1 (33.33)	63	14
02. Inability of parents to provide clothes & shoes	76 (21.1)	7 (22.6)	3 (37.5)	6 (12.2)	1 (33.33)	93	20.6
03. Inability of parents to provide books	92 (25.6)	10 (32.3)	4 (50)	7 (14.3)	2 (66.67)	115	25.5
04. Inability of parents to provide stationery	98 (27.2)	15 (48.4)	5 (62.5)	8 (16.3)	2 (66.67)	128	28.4
05. Inability of parents to provide food, medicines	70 (19.4)	7 (22.6)	4 (50)	6 (12.2)	2 (66.67)	89	19.7
06. Helping parents in occupation	310 (86.1)	31 (100)	8 (100)	33 (67.3)	3 (100)	385	85.4
07. Domestic work	333 (92.5)	31 (100)	8 (100)	40 (81.6)	3 (100)	415	92
08. Care of siblings	186 (51.7)	27 (87.1)	8 (100)	11 (22.5)	3 (100)	235	52.1
09. Absence of support services e.g. Anganwadies, Balwadies, Creches	15 (4.2)	2 (6.5)	8 (100)	0 (0.0)	3 (100)	28	6.2
10. Early marriage	16 (4.4)	4 (12.9)	2 (25)	2 (4.1)	1 (33.33)	25	5.5
11. Social taboo on onset of puberty	37 (10.3)	4 (12.9)	4 (50)	4 (8.2)	2 (66.67)	51	11.3
12. Parental lack of motivation	187 (51.9)	28 (90.3)	8 (100)	26 (53.1)	3 (100)	252	55.9
13. Parental illiteracy	187 (51.9)	25 (80.6)	8 (100)	25 (51.0)	3 (100)	248	55
14. Lack of academic support/help from parents/family members/others	34 (9.4)	6 (19.4)	6 (75)	5 (10.2)	2 (66.67)	53	11.8
15. School far away	6 (1.7)	-	3 (37.5)	1 (2.0)	1 (33.33)	11	2.4
16. Un-attractive school environment	3 (0.8)	-	5 (62.5)	0 (0.0)	1 (33.33)	9	2.0
17. Un-suitable school timings	0 (0.0)	-	2 (25)	0 (0.0)	1 (33.33)	3	0.7
18. Lack of relevance of curriculum	2 (0.6)	-	1 (12.5)	0 (0.0)	1 (33.33)	4	0.9
19. No women teachers	0 (0.0)	-	4 (50)	0 (0.0)	2 (66.67)	6	1.3
20. Lack of separate schools	13 (3.6)	-	3 (37.5)	0 (0.0)	1 (33.33)	17	3.8
21. Engaged in remunerative work	241 (66.9)	13 (41.9)	8 (100)	19 (38.8)	3 (100)	284	63
22. Teachers negative attitude	4 (1.1)	-	0 (0.0)	4 (8.2)	0 (0.0)	8	1.8
23. Failure in examination	9 (2.5)	2 (6.5)	3 (37.5)	0 (0.0)	1 (33.33)	15	3.3
24. Illness of family members	3 (0.8)	3 (9.7)	1 (12.5)	1 (2.0)	0 (0.0)	8	1.8
25. Illness of pupil herself	10 (2.8)	4 (12.9)	2 (25)	7 (14.3)	1 (33.33)	24	5.3
Total (N)	360	31	8	49	3	451	

The main reasons for drop-out girls are due to :- (i) domestic work, (ii) the need to help parents in their occupation, (iii) the need for parental interest (motivation) in their daughters, (iv) the failure of girls in class examinations, (v) the need to take care of the siblings at home.

Note :- Figures in brackets indicate the number of respondents who responded positively.

T A B L E - 1 4 2

F a c t o r s	R E S P O N S E S I N %					Total No. of positive responses of all categories	% of Total positive respondents of all categories (expressed as %)
	Parents	Teacher	Head of the Institution	Non-Enrolled girls	Edl. Administrators		
01. Inability of parents to pay extra tuition fee / fund	71 (19.7)	4 (12.9)	2 (25)	8 (36.4)	1 (33.33)	86	20.3
02. Inability of parents to provide clothes and shoes	85 (23.6)	14 (45.2)	3 (37.5)	14 (63.6)	1 (33.33)	117	27.6
03. Inability of parents to provide books	104 (28.9)	12 (38.7)	4 (50)	16 (72.7)	2 (66.67)	138	32.5
04. Inability of parents to provide stationery	100 (27.8)	14 (45.2)	5 (62.5)	18 (81.8)	2 (66.67)	139	32.8
05. Inability of parents to provide food and medicine	76 (21.1)	5 (16.1)	4 (50)	13 (59.1)	2 (66.67)	100	23.6
06. Helping parents in occupation	295 (81.9)	22 (71.0)	8 (100)	21 (95.5)	3 (100)	349	82.3
07. Engaged in remunerative employment	235 (65.3)	8 (25.8)	8 (100)	19 (86.4)	3 (100)	273	64.4
08. Domestic work	324 (90)	27 (87.1)	8 (100)	20 (90.9)	3 (100)	382	90.1
09. Care of the siblings	191 (53)	27 (87.1)	8 (100)	18 (81.8)	3 (100)	247	58.3
10. Parents lack of motivation	207 (57.5)	23 (74.2)	8 (100)	20 (90.9)	3 (100)	261	61.6
11. Parental illiteracy	193 (53.6)	21 (67.7)	8 (100)	21 (91.5)	3 (100)	246	58.0
12. Non availability of school/NFE Centre close to habitation	28 (7.8)	7 (22.6)	6 (75)	17 (77.3)	2 (66.67)	60	14.2
13. Un-suitable school timings	5 (1.4)	-	2 (25)	8 (36.4)	1 (33.33)	16	3.8
14. No women teachers	22 (6.1)	-	4 (50)	16 (72.7)	2 (66.67)	44	10.4
15. No seperate school for girls	1 (0.3)	5 (16.1)	3 (37.5)	14 (63.6)	1 (33.33)	24	5.7
16. Lack of support services such as Anganwadies, Balwadis, Creches	2 (0.6)	1 (3.2)	8 (100)	14 (63.6)	3 (100)	28	6.6
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	48 (13.3)	3 (9.7)	5 (62.5)	19 (86.4)	2 (66.67)	77	18.2
18. Lack of relevent curriculum							
Total (N)	360	31	8	22	3	424	

The main factors of non-enrolment of girls are due to the fact that the girls are - (i) absorbed in domestic work, (ii) asked to help their parents in their occupation, (iii) handicapped due to 'parent. lack of motivation', (iv) handicapped due to parents illiteracy and (v) to take care of siblings at home.

Note :- The numbers in brackets indicate the number of respondents who answered positively.

T A B L E - 1 4 3

Utility of Girls Education - P e r c e p t i o n	P O S I T I V E R E S P O N S E S I N %					Total No. of positive responses of all catego- ries	% of Total positive respondents of all categories (expressed as %)
	Parents	Teachers	Head of Institution	Community Leader	Edl. Admi- nistrator		
01. Develops a positive self image and confidence amongst girls	5 (1.4)	31 (100)	7 (87.5)	9 (90)	3 (100)	55	13.3
02. Prepares girls for economic contribution	4 (1.1)	31 (100)	7 (87.5)	8 (80)	3 (100)	53	12.9
03. Can improve health and nutritional status of children and other family members	4 (1.1)	28 (90.3)	6 (75)	6 (60)	2 (66.6)	46	11.2
04. Will ensure education of future generations	4 (1.1)	31 (100)	6 (75)	10 (100)	3 (100)	54	13.1
05. Will make girls and women aware of their rights	4 (1.1)	30 (96.8)	4 (50)	6 (60)	2 (66.6)	46	11.2
06. Helps raise age at marriage and reduce maternal, infant and child mortality	4 (1.1)	4 (12.9)	5 (62.5)	8 (80)	2 (66.6)	23	5.6
07. Helps in reducing the family size	4 (1.1)	31 (100)	6 (75)	7 (70)	3 (100)	51	12.4
08. Will prepare girls for leadership roles in society	4 (1.1)	31 (100)	2 (25)	5 (50)	2 (66.6)	44	10.7
09. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislation.	8 (2.2)	31 (100)	3 (37.5)	5 (50)	0 (0.00)	47	11.4
10. Any other	-	-	-	-	-	-	-
Total (N)	360	31	8	10	3	412	

The main perceptions of the different categories of respondents on the utility of girls' education are - (i) prepares girls for economic contribution (to family), (ii) ensures education for future generations (in the family), (iii) develops a positive self-image and confidence amongst girls, (iv) helps to reduce the family size (by proper understanding of the difficulties in life), (v) improves health and nutritional status of children and other family members, and (vi) helps to raise the age at marriage and reduce MMR and IMR.

Note :- Numbers within brackets ~~are~~ indicate the number of respondents who answered positively.

TABLE - 144

Perceptions on Gender Equality	P O S I T I V E R E S P O N S E S I N %					Total No. of positive responses of all categories	% of Total positive respondents of all categories (expressed as %)
	Parents	Teachers	Heads of Institution	Community Leader	Edu. Administrator		
01. Girls and boys need equal education	352 (97.8)	31 (100)	8 (100)	10 (100)	3 (100)	404	98.1
02. Both need to be given equal amount of food	350 (97.2)	30 (96.8)	8 (100)	10 (100)	3 (100)	401	97.3
03. Both need to be given equal health care and medical attention when needed	348 (96.7)	30 (96.8)	8 (100)	10 (100)	3 (100)	399	96.8
04. Both can be assigned the same duties/responsibilities	306 (85.0)	25 (80.6)	6 (75)	7 (70)	3 (100)	347	84.2
05. Both should be given the same freedom	290 (80.6)	12 (38.7)	7 (87.5)	4 (40)	3 (100)	316	76.7
06. Both should be given equal time to play	336 (93.3)	25 (80.6)	7 (87.5)	5 (50)	3 (100)	376	91.3
07. Both can perform all tasks equally well	322 (89.4)	28 (90.3)	6 (75)	4 (40)	3 (100)	363	88.1
08. Both can have similar occupations	333 (92.5)	28 (90.3)	7 (87.5)	7 (70)	3 (100)	378	91.7
09. Both have same intelligence and abilities	313 (86.9)	28 (90.3)	8 (100)	6 (60)	3 (100)	358	86.9
10. Men and women should be paid equal wages for equal work	191 (53.1)	29 (93.5)	6 (75)	6 (60)	3 (100)	235	57.0
11. Husband and wife should take all decisions jointly	345 (95.8)	29 (93.5)	8 (100)	8 (80)	3 (100)	393	95.4
12. Household work must be shared by all members of the household	349 (96.9)	31 (100)	8 (100)	7 (70)	3 (100)	398	96.6
13. Assets of the family should be registered in joint names of husband and wife	128 (35.6)	21 (67.7)	6 (75)	5 (50)	2 (67)	162	39.3
Total (N)	360	31	8	10	3	412	

The main perceptions on gender equality (for all the categories combined) are that - (i) boys and girls need equal health care and medical attention, (ii) both need equal amount of food, (iii) both have same amount of intelligence, (iv) husband and wife should take all decisions jointly, and (v) girls and boys need equal education.

Note :- Numbers in brackets indicate the number of respondents who answered positively.

Suggestions / Recommendations

- (1) There is a need for provision of water facilities in Pillur, Pidagam, Nannadu, Sundari Palayam and in Kolianur Voikal. Atleast handpumps may be provided in these villages / slums.
- (2) An 'awareness programme' on the need for using safe, potable water for cooking and drinking may be organised in co-ordination with other departments like health and preventive medicine, social welfare, water board, education and the media.
- (3) To sustain water resources, infrastructure facilities may be provided for artificial recharging devices like rain water harvesting structure.
- (4) There is a need to switch over to non-conventional energy resources, like bio-gas usage and awareness programmes and action programmes may be considered.
- (5) The drainage facilities in all these villages is in poor condition. Co-ordinated action has to be taken with the block development and health departments to device, in expensive, low-cost facilities for draining the waste water from households.
- (6) Villagers do not perceive close links between environmental cleanlines and their own health problems. A 'sanitation programme' has to be formulated with village leaders, local panchayats, block development office, to motivate the villagers on 'latrine adoption' instead of outdoor defecation.
- (7) Income and Poverty :- The fact that majority of the villagers are working on daily wages, in informal or unorganised sectors, leaves little scope for ensured, regular income, leave alone, the elements of exploitation in terms of low wages and differential wage structure among men and women workers.

It is necessary to plan out a work force ethics for men and women to allow them to work at home on such small scale industry programmes, at their own leisure, after attending to the daily chores, and to the proper schooling programmes of their children.

(8) As poverty is directly related to and enhanced by the family size, health condition of family members, budgetting and expenditure patterns, compulsions of social customs, rituals, functions - there is a need for family welfare education programmes, health and nutrition education programmes, home management courses and awareness of legal provisions.

(9) The salient features of the reasons given for girls -

(a) continuing their studies in schools,

(b) dropping out of the formal system of schooling,

(c) non-enrolment in schools, may be summed up as follows :

Better economic condition of the household, parents' educational status, parents' motivation for girl's education, parents' support for girls' home-study needs and self motivation of the girls are considered as positive, correlates to pupils continuing in schools and for setting aside chances of dropping out.

As the better economic condition of the households the key for continuing the girls in schools, there is a compelling need for both men and women to take up supplementary, wage earning occupations.

This has to be planned, organised and executed with the help of -

(1) Block development office,

(2) Rural development department,

(3) Khadi and village industries board,

(4) Marketing society,

(5) Co-operative societies,

- (6) Insurance Agencies,
- (7) Agriculture and Animal husbandry department,
- (8) NFE Centres,
- (9) Education department,
- (10) Mahila Mandals and
- (11) Other voluntary organisations.

This organisation may be procure raw materials, distribute, assist with necessary technology, orient people towards business approach, co-operative venture, marketing, quality control and provide storage facilities, organise personnel, finance through banks or other agencies.

- (10) Elements of these, should be incorporated in the curricular programmes - both in the formal and non-formal systems so that there will be -
 - (a) a linkage between school curriculum and life in the society,
 - (b) orientation of school going girls towards, possibilities of wage-earning occupations, procedures and management,
 - (c) a compelling need to acquire the basic skills and knowledge in schools and
 - (d) orientation of out of school girls / women towards literacy / income generating programmes (as desired by them) through NFE Centres, Mahila Mandals etc.
- (11) The parents, doing little to encourage and help their children in their schooling, in their studies at home and who have a negative view of the educational potential of their girls, may have to change their attitudes. Therefore there is a need for 'awareness programmes' interaction with social groups like Mahila Mandals, PTA, MTCs, and through media programmes for such parents.

- (12) The income generating schemes if implemented properly, can raise the economic standards of the households and help to wipe off other 'inabilities' like payments on - extra tuition fees, clothes, books, stationery, food and medicine.
- (13) To assist the parents at home in domestic chores, the school timings may be structured suitably not only to suit the daily routine, but also the demands of seasonal jobs during agricultural seasons.
- (14) To alleviate, the work - burden due to, care of live stock, a co-operative body for the village, managed by women, may be organised to manage the care of live stock.
- (15) Anganwadies, should be geared to function, enlisting all the infants at home and provide, play, food and pre-school education including health and hygienic practices.

This will mean, strengthening the existing -

(i) pre-school programmes, organising creches for children of working mothers, (ii) convergence of services for better community nutrition programmes, (iii) strengthening inter-sectoral co-ordination between different agencies, (iv) provision of mobile health vans and (v) provision of mobile creches.

- (16) Parents lack of motivation / illiteracy -

NFE Centres should gear to activities not only towards literacy, but on 'female literacy', as a priority. this has to be followed by media like A.I.R., TV and the Press.

17) SCHOOL BASED ACTIONS :

Existing strategies :- (i) legislation on compulsory education (ii) drive by teachers for enrolment, (iii) exclusive appointment of female teachers in primary schools, (iv) establishment of mother-teacher councils, (v) incentive schemes like noon meals scheme, provision of free text books, slates, uniforms, foot wear, bus pass etc.,

NEEDED STRATEGIES - MACRO LEVEL:

- (i) Operationalising compulsory primary education - 100% enrolment of age group 6-11, with focuss on girls, SC/ST children, 100% enrolment in NFE System, ensuring attendance, retention and success, linkage of ECCE, and NFE directly with UPE strategies.

MICRO LEVEL :

- (1) Providing schools/NFE Centres in school less habitations.
- (2) Institutional planning for structuring school days, timings, planning local specific, relevant curriculum with stress on equality of sexes and women's empowerment, work ethics, income generating programmes, literacy, numeracy, health nutrition and value education.
- (3) Improving teaching - learning programmes for minimum levels of learning and aiming at holistic development of every child.
- (4) Creating teacher-support systems.
- (5) Encouraging innovative approaches.
- (6) Linking schools with sports authority, PHC, NSS etc.,

(18) Failure in examination should be wiped off, by effective teaching-learning processes, periodic evaluation of achievement of pupils, designing sub-systems for remedial teaching and for ensured achievement, for boys and girls in particular.

The entire examination concept, upto the primary level, must be re-examined, as one of achievement based credit system, rather than fostering an 'examining' society based on pass/fail stratification even in the beginning of the school career.

There should be a trial for 'ungraded' system of education upto the fifth standard level, with all safeguards of MLL of achievement, paced learning and provisions for remedial teaching.

(19) The curriculum at this school stage should be designed so as to incorporate -

- (a) literacy, numeracy, environmental studies, health education, nutrition education,
- (b) community education,
- (c) games, activities, field trips, SUPW, music, dance, drama and value education.

(20) The curriculum for the out of school girls and women may include

- (1) health education, nutrition education, community education,
- (2) vocational education, budgetting, financing, accounting, banking, interaction with agencies, marketing and
- (3) home management
- (4) literacy programmes,
- (5) value education.

(21) Women's equality and empowerment :

There is a need for understanding and infusing elements of the legal provisions, available for women's empowerment. These provisions have to be studied and elements of them introduced in school / NFE curriculum and discussed through Mahila Mandals and the media.

(22) There should be more women in any decision taking body, relating to women's welfare, gender studies, empowerment and equality.

In all these efforts, counselling and guidance services for women, should be made available at the block level / school level and teachers have to be oriented towards these programmes also.

(23) Monitoring and Management :- To organise and execute these programmes for non-formal and formal systems, a monitoring cell may be constituted in the DTERT/DIET under the authority of the government to -

- (1) implement, policy frame works approved by the government,
- (2) co-ordinate activities with all other departments in the field,
- (3) constitute district level, co-ordination committees and
- (4) supervise effective implementation of programmes, through other agencies.

DPEP Gender Studies - Plan of Action (1994-95)
Training Programme

<u>Sl. No.</u>	<u>Activity</u>	<u>Amount for the Year (in Rs.)</u>
01.	Key resource person training programme on gender issue Participants - 40 R.Ps. - 5 Days - 5 One Programme Venue : DIET, of the district concerned	8,400
02.	Resource persons training programme on gender issue Participants - 40 R.Ps. - 5 Days - 2 One Programme Venue : DIET, of the district headquarters	12,600
03.	Orientation training programme for primary school teachers on gender issue Participants - 40 R.Ps. - 5 Days - 2 240 Courses Venue : District / within the district	19,00,800
04.	Orientation training programme for the members of the mother teacher councils on gender issue Participants - 40 R.Ps. - 5 Days - 2 80 Programmes Venue : BDO's Office of the block	6,46,400
05.	Orientation training programme for the members of the village council (VEC) on gender issue Participants - 40 R.Ps. - 5 Days - 2 80 Programmes Venue : Local BDO's Office	3,45,600
06.	Orientation training programme on gender issue to NGO's in the district Participants - 40 R.Ps. - 5 Days - 2 25 Programmes Venue : Local BDO's Office in the block	5,65,600

07. Orientation training programmes to Anganwadi workers
 Participants - 40
 R.Ps. - 5
 Days - 2
10 Courses 40,00,000
 Venue : BDO's Office
08. Training programmes to women for income generating schemes - vocational courses -
 Participants - 40
 R.Ps. - 5
 Days - 10
Rs.26,000 per course x 100 courses 10,00,000
 Venue : BDO's Office/head quarter/DIETs
09. Work shop for authors, artists and technical staff for preparing text-materials, posters, Audio and Video aids etc.
 Participants - 40
 R.Ps. - 5
 Days - 5
One Course 84,000
 Venue : DIET of the district concerned
10. Work shop on gender issue to co-ordinators, animators of NFE Centres DIs and AEOs.
 Participants - 40
 R.Ps. - 5
 Days - 5
One Course 42,000
 Venue : DIET of the district concerned

-153-



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