

DISTRICT PRIMARY EDUCATION PROJECT
TAMIL NADU

A Status Report
on
Girl's Education and Women Empowerment

Directorate of Teacher Education Research & Training
Department of Education
Government of Tamil Nadu

1994

DISTRICT PRIMARY EDUCATION PROJECT
TAMIL NADU

A Status Report
on
Girl's Education and Women Empowerment

Directorate of Teacher Education Research & Training
Department of Education
Government of Tamil Nadu

1994



LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016

ACC. No. D-8220
Date 26-9-94

DISTRICT PRIMARY EDUCATION PROJECT
TAMIL NADU

DIRECTOR

Thiru.R.KANNAN, M.A., B.T.,
Director
Directorate of Teacher Education, Research and Training
Madras-600 006.

COORDINATOR

Dr. (Tmt.) N.LALITHA, M.A., Ph.D.,
Professor,
D.T.E.R.T.
Madras-600 006.

PROCESSED AND EDITED BY

DR. S.S.RAJAGOPALAN, M.B.A., Ph.D.,
Educational Services,
17, Kamarajar Street,
Gandhinagar,
Madras-600 093.

INTRODUCTION

The World Summit for Children in 1990 and the following SAARC summit on children reflected the global concern for children and expressed a series of specific goals to be achieved by 2000 A.D.

The goals set include:

- Control of major childhood diseases.
- a halving of child malnutrition.
- a one-third reduction in under-five death rates.
- a halving of maternal mortality rates.

- safe water and sanitation for all communities.
- universally available family planning services and
- basic education for all children..

The same year, Education For All by the year 2000 A.D. was adopted as a global target and a framework of a plan of action to achieve this target was formulated by the International Community at Jomtien, Thailand.

All countries which signed the Declaration and the Plan of Action agreed to prepare National programmes and strategies for attaining the goals.

In February 1991, the Department of Education in the Ministry for Human Resources Development, Government of India called on the State Governments to "set clear objectives and measurable targets in a realistic time-frame and pursuance of their implementation in a regular and systematic manner".

Similarly, the Department of Women and Child Development, Government of India formulated a National Plan of Action in August, 1992 and asked the States to prepare State Plans in the light of the National Plan.

Preparation of State Plan

The Directorate of Teacher Education, Research and Training, Government of Tamilnadu, in association with the sister Directorates of Education in the State and with the active support of the UNICEF conducted a series of workshops in different parts of the state in which Educational Planners, Administrators, Senior teachers and Headmasters, educational researchers and NGO's participated. These resulted in the preparation of the "Strategy Plan of Action to achieve UPE in Tamilnadu by 2000 A D ".

The Department of Social Welfare, Government of Tamilnadu convened a meeting of several Departments, directly or indirectly connected with the Child, to coordinate the Plans of Action prepared by the respective departments. The participating departments in this exercise were:

1. Education
2. Health and Family Welfare.
3. Housing and Urban Development.
4. Information and Tourism
5. Labour and Employment
6. Municipal Administration and Water Supply
7. Rural Development and
8. Social Welfare and Noon Meal Programme.

The State Plan of Action for the Education Department was adopted at this meeting and conveyed to the Chief Minister for her acceptance.

PROLOGUE

WOMEN EMPOWERMENT - A VISION AND A DREAM

" angalodu pongalum sari nihar samanomaaha Vazhavam inda
nattile"

(Women shall live in this native land with absolute and exact
equality with men)

This was the vision of Poet Subramania Bharathi (1882-1921)
expressed in his poem 'Viduthalai' (Liberation).

Tamilnadu had a hoary past and the 2000 year old Sangam
Literature gives abundant limits of the status of women and their
access to education. Successive wars, religious upheavals and
cultural invasion during the middle ages and the foreign rule
later had resulted in women losing their status in society.
Periar E.V. Ramaswami, a great Social Reformer, gave a clarion
call for the emancipation of women. Women activists like
Dr.Muthulakshmi Reddi, the first lady doctor who was instrumental
for the abolition of devadasi system and Sister R.S.Subbulakshmi
who advocated widow marriage and self-support played a notable
role during pre-independence days in tackling social evil prac-
tices affecting women. Despite all these efforts, the absolute
equality dreamt of has yet to be attained.

Basic Demographic Data about Tamilnadu

Tamilnadu is situated in the far south of India. Its area is: 130058 sq.km. Its population is, according to 1991 census, 55.84 million, with 28.29 million males and 27.55 million females. Agriculture is the predominant occupation of the people. Tamil is the official language of the state. The linguistic minorities comprise mainly of people speaking Telugu, Kannada, Malayalam and Urdu. There are small sections of communities speaking Marathi, Sowsashtra, Hindi and other languages.

The Scheduled Caste population is about 19.18% of the total population while the Scheduled Tribe population is about 1.03% of the population 65.85 of the population live in rural areas. The number of females per 1000 males is 974, while the sex ratio of under 6 year olds is 948 females per 1000 males. The Annual exponential growth rate of population during the decade 1981-91 is 1.43.

The crude birth rate (1992) is 20. and death rate 8.4 giving a natural increase of 12.3. The Infant Mortality Rate (1992) is 58.00 The total fertility rate (1990) is 2.3 The mean age of the marriage of women is 20.

The literacy rate (1991) is 62.66% with the literacy rate for males 73.75% and that of females 51.33%. The Total Literacy Campaign covers 17 of the 21 districts.

The total working population is 43.32%. For males, it is 56.39% and for females, it is 29.89%.

A COMPARATIVE ANALYSIS OF THE DEMOGRAPHIC DATA.

The exponential growth rate of the population has come down from 1.63 (1971-81) to 1.43 (1981-91). Tamilnadu stands next to Kerala which has got the lowest EGR 1.34. The All India Average EGR is 2.14.

The sex ratio has come down from 977 (1981) to 974 (1991) females per 1000 males, while the All India average is 927 (1991). The Sex ratio for under 6 year olds is 948 (1991) which is almost equal to the All India average of 945. The Sex ratio of the three previous Census show the following:

	Rural	Urban
1971	990	951
1981	987	956
1991	983	951

The Total Fertility Rate (1990) is 2.3 which is below the All India Average 3.8 and which is next only to Kerala.

The Natural Increase Rate (crude Birth Rate Minus crude death Rate) is 12.3 which is also the second lowest among all the states, next to Kerala which has got the figure 11.2.

The Estimated Infant Mortality Rate (1991) for Tamilnadu is 57 (Rural 65, Urban 42) and is third lowest, following Kerala with 16 and Punjab with 53.

The Infant deaths during 1990 is 24086, while the still births amount to 18530. 1262 maternal deaths have been recorded during 1990.

A study of the demographic factors in Kerala has shown that high rate of literacy and educational advancement has a positive impact on the reduction of the population growth, IMR, CMR and related factors.

A comparative study of birth rates, death rates and infant Mortality Rates from 1982 to 1990 show that there has been a steady fall in the rates, both in rural and urban areas.

Year	Tamilnadu			India.		
	Rural	Urban	Total	Rural	Urban	Total
Birth Rate:						
1982	29.2	24.9	27.7	35.5	27.6	33.8
1990	23.2	20.9	22.4	31.5	24.4	29.9
Percentage of decrease	20.5	16.1	19.1	11.5	11.6	11.5
Death Rate:						
1982	13.4	7.4	11.2	13.1	7.4	11.9
1990	10.0	6.4	8.7	10.4	6.7	9.6
Percentage of decrease	25.4	13.5	22.3	22.6	20.6	19.3
Infant Mortality Rate						
1982	97	51	83	114	65	105
1990	81	38	67	86	51	80
Percentage of decrease	16.5	25.5	19.3	24.6	21.5	23.8

The decrease in CBR and CBR of Rural population has been faster than those in urban areas. The Tamilnadu rates are lower than those of All India, except the IMR in Rural areas. While the rate of disease of IMR in rural areas at All India level is 24.6, the same is 16.5 in Tamilnadu. But in absolute terms, the IMR of Tamilnadu is still lower than the All India figures.

The State Plan of Action of the Health Department has given the following targets to be attained by 2000 AD.

1. Reduction of IMR to less than 30 per 1000 live births and CMR to less than 10.
2. Improve the Sex Ratio to 1:1.

Literacy

The literacy rate (1991) has shown a considerable increase over the decade.

LITERACY RATE (AGE GROUP 7 YEARS PLUS)

Year	Tamil Nadu						India					
	Rural		Urban		Total		Rural		Urban		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1981	51.2	25.8	72.5	54.0	58.3	35.0	40.8	18.0	65.8	47.8	6.9	24.8
1991	67.2	41.8	86.6	69.6	73.8	51.3	57.9	30.6	81.1	64.1	64.1	39.3

Tamilnadu stands fifth in the rate of literacy, preceded by Himachal Pradesh (63.86), Goa (75.51), Mizoram (82.27) and Kerala (89.81).

But the vast difference between the literacy rates for male and female population persists. The rural female literacy rate in Tamilnadu is 41.8%.

There are 11 districts which have literacy rates lower than the State Average. Three districts, Dharmapuri, Tiruvannamalai-Samburayar and South Arcot are at the bottom and have been selected for DREP in the first phase. The literacy rates of these districts are:

S.No.	District	Literacy Rate		
		Male	Female	Total
1.	Dharmapuri	57.21	34.23	46.02
2.	South Arcot	65.59	39.70	52.86
3.	T V Malai-Samburayar	66.71	39.25	53.07

These districts also have the lowest female literacy rate, as well as other demographic indicators like IMR, CMR, MMR.

EDUCATIONAL OPPORTUNITIES

Enrolment in Tamilnadu (1991-93)

Stage	All Communities			Percentage of girls to total enrolment
	Boys	Girls	Total	
I-V	4182459	3581414	7763873	46.13
VI-VIII	1814266	1344281	3158547	42.56
IX-X	708230	449505	1157735	38.83
XI-XII	279919	198633	478552	41.51

ENROLMENT OF SCHEDULED CASTE AND SCHEDULED TRIBE STUDENTS IN TAMIL NADU (1990-1991)

Stage	SC				ST			
	Boys	Girls	Total	Percentage of SC total Enrolment	Boys	Girls	Total	Percentage of SC total Enrolment
I-V	847316	697811	1545127	19.9	41038	30711	71749	0.92
VI-VIII	335476	237076	572552	19.4	13686	8930	22616	0.72
IX-X	124512	65216	189728	16.4	5016	3042	8058	0.70
XI-XII	43609	19424	63033	13.2	1621	1038	2659	0.56

The above tables show that

- 1) enrolment of girls at all stages is lower than that of boys.
- 2) enrolment of SC/ST is less than the statutory reservation of 18% and 1% of the total seats.
- 3) the percentage of SC/ST girls to total SC/ST students is far less than the percentage of all girls to total enrolment.

SC/ST Enrolment in Tamilnadu

Year	I - V		VI-VII		IX-X		XI-XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1980-81	734024	568966	187825	98626	65291	30735	22102	10026
1985-86	796124	651229	277533	186061	91473	48981	37452	15514
1990-91	847316	697811	335476	237076	124512	65216	43609	19424
Percentage of Increase from 1980-81 to 1990-91	15.4	22.7	78.2	139.4	92.3	112.4	97.3	94.0

The above table shows that.

- 1) the rate of increase in girls enrolment over the decade 1980-81 to 1990-91 is higher than that of boys in all stages.
- 2) the proportion of girls to boys are:

I - V	82.4%
VI-VIII	70.7%
IX - X	52.2%
XI - XII	44.5%

The proportion of girls to boys falls deeply as the educational ladder goes up.

DROP - OUT

Rate of Drop out in Primary Education in Tamilnadu and India (1989-90)

	All Communities		S.C.		S.T.	
	Boys	Girls	Boys	Girls	Boys	Girls
Tamilnadu	41.33	51.34	51.77	60.61	51.45	59.72
India	59.38	68.31	64.32	73.60	76.21	81.45

DROP OUT RATE BY STAGES IN TAMILNADU

Year	I - V			I - VIII			I - X			I-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
80-81	28.88	35.18	31.58	59.97	70.95	64.93	76.0	84.01	79.62	89.54	92.73	90.75
90-91	18.27	22.68	20.32	40.17	49.43	44.48	64.91	72.38	68.32	84.23	86.10	85.31
93-94	16.39	18.35	17.30	32.16	41.20	36.35	62.98	69.85	66.17	81.89	84.28	83.00

The above two tables show that

1. the drop-cut rate in Tamilnadu is lower than the All India average for all categories.
2. the drop-out rate among SC & ST students is much higher than that of the total population.
3. the drop-out rate has considerably fallen during the period 1980-81 to 1993-94.
4. the drop-out rate among girls at the middle school level (VI-VIII STD.) appears to be considerably higher and
5. the drop out rate at the primary level and higher secondary level does not show much difference between boys and girls.

DROPOUT RATE OF SC AND ST STUDENTS

Year	I - V			I - VIII			I - X			I-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
84-85	26.96	33.95	30.05	59.79	68.04	63.22	80.49	87.63	83.47	-	-	-
90-91	23.04	30.42	26.52	50.83	53.34	51.98	73.10	82.05	77.03	90.16	94.13	91.97

The drop out rate amounting SC/ST student is higher than that of all communities taken together.

The drop out rates amount SC/ST states at post-primary stage is considerable.

REPEATERS

Just like drop-out is a problem to be tackled, the problems of stagnation due to a student repeating classes is of considerable importance.

The following table shows the number of repeaters in schools affiliated to the Board of Secondary Education, Tamilnadu in 1990-91.

REPEATERS OF CLASSES IN TAMILNADU DURING 1990-91

Standard	All Communities			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	11222	8111	19333	4943	3299	8242	113	66	129
II	8873	7318	16191	3726	2635	6361	136	116	252
III	8301	6650	14951	3612	3071	6683	108	90	198
IV	56519	45898	102417	15552	12397	27949	493	350	843
V	53632	42777	96409	14572	11641	26213	432	347	779
VI	53561	43149	96710	15639	11061	26700	437	280	717
VII	48699	36048	84747	12939	9349	22288	301	241	542
VIII	49611	31232	75843	12113	8698	20811	316	198	514
IX	42392	29466	71858	12496	7586	20082	341	154	495
X	5023	3164	8182	1070	697	1767	2	11	13
Total									
Repea- ters	332833	253813	586646	96662	70434	167096	2679	1853	4532

The figures for standards I-III is low because no detention is permitted upto Std.III and the so-called repeaters are those who have discontinued in the middle of the previous year and get readmitted during the current year.

The figure for X Standard is low because most students failing in the Public Examination at the end of X Standard do not rejoin the schools, but appear privately as supplementary students.

The repeaters account for 8% for all communities and 7.2% for SC and 4.5% for S.T. to the total student population in the respective groups.

EDUCATIONAL ATTAINMENT

A study on the wastage in Primary Education was taken up by the Department of Management Studies, Bharathiar University, Coimbatore with the help of the Tamilnadu State Council for Science and Technology. The case study approach, supported by other tools, was adopted. The performance of students in reading comprehension and sentence completion was tested. The findings are:

READING COMPREHENSION TEST

Percentage of Children attaining the level			
S.No.	Performance	All Students	Girls
1.	No. of Questions attempted		
	1. All six	5	3
	2. Three or more	46	47
	3. One or more	76	76
	4. None	24	24
2.	No. of Questions for which answers were given		
	1. All six	2	1
	2. Three or more	46	46
	3. One or more	76	76
	4. None	24	24
3.	No. of Questions correctly answered		
	1. All six	2	1
	2. Three or more	30	34
	3. One or more	69	70
	4. None	31	30

SENTENCE COMPLETION TEST

		Percentage of Children attaining the level	
S.No.	Performance	All Students	Girls
1.	No. of Questions attempted		
	1. All six	0	0
	2. Three or more	55	51
	3. One or more	62	56
	4. None	38	44
2.	No. of Questions for which answers were given		
	1. All six	0	0
	2. Three or more	48	45
	3. One or more	60	54
	4. None	40	46

The study reveals the low level of attainment of students at the end of primary education. The need for attainment of MLL is as much important as the attainment of enrolment and retention.

TEXTBOOKS AND OTHER CURRICULAR MATERIAL

1) There should not be any kind of gender bias in text books, giving secondary status to women. Any text book will therefore be screened for gender bias by a committee of women educationists, social activists, and NGO's before publication, just as such screening is done from religious perspective by different religious leaders.

2) Lessons on outstanding women in different walks of life will be included.

3) Lessons by women in literary and other fields will be included.

4) Statutory Rights of women will find a place in books.

5) Lessons on how to get their rights enforced will be included.

6) While, at higher level, girls can go for any kind of course in general and professional areas like Engineering, Medical, Agricultural and Veterinary sciences, at school level, the practice of providing for home science only for girls as the craft or subject under SUPW/LOE is continued:

Girls will be free to opt for any kind of work experience at school level.

Boys will also be permitted to take home science to remove the stigma that the subject is intended only for girls.

7. The syllabus in Home Science will be revised so that it is not confined just to cooking, food preservation and house keeping.

8) Educational toys and other curricular materials will be so produced as not to give room for presuming a lower status for girl child, mother and working women.

EMPLOYMENT OF WOMEN TEACHERS

PERCENTAGE OF FEMALE TEACHERS TO TOTAL NUMBER OF TEACHERS IN 1992-93

Stage	Tamilnadu	India
Primary	40.98	29.31
Middle	48.25	31.97
High	42.00	34.05
Higher Secondary	41.03	31.16

SC/ST TEACHERS IN TAMIL NADU IN 1990-91

Stage	All communities		S.C.		S.T.	
	Men	Women	Men	Women	Men	Women
Primary	92683	71662	14202	7230	178	82
Middle	42489	32544	5936	4292	58	36
Secondary	25090	14688	2712	1581	71	45
Higher Secondary	12754	8967	3335	1876	77	100
Total	173016	127541	26185	14979	384	293

The State government has taken a policy decision and been implementing the same, reserving for women all posts of teachers handling I and II stds and giving preferential selection to women teachers for other classes. Consequently the proportion of women teachers will go up.

A detailed study also shows that the proportion of women teachers to men teachers is less in rural areas than in urban areas.

WORK PARTICIPATION RATES

The Statistical Data of Work Participation Rates (1991) are given below:

Nature	Tamilnadu			India		
	Male	Female	Total	Male	Female	Total
Total Workers	56.39	29.89	43.31	51.55	22.25	37.46
Main Workers	56.10	25.13	40.81	50.93	15.93	34.10
Marginal Workers	0.26	4.76	2.50	0.62	6.32	3.46

The splitup of the percentages of Women in some of the important economic activities are as follows:

S.No.	Nature of Actitivity	Tamilnadu	India
1.	Agricultural labourers	60.89	
2.	Live stock, forestry, fishing etc.	1.43	
3.	Mining, quarrying	0.16	
4.	Manufacturing processes, services, repairs in household industry	4.02	
5.	Other than household industry	3.22	
6.	Trade & commerce	1.17	
7.	Other Services	4.49	

These figures show that

- 1) the work participation rate of females is considerably lower among the main workers.
- 2) the same is higher among the marginal workers, and
- 3) the main occupation has been agricultural

The employment of women in organised sector is as follows:

EMPLOYMENT OF WOMEN IN ORGANISED SECTORS (1989)

S.No.	Sector	Percentage of Women in Employment	
		Tamilnadu	India
1.	Public Sector	19.0	11.8
2.	Private Sector	24.0	18.2
	Total	20.6	13.6

In absolute terms also, the number of women in employment is more in private sector than in public sector.

GOALS SET IN THE STATE PROGRAMME OF ACTION
FOR THE CHILD IN TAMILNADU

The following major goals have been set to be achieved by 2000 A.D. Specific goals have also been developed in related areas on a phasal basis.

1) **Child Health**

Reduction of IMR to less than 30 per 1000 live births and reduction of 1-4 year mortality rate to less than 10.

2) **Maternal Health**

Reduction of MMR by 80% of 1990 base level.

3) **Nutrition**

Reduction in severe and moderate malnutrition among children by half.

4) **Education**

Achievement of UPE for every child to complete 5 years of primary education.

5) **Drinking Water Supply**

Universal access to safe drinking water at the rate of one source for 150 population within 1 km distance and 50 metres elevation.

6) Environmental Sanitation

Increased access to sanitary means of excretor disposal from current levels of 9% in rural and 60% in urban areas to 25% in rural and 90% in urban areas.

7) Child Labour

Elimination of bonded child labour and child labour in hazardous industries for children upto 14 years and full time child labour of all children under 12 years.

8) Girl Child and Adolescent girl

To reverse the trend of decline in sex ratio to achieve equal sex ratio and provide vocational skills towards self-reliance for 50% school drop-outs and adolescent girls.

9) Childhood disability

Prevention, early detection, intervention and rehabilitation of childhood disabilities for all children.

10) Children in especially difficult circumstances

Focus on groups of street children, destitutes, orphans, Children of prostitutes, juvenile delinquents, drug addicts etc. so as to make them co-beneficiaries of the sectoral programmes in Health, Education and other areas.

ISSUES REGARDING GIRL'S EDUCATION

The analysis of the demographic and other factors leads to the identification of certain basic issues concerning girls' education and Women Empowerment. They may be broadly classified as under:

- 1) Lower enrolment of girls in the education system, with special reference to primary education.
- 2) Higher drop-out ratio among girls, leading to non-retention of a large number of them in the system.
- 3) Non-achievement of minimum levels of learning by a majority of them.
- 4) Unsuitability of curriculum and gender bias in textbooks and curricular materials.
- 5) Absence of vocational programmes for economic independence of girls.
- 6) Lack of stress on gender issues.
- 7) The girl child of school going age most often made to act as a child nurse for her brothers/sisters.
- 8) Absence of linkages with the NFE/ECCE/TLC/PLC.

9) Less opportunity for N.G.O.'s and other community support machinery to play a positive and effective role in girl's education.

10) Education system being isolated from other governmental departments engaged in supportive activities like health, social welfare, employment and training etc.

OBJECTIVES AND GOALS

Objectives

The following specific objectives are set to attain the over-all objective of achieving a totally literate and powerful female population by 2000 A.D.

- 1) 100% enrolment of girls in the 6-11 age group.
- 2) 100% retention of girls upto class 5, bringing drop-out and stagnation to nil.
- 3) Attainment of minimum levels of learning by every child.
- 4) Introduction of a curriculum capable of developing economically and socially non-dependance among women and their empowerment.
- 5) Development of management system, utilising the potential of N.G.O's and the local community.

Goals

Goals are set for three different phases, as a continuum: by the end of the academic year 1995-Phase I; 1998-Phase II and 2000-Phase III.

9) Less opportunity for N.G.O.'s and other community support machinery to play a positive and effective role in girl's education.

10) Education system being isolated from other governmental departments engaged in supportive activities like health, social welfare, employment and training etc.

OBJECTIVES AND GOALS

Objectives

The following specific objectives are set to attain the over-all objective of achieving a totally literate and powerful female population by 2000 A.D.

- 1) 100% enrolment of girls in the 6-11 age group.
- 2) 100% retention of girls upto class 5, bringing drop-out and stagnation to nil.
- 3) Attainment of minimum levels of learning by every child.
- 4) Introduction of a curriculum capable of developing economically and socially non-dependance among women and their empowerment.
- 5) Development of management system, utilising the potential of N.G.O's and the local community.

Goals

Goals are set for three different phases, as a continuum: by the end of the academic year 1995-Phase I; 1998-Phase II and 2000-Phase III.

Phase I (1993-95)

1) 100% enrolment of girls in the 6-7 age group in the formal school systems.

In order to achieve this goal, strengthening of the Early Childhood care and Education (ECCE) and development through attachment/linkage of existing pre-primary education centres to primary schools and establishment of new pre-primary centres where none exist.

2) 100% enrolment of girls in the age-group 8-11 in formal schools or non-formal education centres.

3) 100% retention in classes 1 and 2.

4) Ensuring instruction on all working days through availability of teachers, substitute-or para-teachers.

5) Minimum attendance of 75% for every girl.

6) Rationalisation of teachers to ensure at least one woman teacher for classes 1 and 2 as a unit and at least one woman teacher for every 35 girls.

7) Retraining of all teachers in scholastic and non-scholastic areas, gender issues, multi-grade teaching and MLL.

8) Training and/or retraining of all existing pre-school teachers, including anganwadi and noon-meal workers.

9) Attainment of MLL in classes 1 and 2 by every child.

10) Establishment of Mother-Teacher Councils (MTC) in all primary schools.

Phase II (1995-98)

1) 100% enrolment of girls in the age-group 6-11 in formal schools.

2) 100% enrolment in non-formal education of girls upto age 14 years who are not attending schools and who have not completed class 5.

3) 100% retention in classes 1 to 5.

4) Rationalisation of teachers to ensure at least three woman teachers in each school, one of whom shall be in charge of classes 1 and 2, another classes 3 and 4 and the third of class 5.

5) Retraining of teachers handling classes 3 to 5.

The other activities specified for Phase I will continue.

Phase III (1998-2000)

This will be a consolidation phase, with the following additional goals.

- 1) Completion of primary education within 5 years by every girl.
- 2) All girls to attain at least class 5 level of education by age 14 through formal or non-formal systems.
- 3) To ensure that all teachers in primary schools are women.
- 4) Enabling every girl become aware of her intrinsic worth, her rights and privileges and the opportunities available to her to lead a good life.

KEY STRATEGIES AND APPROACHES

1) Enrolment of girls

1) Survey and compulsory registration of school age girls with details of their schooling or otherwise.

2) Mapping exercise to be conducted to identify areas of low female literacy and low enrolment of girls.

3) Appointment of woman teachers in school.

4) Sensitising teachers, especially male teachers, if any, against gender bias.

5) Creches and balwadis, (both government and non-government) should be provided, attached to primary schools, wherever possible, so that girls may be relieved of child care and attend school.

6) Local escort system should be organised, with an adult woman/ adolescent girl accompanying groups of girls to ensure that girls attend school regularly and to provide social protection to those who have to travel a long distance to school.

7) Mother Teacher Councils to be constituted in each village.

8) VEC/MTC to undertake intensive propaganda among parents and public about the need for girls' education.

9) Activity - oriented curriculum with vocational bias to be introduced.

10) Incentive schemes like Noon Meal, uniform, bus pass etc. to be expanded to ensure every girl attends schools.

II) Enrolment of SC/ST girls

Since enrolment is the lowest among the SC/ST girls, the following additional strategies are to be followed.

1) School mapping exercise should be applied to ensure access to school for SC/ST girls.

2) Teachers to be sensitised against discriminatory attitudes to SC/ST girls.

3) Adi-draavidar and community specific schools, now under the administrative control of different departments, to be integrated with the primary education system for effective administration, quality control and monitoring to bring them into the main stream, while retaining all special privileges now in vogue for them.

4) Special training programmes for teachers to understand, appreciate and apply their mind to the special problems of SC/ST girls with a stress on additional efforts needed to enrol and retain them in the system.

5) Appointment norms in tribal areas to be relaxed and made flexible so that locally available women are enabled to teach.

6) Admission rules for SC/ST girls, especially those of migrant labour and nomads to be flexible.

III Retention of girls

1) The MTC should ensure continued attendance of girls through the escort system.

2) Since low achievement is a major cause of dropout, MLL based tests should be so framed as to develop confidence among girls.

3) Life histories, anecdotes of female achievers to be included in textbooks and teachers to familiarise girls about such eminent women.

4) Wherever a girl is forced to leave the school, MTC to ensure her joining the NFE system and proceed with her studies.

5) Flexible time-table to suit local needs and conditions.

IV Achievement of minimum levels of learning

- 1) Teachers should be well-trained in MLL.
- 2) School Inspectors should be trained in MLL and evaluation of MLL.
- 3) VEC/MTC to be familiar with MLL.
- 4) Curricular materials for MLL to be developed, with special emphasis on the needs of girls.
- 5) MLL to be reviewed and revised periodically.

V Preparation of curricular materials

There should be ensured that the content of the syllabuses and curricular materials prepared do not suffer from any gender bias. The following steps should be followed.

- 1) There should not be any kind of gender bias in text books, giving minor or secondary status to women.
- 2) There shall be a screening committee, consisting of women educationists, social activists and N.G.O's who should ensure that the textbooks or any curricular materials do not contain any material biased against women.
- 3) Lessons on outstanding women in different walks of life should be included in textbooks.

4) Lessons by women in literary and other fields should be included.

5) Statutory rights of women should find a place in textbooks.

6) Lessons on how to get their rights enforced should be included.

7) Girls should be free to take up any kind of work experience as part of craft/LOE/SUPW, instead of offering them only home science. Boys should also be permitted to take house science in schools to remove the stigma that the subject is intended only for girls

8) The syllabus in Home Science should be revised so that it is not confined to cookery, food preservation and house keeping.

9) Educational toys and other curricular materials should be so produced as not to give room for presuming a lower status to girl child, mother and working women.

10) Commemoration functions of women leaders, poets, scientistis etc.to be celebrated.

VI Provision of adequate infra-structure

Facilities should be provided as per NCERT/NIEPA norms, in terms of classrooms, teaching-learning materials, play material etc. In addition, the following should be ensured.

- 1) Latrines for women teachers and girls.
- 2) Water for drinking and washing.
- 3) Adequate play area for girls.
- 4) The library should have books, specially suited for girls.
- 5) Utilising available community resources like Mathar Mardam (Mahila Sanaj), ICDS & other agencies.

VII Linkage with ECCE/TLC/PLC/NFE

- 1) TLC has created a favourable atmosphere for education of women and the school system should establish links with it.
- 2) The experiences of TLC in mobilising community resources-human and others-should be drawn upon to bring all girls into the school system.
- 3) Those girls who can not be brought into the school system should be made to take advantage of the NFE systems. The MTC's should ensure this.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,

Delhi-110016

No.

D-8220
26-9-94

4) TLC to work for bringing girls into formal school system.

5) ECCE centres should be strengthened and linked with primary schools in the vicinity, to ensure full enrolment and retention of girls.

6) Colloboration with NGO's working in TLC/NFE/ECCE should be sought and linkages strengthened.

7) Integrating with ICDS and other programmes.

8) Providing for reentry into formal system from NFE.

VIII Linkages with other departments

Coordination with Health, Social Welfare, Employment and Training, Adidravidar and Backward Class Welfare etc., should be brought about with the school system as they are inter-related and inter-dependent.

The ICDS, Balwadi, Noon-meal programme etc., have close connection with enrolment, retention and achievement of girls in schools.

At village level and district level, coordination committees with representation of the departments concerned should be set up.

IX Women Empowerment

1) Awareness of statutory rights conferred on women and procedure for redressal of grievances should be given in schools.

2) More women teachers will be employed on a phased programme so that all teachers will be women by 2000 A.D.

3) Schools should provide leadership roles to girls by appointing them class pupil leader, monitor, group leader etc.

4) The curriculum should enhance self-esteem and self-confidence of women.

5) Gender sensitisation programmes will be developed for teacher educators and administrators.

6) Information about job access, employment opportunities, training available will be given in schools.

7) The evil practices of early child marriage, female infanticide, large families, dowry system which affect girls will be dealt with in the textbooks.

8) Among other things, the following will get due attention in the curricular materials.

a) Girl is as precious a creation as a boy.

b) Girls can achieve as much as boys.

c) More education will lead to economic independence.

d) An economically independent girl will be of less burden to the family.

9) Linking with Women's Development Corporation, ITCOT and other agencies for providing professional and occupational opportunities for women.

10) Income generating schemes in schools.

X Management System

1) The Director of Elementary Education will be the State Head assisted by personnel at District and Block levels. As far as possible, preference will be given to women in filling up the posts, especially at the block level.

2) The VEC/MTC shall be given statutory status so that they are able to function successfully. They should be in charge of the administration of the schools.

3) Quality control and academic monitoring process flow will be: DTERT-DIET-AEO-HM.

4) Norms and parameters for monitoring quality should be developed by DTERT.

5) Pre-service and in service programmes will be taken care of by the DTERT.

6) District level and Block level committees should be formed with representatives from different departments, NGO's, MTC's etc. to coordinate and provide leadership for effective implementation of the programme.

EXPECTED OUTCOME

The successful implementation of the programme is expected to lead to many social, economic and cultural gains, among them being the following:

1) A wholly literate women population, aware of their strengths and potentials as individuals and as groups to play a positive role in public affairs.

2) Literacy will lead to the reduction of IMR, CMR and MMR to acceptable levels.

3) An emancipated woman will be full of self esteem and self-confidence.

4) The evil practices like early marriage, dowry system, female infanticide will get automatically eradicated.

5) Exploitation of women in all forms will be put an end to.

All these will result in a Healthier Tamilnadu.

This Status Paper is based on the data and information
provided in

- 1) Census of India-Tamilnadu 1991.
- 2) Data update on Women's Education and Development, 1993
NCERT.
- 3) The Country Paper on Girls and Women's Education in
India by Dr.Usha Nayar, NCERT, 1992.
- 4) Statistical Handbook of School Education Department,
1990-91, Government of Tamilnadu.
- 5) State Programmes for the Child in Tamilnadu,
Government of Tamilnadu 1993.
- 6) Strategy and Plan of Action for Achieving UPE in
Tamilnadu by 2000 A.D. DTERT, 1993.
- 7) Study of Wastage in Primary Education in Tamilnadu
by Dr.K.Ramakrishnan, Bharathiyar University, 1991.

Computer Set and Laser Printing by CITY XEROX
15, Corporation Staal, C.P.Ramaswamy Road, Madras-600 018
Ph: 73215

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-8220
Date 26-9-94

NIEPA DC



D08220