CHAPTER - I

INTRODUCTION OF GIRL'S EDUCATION, NEED, SCOPE, OBJECTIVES AND HYPOTHESES OF THE STUDY
CHAPTER-I

"Education of a boy is the Education of one person, but

Education of a girl is the Education of the entire family"

- Pandit Jawharlal Nehru

INTRODUCTION

Countries all over the world and especially the SAARC countries have come to realize the importance of education for national development. In the matter of development of human resources, it is education, which holds the key to human progress. Hence, education is regarded as the basis of all-round development of man, society and nation. There is a high correlation between education and human development in particular and national development in general.

Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. So education is a third eye to every human being both man and a woman. The development of human culture, social, economic and political depends on education. Ultimately all these aspects lead to nation's development. In view of this approach Independent India has provided various facilities for the development of education.

The constitutional provisions regarding education in India are in accordance with political, economic, social, and cultural needs. These provisions aim at fulfilling the aspirations of the people through the medium of education. They have served as ideals to be achieved and the basis for various educational developments in the country after independence. It would be no exaggeration to say that education has received far greater attention in the post-independence period than it did at any time in the past.
In this progress the constitution of India provides free and compulsory primary education. Article 45 of the directive principles of state policy lays down that, the state shall endeavor to provide, "Free and compulsory education for all children till they complete the age of 14 years".

The constitution of India recognizes education, as a basic right of every child, be it boy or girl. A large number of measures, policies and strategies are launched to reach the goal of Universalization of Elementary Education aims to provide the primary education for all children between the age group of 6-14. If nation wants to realize the aim of cent percent Universalisation of Elementary Education, it is imperative that there should be Universalisation of enrollment, because Universalisation of Elementary Education depends not only on boys but also on girls.

Women’s access to education has been recognized as a fundamental right, and increasing girls’ education is a central policy of the international development community and most developing country governments. Gender equality in education is a critical element of the Millennium Development goals. The benefits of educating girls and women for societies, in general, and their families in particular are well understood.

Education has a profound effect on girls and women’s ability to claim their rights and achieve status in society, such as economic independence and political representation. Having adequate education can make an enormous difference to a woman’s chances of finding well-paid work, raising a healthy family and preventing the spread of diseases such as HIV and AIDS. Women with at least a basic education are much less likely to be poor. Providing girls with one extra year of schooling beyond the average can boost their eventual wages by 10 to 20 percent. Education increases women’s knowledge about controlling
fertility and access to family planning services and their involvement in reproductive decisions an infant born to an educated woman is much more likely to survive until adulthood. An education woman is 50 percent more likely to have her children immunized against childhood diseases. It is estimated that if we had reached the gender parity goal by 2005, more than 1 million childhood deaths could have been averted.

1.1. GENDER ISSUES IN EDUCATION

It is clear from the forgoing discussions that there are gender gaps in education, especially in the context of girls from marginalized groups and in rural areas that has got adverse affects. Low level of literacy of women has a negative impact not only on women’s life but also on their families’ lives and on the country’s economic development. It is an established fact that illiterate women have high level of fertility and mortality poor nutritional status, low earning potential and little autonomy within the households. A women’s lack of education also has a negative impact on the health and well being of her children and the infant mortality is inversely related to mother’s educational level. Additionally the lack of an educated population can be a impediment to the country’s economic development.

Access to education

Literacy rates are low and disparities on caste, religion, gender and region still exist in access to education, the quality of education and benefits that arise it. It is estimated that 33% of children above age of 7 are illiterate, 42 million are not able to have access to basic education and 100 million children are out of school. The plight of girls remains considerably worse than the boys.
It is also a fact that the school Enrollment rate reduces considerably from primary level to secondary level and above, both for boys as well as girls but the reduction are more for girls.

The participation of the girls in primary, middle and high schools are 95.58, 57.62 and 34.26 per cent respectively and female literacy stands at 53.7 per cent compared to 76 per cent for male according to 2001 census report.

Retention of girls in school

A major educational problem in the country is high drop out rates in different levels of school education which has also been significantly more for girls as compared to boys. The task force report on education for women's equality has highlighted that for every 100 girls enrolled in class-I 82, 62 and 14 girls in urban areas, remain in class-V, VIII and XII respectively. The decline is more alarming in rural areas where the corresponding figure is 40,18 and one girl student respectively. While the overall Enrollment of girls has increased, the drop out rate of girls from marginalized and rural sections especially from the upper primary level upwards is extremely high. School discontinuation rates of rural girls are twice as high as that of boys.

Studies have revealed that there is minimum threshold of education (more than 5 or 6 years) that must be achieved before there are significant improvements in female autonomy, particularly in a highly gender-stratified Society such as ours. (Jeffery and Basu, 1996); Jejeebhoy, 1995) contrary to it, of the literate women in India, more than 50 per cent have only a primary education or less.
Currently, a very small proportion of both men and women have a college education just over 3 per cent of men and 1 per cent of women. Although a very small proportion of the India population attends college, women account for a third of the students at this level.

There also exists clear gender disparity in the preference of subjects. During 2000-2001 the number of female per 100 male was 68.2 in medicines followed by 61.4 in science and 61.2 in arts. In engineering and technical education there were only 28.7 female per 100 male.

**Factors influencing Girls Education**

There are several factors known to adversely affect girl’s school enrollment, persistence and achievement.

Poverty is possibly the foremost factor limiting girls’ educational opportunities. Although school attendance is free, the cost of text books, bags, uniforms, transportation and miscellaneous school fees have been reported to be major reason for never attending school by children in the age group of 6-14.

Girls are employed in a variety of work that is crucial to poor families, as it has bearing on family livelihood. Within the family, the girl’s responsibility of sibling care and household work makes her indispensable while her mother goes for wage labour or other work contributing to family income.

Parental and student perceptions of the economic returns they can expect from their investment in education also affect their willingness to enter and continue on in school. Social customs, market conditions, labor laws, and employer attitudes influence women’s employment opportunities more markedly than men’s. In poorer, rural areas, employment opportunities for women likely to be very limited and it is seldom culturally acceptable for
women to migrate in search of employment. In urban areas, the customary exclusion of women from certain professions, restrictions on women’s employment imposed by labor laws, and discriminatory wage structures hold the returns to female education down. These factors undoubtedly diminish parents’ willingness to invest in girls’ education and are disincentives to girls to persist in school.

Inequality in education reflects larger social and cultural inequalities in society. Decisions about who goes to school are taken in the family, and these decisions are heavily influenced by cultural attitudes. Many communities still do not consider it appropriate to send girls to schools. Even when girls are sent to school, they are withdrawn by the time they attain puberty.

In many societies it is traditional for girls to marry young. But such early marriages mean that these girls must stop their schooling. The same rules apply to pregnant girls who are generally forced to discontinue their schooling. A large number out of school girls belong to families of first generation learners. Parental indifference to education of girls and their own illiteracy also keep girls out of school.

Many states do not have enough classrooms to accommodate all school-age children and the class rooms that are available often lack basic necessities such as sanitary facilities and water inadequate school infrastructure in the form of toilets for girls and boundary walls have been identified as a significant factor in keeping girls away from school.

Girls are more likely to attend schools if they have female teachers. Girls are more comfortable and more vocal with lady teachers, thus actively focusing and participating in the learning process. Also parents—especially in rural areas—are hesitant to send their girls to schools that have only male teachers
Particularly in rural areas, transportation is needed for girls to attend middle and secondary schools, which are often far away from their homes. In the absence of transport facilities they are unable to go to school. Similarly many girls desirous of pursuing education above middle level, facilities for which are available away from their homes, cannot avail themselves of these facilities due to lack of hostel arrangements.

Parents often complain about insecurity for girls attending schools. Instances of abduction rape and molestation of girls dampen the enthusiasm of parents girl students in pursuing education behind a certain age; thereafter they remain bound to their homes.

Strategies to promoting Girls Education

Government of India has adopted various policies and programmes from time to time for promoting education particularly girls education these programmes have mainly dealt with the issues related to Enrollment of girls, continuation of girls in education, content and process of education, gender and social equality issues, motivation for women teachers, encouragement to the students and teachers, getting out of school girls back to schools etc.

Under different programmes for addressing these issues suitable strategies like community mobilization, augmenting access in un-served habitations, different type’s incentives for students and teachers, improving school environment and teaching techniques etc. have been pursued. The implementation of these strategies has made an impact on the Enrollment of girls which has gone up. Similarly there has also been a positive trend in retention of girls in the school.

1.2. MAJOR POLICIES AND SCHEMES PAYING WAY FOR GIRL CHILD EDUCATION

Policies

- Education in the Concurrent List
- National Policy on Education, 1986 and Program of Action
The Constitutional Amendment of 1976, which includes Education in the Concurrent List, was a far-reaching step whose implications-substantive, financial and administrative-require a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in regard to education will remain essentially unchanged the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards, to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the education throughout the country.

b. NATIONAL POLICY ON EDUCATION & PROGRAMME OF ACTION (NPE-1986 & POA-1992)

The National Policy on Education (NPE) - 1986 updated in 1992 envisages improvement and expansion of education in all sectors, elimination of disparities in access and laying greater stress on improvement in the quality and relevance of education at all levels, including technical and professional education. It also emphasizes that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing a rightful place for the disadvantaged, linguistic groups and minorities.
The nation is firmly committed to providing Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalisation, education for women’s equality, special focus on the education of SCs’ STs and Minorities. The task of implementing the NPE and POA lies with the states and Union Territories, and the center is to monitor the implementation. Accordingly, the POA 1992 stands circulated in 1993 to all states and Union Territories to draw up their own state programme of Action (POA). The national policy on education emphasizes three aspects in relation to Elementary education, viz.

- Universal access and Enrollment;
- Universal Retention of Children up to 14 years of age and
- Substantial Improvement in the Quality of education to enable all children achieve essential levels of learning.

The national policy on education states that access to Secondary education will be widened with emphasis on Enrollment on girls, SCs and STs particularly in science, commerce and vocational streams. Efforts will be made to provide computer literacy in as many secondary level institutions as possible.

c. THE NATIONAL POLICY ON EMPOWERMENT OF WOMEN, 2001

The national policy on empowerment of women, 2001 is aimed at women’s advancement in different spheres. This policy is the output of various international obligations along with internal interventions. The policy states that Gender disparity manifests itself in various forms, the most obvious being the trend of continuously declining female ratio in the population in the last few decades. Social stereotyping and violence at the domestic and societal levels are some of the other manifestations. Discrimination against girl children, adolescent girls and women persists in parts of the country. Therefore this policy is
aimed at improving the status of women in the society by empowering them especially those belonging to weaker sections including Scheduled Castes/Scheduled Tribes/Other backward Classes and minorities, majority of whom are in the rural areas and in the informal, unorganized sector, by providing them with educational and health benefits.

d. TENTH FIVE YEAR PLAN (2002-2007)

The tenth five year plan covering the period 2002-2007 has recognized that the human development is an integral part of economic growth and accordingly has been set targets to achieve the same. It is clearly stated in the tenth five year plan that "The development process must be viewed in terms of the efficiency with which it uses an economy's productive capacities, involving both physical and human resources, to attain the desired economic and social ends (and not just material attainment)." Therefore it has laid a lot of emphasis on human development wherein elementary education forms an integral part.

The targets set forth for the Tenth Five Year plan to monitor the growth of education are as follows:

**MONITORABLE TARGETS FOR THE TENTH PLAN AND BEYOND**

- All children in school by 2003; all children to complete 5 years of schooling by 2007;
- Reduction in gender gaps in literacy and wage rates by at least 50 per cent by 2007;
- Increase in Literacy rates to 75 per cent within the Plan period;

It has been observed by the tenth five year plan that the growth rate of the economy, birth rate, death rate, infant mortality rate (IMR) and literacy rate, are all interconnected, and that the literacy rate has been the major determinant of the rise or fall in the other indicators. The tenth five year plan has conceded that the high literacy rate among women has paved way for low mortality rate and low birth rate and increase in the rate of life expectancy. This has been the fundamental point for the focus upon literacy and elementary education.
programmes, not simply as a matter of social justice but more to foster economic growth, social well-being and social stability.

**Targets under the tenth five year plan**

The tenth five year plan has laid down the following targets in elementary education under the various heads:

**Universal access**

- All children in the 6-14 age group should have access to primary schools, upper primary
- Schools or their alternatives within a walking distance of one km and three km respectively.
- All children in the 3-6 age groups must have universal access to early childhood care and education centers.
- Need-based expansion of upper primary education facilities, particularly for the disadvantaged sections. There should be one upper primary school for every two primary schools.
- All schools should have buildings, toilets, drinking water, electricity, playgrounds, blackboards and other basic facilities. There must be provision of one classroom for every teacher at the elementary stage.

**Universal Enrollment**

- Enrollment of all children in schools or alternative arrangements by 2003.
- All children to complete five years of primary schooling by 2007.
Universal Retention

- Universal retention in the primary stage by 2007.
- Dropout rate to be reduced to less than 10 per cent for grades VI-VIII by 2007.

Universal Achievement

- Improve the quality of education in all respects (content and process) to ensure reasonable learning outcomes at the elementary level, especially in literacy, numeric and in life skills.

Equity

- Bridge all gender and social gaps in Enrollment, retention and learning achievement in the primary stage by 2007 and reduce the gap to 5 per cent in the upper primary stage by 2007.
- Special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below the poverty line, migratory children and children in the hardest-to-reach groups.

e. DECENTRALISATION – A .P. COMMUNITY PARTICIPATION ACT, 1998

Decentralized planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualizes direct community involvement in the form of Village Education Committees (VECs) for management of elementary education. The POA, 1992, emphasized micro planning as a process of designing a family-wise and child-wise plan of action by which every child regularly attends school, continues his or her education at the place suitable to him/her and completes at least eight years of schooling or its equivalent at the NFE centre. The 73rd and 74th constitutional amendments
provide for decentralization of the activities and facilitate transfer of power and participation of the local self-government institutions or the Panchayati Raj Institutions.

As a sequel to the constitutional amendments, the government of Andhra Pradesh enacted the A.P. Community Participation Act in 1998 and formed committees for the improvement of education at various levels—School Committees at the habitation level, Panchayat Education Committees at the Panchayat level, Mandal Education Committees at the mandal level, Municipal Education Committees at the municipal level and District Committees at the district level. The School Committees are empowered to involve in the micro planning exercise and the development of habitation education plans. The School Committees have the power to monitor the functioning of schools and also procure TLM, etc., in partnership with the Government.

School Committees have created a congenial atmosphere for the people to play a more dynamic and proactive role. They have been providing voice to women, Scheduled Castes and Tribes, minorities, parents and educational functionaries to invoke greater participation. They have also been delegated with responsibilities with regard to location of primary and upper schools on the basis of micro planning and school mapping. In this regard, decentralization of school management to grassroots level bodies is an important policy initiative. Financial assistance is also being provided to school committees to engage local qualified persons as vidya volunteers to augment the strength of teachers.

f. NATIONAL LITERACY MISSION (NLM)

National Literacy mission (NLM) was set up in May, 1988 on an objective assessment of the strengths and weaknesses of the earlier programmes to accord a new sense of urgency, seriousness and emphasis with fixed goals, clear time frame and age specific
target groups. Emphasis laid not on mere Enrollment of learners but on attainment of certain predetermined norms and parameters of literacy, numeric, functionality and awareness along with institutionalization of post Literacy and Continuing Education in a big way.

The goal of National Literacy mission is to attain a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to no literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force. Besides this age group, persons outside this age limit are not excluded from the programme; particularly the children in the age group of 9-14 years who are also dropouts. Apart from pre-determined levels of reading, writing and numeric with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women’s equality, observance of small family norms, etc.

The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life.

The Total literacy campaign is the principal strategy of NLM for eradication of illiteracy. The TLCs have certain positive features, which make them unique and distinguish them from other government programmes. These campaigns are area-specific, time-bound, participative, and cost-effective and outcome oriented.

The National Literacy Mission aims at ensuring that the Total Literacy campaigns and the post-literacy programme successfully move on to Continuing Education, which provide life-long learning.

According to 2001 census, 47 districts with female literacy rate below 30 per cent are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orrissa, special innovative projects
have been taken up to raise the level of female literacy in these areas. Special efforts have been made to target female Panchayat Raj Functionaries and make them literate.

The Continuing Education Scheme provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The mien thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centers (CECs) which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. The scheme also undertakes a number important programmes such as- Equivalency programme facilitating the participants to acquire or upgrade their vocational skills and take up income-generating activities; Quality of life improvement programme to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living; and individual interest promotion programme providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests.

The State Resource Centers (SRCs) manage by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation etc. At present, there are 26 SRCs functioning in various states.

The objective of the scheme of Jan Shikshan Sansthan is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls slum dwellers, migrant workers etc. At present, there are 172 JSSs in the country. Jan Shikshan Sansthans run a number of vocational programmes with
varying duration of different skills. About two lakh persons are given vocational training annually. Of these, over 75 per cent are women.

Out of 600 districts in the country, 597 have since been covered under post Literacy programme and 305 under continuing Education programmes. About 120.35 million persons have been made literate so far. About 60 per cent of the beneficiaries are women, while 22 per cent and 12 per cent belong to Scheduled castes and scheduled tribes respectively.

Pace setting residential, Navodaya Vidyalayas have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim is to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential and most importantly, to become catalysts of a nation-wide programme and school improvement.

1.2.1. SCHEMES

- Andhra Pradesh Primary Education Project (APPEP)
- Operation Blackboard (OBB)
- District Institutes of Educational Training (DIET)
- District Primary Education Programme (DPEP)
- National Programme of Nutritional Support to Primary Education (School Meal Programme) (NPNSPE)
- Sarva Shiksha Abhiyan (SSA)
- The National Programme for Education of Girls at Elementary Level (NPEGEL)
- Kasturba Gandhi Balika Vidyalaya (KGBV)
i. ANDHRA PRADESH PRIMARY EDUCATION PROJECT (APPEP)

The Andhra Pradesh Primary Education Project (APPEP) was implemented in primary schools of state, with financial assistance of ODA of the United Kingdom in two phases between 1984 and 1996. The APPEP adopted a two-pronged strategy of improving classroom transaction by training teachers and giving a fillip to school construction activities.

The project has trained an estimated 80,000 teachers in 23 districts and more than 3,000 teachers' centers have become operational for the professional growth of teachers. The project was assisted by the ODA with an estimated outlay of Rs. 1,000 million in the 8th Plan.

ii. OPERATION BLACKBOARD (OBB)

Operation Blackboard, a centrally sponsored scheme launched in 1987, aimed at improving the school environment and enhancing retention and learning achievement of children by providing minimum essential facilities in all primary schools. This scheme aimed to improve physical infrastructure of education whereby school space was expanded and more teachers provided. The scheme has brought about a remarkable quantitative and qualitative improvement in primary education. In all, 42,310 primary schools have been covered Andhra Pradesh Primary education Program (APPEP), Lokjumbish Project and Shiksha Karmi project, of Rajasthan, Basic education Program of Uttar Pradesh.

Operation Black Board sought to provide a second teacher to all one-teacher primary schools. The government of India sanctioned 20286 teacher posts. It is also proposed that at least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class.
Since 1993-94, the scheme has been expanded to cover upper primary schools. More than 10,000 upper primary schools have been granted central assistance of Rs. 40,000 each for the purchase of teaching-learning materials. Also, primary schools with enrollment exceeding 100 have been augmented with a third teacher.

A Special Orientation Programme for Primary Teachers (SOPT) to facilitate optimum utilization of materials supplied has also been launched to cover all primary school teachers in the state.

iii. STRENGTHENING OF TEACHER EDUCATION: DIETs

The centrally sponsored scheme of District Institutes of Education and Training (DIETs) was launched by the Government of India in 1988 to provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with the following purposes:

**Elementary Education:** Universalisation of Primary/Elementary Education.

**Adult Education:** NLM targets in regard to functional literacy in the 15-35 age group.

The three main functions of DIETs are:

- Training teachers of primary and upper primary schools (both at induction level and continuing training)
- Resource support (extension/guidance, development of materials, aids, evaluation tools, etc.) and
- Action research
DIETs in Andhra Pradesh

In Andhra Pradesh, 23 DIETs are functioning with two tribal sub-DIETs at Utnoor in Adilabad district and Paderu in Visakapatnam catering to the in-service tribal teachers in the nine tribal districts of the state. During 1999-2000, the syllabus of DIETs was revised and a two year Diploma in Education (D.Ed.) was implemented. The intake capacity in Telugu medium is 80 in each year with Urdu medium available in nine DIETs located in West Godavari, Guntur, Cuddapah, Kurnool, Mahabubnagar, Ranga Reddy, Hyderabad, Nizamabad and Warangal districts.

Secondary level Teacher Training

The secondary level teacher training is by and large through the private sector. Three Colleges of Education (CTE) and four Institutes of Advanced Studies (IASE) are in the government sector, six IASEs are run by the universities and one College of Teacher Education is under private aided management (Andhra Mahila Sabha), while the bulk of the colleges are under the private sector. At present about 300 private unaided colleges of Education are functioning in the state.

iv. DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

The DPEP is a special initiative launched in 1994 within the broader objective frame of universalisation of elementary education. This programme also has a marked gender focus. As the nomenclature indicates, the programme is based on district specific planning. Decentralized management of the programme is a special feature. The processes followed in this style of management are participatory. Implementation is through state level registered societies. The programme is further driven by grassroots level disaggregated target orientation-reduction of primary drop-out rate to less than 10% reducing gender gap and that
between social groups to less than 5% and enhancing primary level learning attainment by at least 25%.

Selection of the districts for coverage by this programme is principally done with reference to educational backwardness characterized by female literacy below the national average level.

At its peak, the programme was being implemented in 272 districts of 18 states. At present DPEP is in operation in 9 states covering 129 districts.

Expenditure on the programme is shared between the Centre and the registered societies. Funding of the programme is supported by multilateral and bilateral external sources to the extent of 6938 cores.

Programs of DPEP:

DEPEP heralded many changes in the administration of elementary education. Until recently, the EE bureau was managing all the externally aided elementary education programmes while separate EE bureau managed most of the domestically founded programmes (an exception being the joint UN Janshala Programme). These bodies have now been merged into one EE bureau. Given that the externally aided central schemes (government schemes that are funded and mentioned by GOI) require more intensive monitoring and regular reporting to donors, the EE bureau established management systems tailored for systematic monitoring of the stated objectives of the programme. At the national level the National Project Director (Mahila Samakhya) is also the Director, Gender and Early Childhood Education (ECE) and is in the charge of gender mainstreaming strategies. Similarly, a Director in the EE bureau was made responsible for tracking the progress of other socially disadvantaged groups. Monitoring a nation-wide programme was done with
the help of the Technical Support Group (TSG) located in Educational Consultants India Limited. The group consisted essentially of education professionals (researchers and practitioners) who collated the data, conducted studies and provided technical support to state governments in a number of areas like gender training, pedagogy and curriculum, alternative schools, teacher training/capacity building, infrastructure, etc. Some senior faculty members of the National Institute of Educational Planning and Administration (NIEPA) interacted with the TSG team and provided academic leadership.

At the state level, a Gender Coordinator (girl's education, ECE) and a State Resource Group (SRG) were established to track girl's education. They work closely with the national gender team to ensure that gender issues are addressed and integrated in all the activities and plan six monthly national meetings and workshops of state level gender coordinators provide a forum to review progress and make concrete recommendations to the periodic meeting of Education Secretaries and DEPEP Directors. They also provide documentation support, guidance and resource support. Similarly, Gender Coordinators at the state level are expected to play a catalytic role in the districts. They identify low female literacy area and constraints, review action plans made to promote girl's participation, organize conventions and awareness campus facilitate the formation of mothers groups and focus on training of women for effective participation in VECs. At the district level, a Gender Coordinator is given the responsibility for tracking girls' participation. She is supported by gender focal points at the block/taluka levels. In some states, a District Resource Group (DRG) provides this support. There are interstate variations in how this issue is managed at the district and sub-district levels. For example, Assam, Haryana, Kerala, Maharashtra, Madhya Pradesh, Gujarat, Himachala Pradesh, Orissa and West Bengal have formed resource groups at both
the state and district levels. Tamil Nadu has created a ten member SRG for women’s development and ECE and a 12-member DRG for women’s development and ECE. Andhra Pradesh has established resource groups at state, district and mandal levels, while Bihar has formed SRG and DRG under Mahila Samakkhya, which, in the state, are also founded by DPEP. While the chain of command for monitoring gender issues is institutionalized and visible, it is not so for monitoring and supporting other first-generation learners in disadvantaged communities.

The BRCs and CRCs are expected to provide continuous educational support to the teacher, forge linkages with the VEC and functions as the information and feedback loop for the DPEP. Annual plans of the district are generated on the basis of information provided by CRC and BRC personnel. This system has brought training to the doorstep of the teacher and has broken the isolation of village school by linking them to a group. However, there is a little evidence of the structure being used to actively pursue equity goals, particularly with respect to eliminating gender and social bias in side the class room and ensuring participation of children who are out of school. There are of course, exceptions. For example, in Madhya Pradesh and Chattisgarh the BRCs maintain data on out of school children/Lok Sampark Abhian. However, they role in strategic planning at the block or cluster level to reach out and plan for the non-enrolled or the out-of-school child is not clearly defined.

It would be unfair to say that this was just lip service or cosmetic gesture towards the objective of gender equity. The range of data available in terms of reports and research studies done on gender issues is quite impressive, even though regional variations, which several DPEP phase II districts being quite poor in terms of strategic interventions
documentation and data. Comparatively, the DPEP phase I districts have a better database, indicating that the EE bureau played a proactive role in generating gender related information. Evidence suggests that community mobilization and other gender related inputs have significantly increased Enrollment, especially of girls. Given the outreach of DPEP, the debate on gender issues has percolated right down to the cluster level, leading to greater engagement with gender issues within the system.

School infrastructure and facilities

It is reported that if there is one area in which DPEP has made considerable progress across all the DPEP states it is in school infrastructure and facilities. ‘Although DPEP focuses on equality improvement the provision for civil works has been an important component of the development strategy. DPEP seeks to provide limited resources for enhancement and upkeep of schooling infrastructure. Unlike a teacher, a school once constructed cannot be moved to another location. Therefore, a judicious choice about infrastructure development is need’ (Agarwal 2000). Under DPEP-I, as many as 5,959 new schools were constructed and 6,466 additional classrooms built in the different districts. This was followed by 10,502 new schools and 17,753 new classrooms in the first three years of DPEP-II, most of the activity being concentrated in Uttar Pradesh and Andhra Pradesh. The DISE data captures the condition of school infrastructure on an annual basis.

There is no doubt that community participation has been integral to DPEPs mandate of providing basic school facilities and it is the VEC which is the mediating body for all DPEP-sponsored civil works (except, apparently in Tamil Nadu and Karnataka). This is clearly evident in the Madhya Pradesh Panchayat. However, social discrepancies do arise as in Haryana where the attraction of private schools for relatively well-off families has meant
that the government schools are being ignored by the VEC. In Tamil Nadu too, the primary school in the dalit basi, despite falling under the aegis of DPEP, has not witnessed DPEP-sponsored infrastructural improvement.

1. SCHOOL-COMMUNITY LINKAGES

DPEP stresses participatory process whereby the local community would play an active role in promoting Enrollment, retention, achievement and school effectiveness. This process will be institutionalized through the VEC and bodies like Mother Teacher Associations (MTAs). The programme design broadly encompasses the following interrelated and mutually reinforcing areas....Building community support for primary education through institutions like VEC, MTA and setting in processes such as awareness campaigns, micro-planning and training of the functionaries of VEC, MTA... (GOI, 1995).

VECs, MTA, School betterment committees, Women Motivator Groups-community-based groups linked to primary schools come in different forms and shapes in DPEP. Almost all the districts are expected to report on the constitution and function of such groups. While VECs are expected to take an interest in facility improvement and judiciously managed Rs.2000 for maintenance, MTAs in many areas are more concerned with regularity of children's attendance, their hygiene and providing continuous support to the teacher. Interestingly, in Himachal Pradesh, where both coexist, VECs are mainly male dominated and the MTAs/PTAs essentially comprise women. Data reveals that while all the states have constituted VECs, most of them also constituted women’s groups. These are also known in some areas as women motivator groups (2,944 in Himachal Pradesh, 1,778 in Kerala, 1,190 in Bihar, 3,516 in Haryana, 5687 in Gujarat, 13,593 in Maharstra, 11,529 in Orissa and 2,535 in Utter Pradesh).
The percentage of women in VECs is around 30 with many states nominating Anganwadi workers and Auxiliary Nurse Midwives (ANMs) into the committee. While VESs and other community-based groups have been given a pivotal role in DPEP, there is no mechanism to systematically collect information on their functioning within their specific local contexts. In the absence of qualitative data on their functioning and impact, it is difficult to make any conclusive statement on their effectiveness. There is also no information on whether women members and representatives of disadvantaged groups are trained/supported to participated in VECs, we did not come across any guidelines on the sequence of activities/implementation—i.e., identification and training women and representatives of special focus groups notification are formation of VECs, continuing support to relatively disempowered groups for active participation and monitoring regularity of meetings.

Micro studies done under the aegis of this research study and village-based survey reports edited by Vaidyanathan and Nair (2001) reveal that the VEC has not been an effective equity tool. This has also been the feedback from NGOs and government programmes working with women's groups in rural areas. The social composition of the VEC is usually biased in favour of the higher castes whose children and grandchildren are known to attend private schools. As a result VEC members have little stake in improving the quality of effectiveness of the school. They are more interested in the status that membership brings in the eyes of the district administration. In many areas that committee rarely worries about enrollment and/or regular participation of the most deprived sections of the society on the contrary, members of VEC in Haryana hire young boys in 11+age-group as pali or contract and as Vandana Mahajan reports the only time it met in the last one year was to
auction trees that fell down in a storm. Similarly, the VECs studied in Tamilnadu have little
interest in the Adi Dravida Primary School in the village. A similar situation has been
reported in Andhra Pradesh, Chattisgarh and Karnataka.

On the other hand, there is considerable anecdotal and some qualitative evidence to
show that MTAs have closer linkages with the school—if they are active and are involved.
The 12th JRM reports from Himachal Pradesh discuss the effectiveness of MTAs, but point
towards a clear gender differentiation in the role of MTAs and VECs. School Management
Committees (SMCs) have also been established in several states—50,884 in Andhra Pradesh,
325 in Kerala, 22,940 in Madhya Pradesh and 13,596 in Rajasthan. Karnataka is in the
process of phasing out VECs and replacing them with School Management and Betterment
committees composed of parents (DPEP 2001).

There is no evidence (at least in the DPEP documents and reports scanned) of VECs,
MTAs of SMC taking up social access issues. On the contrary, the situation in Madhya
Pradesh reveals how local power dynamics can actually contribute towards a powerful VEC
on the one hand and a fairly toothless SMC for the EGS (attended by the ST children) within
the same village, resulting in differential outcomes for the schools in question. Another
strategy adopted in some states (notably Maharashtra where one sahyogini is appointed for a
cluster each block) is the appointment of women animators whose primary responsibility is
to forge closer linkages between the community and the school. Similarly, in districts where
the GOI Mahila Samakhya Programme is operational, the local women’s group (Mahila
Samooh) and the sahyogini play this role there is also some evidence, mainly from Tamil
Nadu and Andhra Pradesh, of support extended to the teachers and by Self-help Group
members. It is not possible, however, to make any definitive statement in the absence of more information.

In some states the elected representatives of local bodies have been mobilized to promote girls' education (Mahil Sarpanch Sammelan of Gujarat is a case in point). As discussed in chapter 5 on AS and EGS, many states have set up alternative schools to enable out-of-school girls to access basic education. Community mobilization and sensitization is done through various means. These special programmes run with community support are also part of the larger strategy to mobilize support for basic education for all children—girls and boys. There is no comprehensive state-wise or national data available as yet (August 2001) on the extent and coverage of different community mobilization programmes.

2. EARLY CHAILDHOOD CARE AND EDUCATION (ECCE)

DPEP recognizes the importance of a functioning crèche or pre-school as a necessary condition for child education, specifically for girls and aims at strengthening existing provisions through the Integrated Child Development Scheme (ICDS), improving ECCE-primary school linkage, and opening up new centers only where ICDS is not yet in position, in order to avoid duplication' (Iaul 2000). Despite acknowledging the importance of preschool education, research studies that have actually addressed the impact of these centers on the development of children's cognitive abilities are non-existent. Scattered evidence from the field regarding the ICDS experience primarily indicates that these have been reduced to no more than feeding centers' (provision of the nutritional supplement seems to be their primary function) and some illustrate that childcare facilities' at the centre may directly have an impact on girls' education in that they free the latter to attend school (PROBE Report 1999). Further, while at the national level DPEP has forged linkages with
the ICDS programme, evidence from the field indicates that inter-sectoral coordination with
the concerned department dealing with the ICDS programme at the state and district levels
has not been as smooth.

As seen in the illustrative list (non comprehensive) below, there are also variations
across states with respect to early childhood care and education in primary schools (DPEP
2000a, 2001a, 12th and 13th Joint Review Mission Reports):

- Andhra Pradesh: 2180 ECE centers established and 8,042 schools covered under
  convergence programme with ICDS.
- Assam: 2,220 playschools states in non-ICDS areas and 1,047 schools covered
  through convergence with ICDS (DPEP 2000).
- Bihar: 661 ECE centers established in 11 districts and convergence forged with
  3,849 ICDS centers (DPEP 2001).
- Haryana: 3867 schools covered under convergence with ICDS.
- Kerala: 7800 schools covered under convergence with ICDS centers and 53 pre-
  primary centers run by PTAs near primary schools.
- Madhya Pradesh: 4008 shishu shiksha kendras established in the primary school
  premises and 226 jhoolaghars (childcare centers).
- Maharashtra: 545 ECE centers set up under DPEP and 10652 covered through
  convergence with ICDS.
- Tamil Nadu: 2.312 schools covered under convergence with ICDS.

These variations are not merely grist for the quantitative mill as they can often be a
source of social inequity within the local context. A comparative look at the ECE centers in
Madhya Pradesh and Chattisgah as revealed through the micro studies is rather

illustrative
of this. The more dominant village in Madhya Pradesh's 'ideal' panchayat has three functioning ECE centers- two Anganwadis under ICES and one Shishu Shiksha Kendra, the latter working in convergence with one of the Anganwadies. While in another village of the same panchayat that has no ECE center, motivated parents of the school similarly, in Chattisgarh, which until recently was a part of Madhya Pradesh, the panchayat visited cam only boast of one dysfunctional anganwadi.

This kind of anecdotal evidence raises questions regarding the mechanism by which villages are targeted by DPEP. Is the selection needs-based, arbitrary or a response to the political clout exercised by the panchayat? What implications does this have for resource-poor villages/panchayats?

3. PEDAGOGY, CURRICULUM and CLASSROOM PROCESSES (PE&CP)

DPEP has undoubtedly been one of the most ardent champions of change in pedagogy, textbooks and classrooms processes. The programme has, in cost areas, drain upon the experiences of NGOs in education and adult literacy to bring about some change in the content and process of primary education in government schools in India. The broad focus of DPEP has primarily been on overhauling textbooks to make them more reader-friendly and to eliminate any social bias or stereotypes reflected by them that may be detrimental to the overall development of children. The process of doing this has been long drawn and facilitated through the convening of visioning workshops'. Several states (Madhya Pradesh, Kerala Karnataka and Andhra Pradesh among others) have taken the initiative to develop materials that are more relevant within their regional contexts (shukla 2000). This process has also been accompanied by a shift towards a 'child-centered' pedagogy that views the process of learning as a celebration of childhood as opposed to a
burden. In keeping with the above trend, as captured in Table -1 range of interesting initiatives have been tried out in DPEP districts.

**Table- 1: Engendering pedagogy and curriculum: Illustrative list of DPEP initiatives**

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIVITIES</th>
</tr>
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<tbody>
<tr>
<td>Generate and disseminate gender-sensitive textbooks and teaching-learning materials with a view to eliminate gender bias in textbooks and supplementary reading material.</td>
<td>* Assam: textbook developers provided with checklist of ‘dos’ and ‘don’ts’.</td>
</tr>
<tr>
<td></td>
<td>* Bihar: The researcher guides ‘Sikhana Asan Hai’ – distributed to all teachers in the DPEP district.</td>
</tr>
<tr>
<td></td>
<td>* Himachal Pradesh state and district coordinators involved in textbook development. Women’s groups and women teachers participated in the process.</td>
</tr>
<tr>
<td></td>
<td>* Haryana has completed revising textbooks of classes 1 to 4. Class V books are being tried in 850 schools. ‘Nanhe Kadam Vigyan Ki Aur’ and ‘Pitara Khoken Ank Bolen’ on science and maths circulated to all teachers (DPEP 2001)</td>
</tr>
<tr>
<td></td>
<td>* Karnataka, Gujarat and Tamil Nadu have revised the textbooks of classes I to IV</td>
</tr>
<tr>
<td></td>
<td>* Madhya Pradesh: NGOs district gender coordinators, schoolteachers are involved in revision of textbooks for classes I to V and integrated books introduced in 2000.</td>
</tr>
<tr>
<td></td>
<td>* Tamil Nadu: minority language textbooks prepared for classes II and III.</td>
</tr>
<tr>
<td></td>
<td>Uttar Pradesh district-level Gender Coordinators, representatives</td>
</tr>
</tbody>
</table>

30
Eliminate gender bias in classroom, use of activity-based books and material, to create a child-friendly environment in the classroom.

<table>
<thead>
<tr>
<th>State</th>
<th>Training Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>Gender component integrated in teacher training and 24,102 primary teachers trained for seven days in phase II districts (DPEP 2001).</td>
</tr>
<tr>
<td>Bihar</td>
<td>Gender issues integrated in teachers’ training - 83,043 teachers trained in Ujala - II.</td>
</tr>
<tr>
<td>Gujarat</td>
<td>Gender awareness training given to 3,897 female teachers of Panchamahal, 2,699 of Banaskantha and 447 of Dangs. 13,661 teachers trained for TLM preparation material., 6,556 teachers trained on new textbooks for class I and 5,600 teachers trained for class II textbooks (DPEP 2001).</td>
</tr>
<tr>
<td>Haryana</td>
<td>Gender training through Dasha and Disha packages. 10,000 teachers trained on classes I and II textbooks in first round, in second round about 9,000 teachers trained on class III, IV and V textbooks.</td>
</tr>
<tr>
<td>Karnataka</td>
<td>Gender concerns integrated in in-service training programme, 34,594 teachers trained for six days in phase I districts from 1998-2001. 54,026 teachers got trained in phase II districts.</td>
</tr>
<tr>
<td>Kerala</td>
<td>30,000 teachers received training for more than 90 days and gender sensitization integrated in general training.</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>Gender sensitization module integrated in...</td>
</tr>
</tbody>
</table>

of Mahila Samakhya, schoolteachers made part of STG for revising textbooks and TLM- Indra Dhanush I, II, and III: supplementary reading material (DPEP2000).
Teachers' support

About 1.5 lakh primary school teachers trained in phase I and II districts. About 85,000 Gurujis trained.

Orissa: Almost all categories of teachers have gone through three rounds of teacher training programme-one-day training in gender issues.


West Bengal: Gender training module published along with handbook, 5,065 teachers covered in two gender focus blocks in three districts. In South 24 Parganas district, 110 teachers sensitized on gender issues.

Seven module film before we begin the lesson…” along with three days’ training for teachers.

Andhra Pradesh: Training module ‘Amma Nenu Badiki Potha’.

Assam: Two booklets on educating girls and a compilation of stories of girl recipients of national bravery awards.

Bihar: ‘Shikhana Asan Hai’ deals with gender issues.

Himachal Pradesh: ‘Integrated Teacher Training Module’ being used in revised teachers’ training.

Karnataka: Chiguru, a resource book for teachers, and Manthana, a

<table>
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<tr>
<th>Teachers' support</th>
<th>Material: To eliminate gender bias in classroom.</th>
<th>Girls' friendly classroom processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orissa: Almost all categories of teachers have gone through three rounds of teacher training programme-one-day training in gender issues.</td>
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<td>Bihar: ‘Shikhana Asan Hai’ deals with gender issues.</td>
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<tr>
<td>Karnataka: Chiguru, a resource book for teachers, and Manthana, a</td>
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</table>
Andhra Pradesh is not limiting the scheme to only primary schools but has extended it to upper primary schools too. The scheme is also extended to children enrolled in ECE centers, RBCs, NRBCs, NCLP centres. The State is providing sambar with rice every day and a boiled egg or a banana once a week to the children. The scheme is implemented in a public – private partnership model in the urban district of Hyderabad and in Vishakapatnam city. Naandi foundation is providing cooked food in Hyderabad and Vishakapatnam cities. TTD is providing cooked food in Tirupathi rural mandal. In the rest of the state cooked food is provided by self help groups / Mother’s committees / School Education Committees.

Despite a substantial effort, there is no comprehensive assessment of the impact of these strategies on retention of girls in school or the elimination of gender bias in both curriculum and the classroom. Studies on classroom processes that have been done so far are not sensitive to gender issues as revealed in the objectives and methodology of the studies.

What is also significant is that social attitudes towards children from disadvantaged groups have not been addressed in a systematic manner. These observations are borne out by the independent micro studies on six DPEP states included in this book.
4. TARGETING GIRLS AND SOCIALLY MARGINAL GROUPS (TG&SMG)

As mentioned earlier, DPEP has several interventions that specifically tackled the issue of gender and social equity in access, participation and retention in primary education. These initiatives range from free textbooks to scholarships and in some cases a provision for escort services for girls.

Despite the noble intentions of these initiatives, the impact generated has been limited either because of their piecemeal nature or localized emphasis. Introduction of specific programmes/activities is largely dependent on the personal commitment of state or district -level officials. There is no comprehensive information on coverage and almost no data/qualitative information on the impact of localized initiatives and state-specific strategies and lays out the intent of the government. However, the extent and spread if these strategies and their impact was not been covered.

An initiative that stands out from the rest because of its scope as well as documented impact on expanding access to primary schools, particularly among girls ,SC, ST and other special focus groups are the AS/EGS initiatives across the different DPEP states. The introduction of these schools has ensured that this movement is well underway in primary education. It has reached small habitations with no schools and has attempted to bring back out-of school children, dropouts and working children.

5. DISABILITY AND INTEGRATED EDUCATION AND DEVELOPMENT (D&IED)

This is a fairly new area in DPEP and the programme is still attempting to come to grips with the issue and work out ways and means to address it as of 13th Joint Review Mission (DPEP 2001), this component has not been integrated into all the districts.
Notwithstanding this observation, given our track record of 54 years of neglect of disabled children in mainstream primary education, DPEP has indeed made a good beginning.

V. NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NPNSPE) - SCHOOL MEAL PROGRAMME

The Mid day meals program draws a parallel between the malnutrition of children and child education. The Mid day meal program aims at bringing the children to school by assuring them food one time everyday they attend the school thereby ensuring their prolonged attendance in schools. The programme launched in August 1995 envisaged provision of nutritious and wholesome cooked meal of 100 gm of food grains per school day, free of cost, to all children in classes I-V by 1997-98. As an interim arrangement raw food grains were given to the children till institutional arrangements were made for cooked food.

The scheme was revised in 2004 and the revamped scheme mandated the State Governments to provide a cooked mid day meal with minimum 300 calories and 8-12 grams of protein content to all the children studying in classes I-V in Government and Government aided schools and the EGS and AIE centres. This Scheme rests with the State Governments and the UT administration the overall responsibility of:

- providing necessary infrastructure
- making all logistic/administrative arrangements necessary for regular serving of wholesome, cooked mid day meal of satisfactory quality, and nutritive value in every eligible school/EGS-AIE Centre, and
- providing financial and other inputs, over and above those to be provided by way of Central assistance, to the extent necessary for the programme.
Status of Implementation in Andhra Pradesh

The Government of Andhra Pradesh started implementing the mid day meal program in twenty-two districts of the state from 2nd January 2003 and from February 1st 2003 in the Central Government defined Government aided School and EGS/AIE centre as:

"Government-aided School" means a school in receipt of regular annual recurring aid from the Central or State Government, or a competent Local Body, and recognized/categorized by it as an "aided school".

IMPACT OF MIDDAY MEALS – MIXED EVIDENCE (MDM-ME)

There is no doubt that the fluctuating status with respect to midday meals, the three-kilogram rice scheme has left its mark on school Enrollment. In many states it has led to an unprecedented increase in Enrollment in primary schools. A large number of underage children are also enrolled, leading to higher detention rates in class I. The PROBE Report (1999) noted that ‘most teachers in PROBE states felt that these incentive schemes were of great benefit to disadvantaged children, mainly in terms of enhancing Enrollment and attendance, Parents tended to share this view.... Thus, the potential usefulness of the incentive scheme is not in doubt. The main problem seems to be their tokenism implementation, and incentives are supplied in and erratic manner”. While some states like Madhya Pradesh, Chhattisgarh and Tamil Nadu distribute cooked meals, most states have adopted the “dry ration” system whereby 3 kilograms of rice are given to every child, provided she/he maintains an 80 per cent attendance. However, in reality it is not possible for the teacher to refuse grain to children from very poor households, even if they fall short of attendance. The PROBE report also revealed that in large parts of Bihar rations were not released in 1996. Similar report has been received from parts of Orissa as well.
What then is the impact of incentives in the form of dry rations or midday meals? When the scheme works well, the impact is palpable. But when it is withdrawn, or if the supply is irregular, or when panchayat leaders give differential treatment to different schools in the same village, it leads to a decrease in attendance (even though the child may continue to be enrolled). "Many villagers, in order to avail of the benefits, start sending their children to government schools. This unduly affects the Enrollment trends. Impact of a badly managed incentive scheme in areas where the midday meal is served regularly and is of reasonable quality, attendance the six micro studies done in this programme also points towards the negative rates have shown an appreciable improvement. Handing over the management to panchayats, as in Madhya Pradesh and Chhattisgarh, frees the teacher and transfers the onus to the panchayat and this practice, too, has met with success. On the other hand, badly managed/irregular schemes can lead to fluctuations in attendance, especially when the teacher is irregular and the school dysfunctional. However, in these cases latent conflicts are also manifested in the differential treatment to schools.

Distributing rice through Public Distribution System (PDS) shops could increase formal Enrollment and yet show little impact on attendance, particularly in areas where the school is dysfunctional.

**Mid-Day Meal Scheme**

National programme of Nutritional support to primary Education (commonly known as Mid - Day meal scheme (MDM). Today is the largest school programme in the world covering nearly 12 core children more than in more than 8 lakh primary schools? Main objective of the programme is to improve nutritional status of children in primary stage. It seeks to boost universalisation of primary education (classes I-V) by improving Enrollment,
attendance, and retention and learning levels of children, especially those belonging to disadvantaged sections the scheme also provides nutritional support to students of primary stage in drought-affected areas during summer vacations.

Government of India launched Mid-Day meal scheme on August 15, 1995 to provide Mid-Day meal to children studying at primary stage. The program was extended to children studying in EGS and other alternative learning centers in October 2002. Central support was provided by way of supply of free food grains through Food Corporation of India @ 100 gm per child school day where cooked meal was served and @ 3 kg per student per month where food grain where distributed. Children are to be provided cooked Mid-Day meal with minimum 300 calories and 8-12 grams of provided cooked content.

The programme covers all children studying in Government, local body, Government aided schools, and in learning centers established under the Education Guarantee Scheme and Alternative and Innovative Education.

VI. SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan (SSA) a comprehensive programme for achieving the goal of universalisation of Elementary Education (UEE) was launched in 2001-02. SSA has been built upon the experience of several primary education programmes that preceded it. Including the District Primary Education programme (DPEP), Shiksha Karmi Project (SKP) and the Look Jambs project (LJP). It is a partnership programme between the central and State Government, which seeks to improve the performance of the school systems quality education. SSA is a time-bound mission, with the objectives of ensuring Universalisation of Elementary Education and bridging of gender and social gaps by the year 2010.
The main features of the programme are:

- Focus on girls, especially belonging to SC/ST communities and minority Groups;
- Back to school camps for out of school girls;
- Free textbooks for girls;
- Special coaching/remedial classes for girls and congenial learning environment;
- Teachers’ sensitization programmes to promote equitable learning opportunities;
- Special focus for innovative projects related to girls education;
- Recruitment of 50 of female teachers;

During 2005-06, the Department of Elementary Education and Literacy has considered and approved District plans of 600 districts in 35 States/UTs. Allocation of central funds for elementary education has been enhanced significantly and an additional amount of Rs. 2,000 crore beyond the original budget estimate of Rs. 3057,000 has been provided for Sara Sheehan Bahaman during 2004-05. Of the Budget Estimates for 2004-05, 99 per cent had been released up to December 2004. States are participating enthusiastically in the programme.

Major indicators of the cumulative progress achieved under SSA (as on December 2005).

- 1, 17,677 New Elementary schools have been opened.
- 92,697 schools buildings have been completed/in progress.
- 4.92 lakh additional Teachers have been appointed and
- Free text books are being distributed to all girls and SC/ST boys studying in classes I to VIII, numbering about 5.02 crore
Table – 2: Funds Released under SSA (in Rs. Crores)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Funds released by Central Government</td>
<td>2698.38</td>
<td>4386.47</td>
</tr>
<tr>
<td>Funds released by State Government</td>
<td>864.80</td>
<td>1106.66</td>
</tr>
<tr>
<td>Total Funds available</td>
<td>3563.18</td>
<td>5605.52</td>
</tr>
<tr>
<td>Expenditure</td>
<td>3617.91*</td>
<td>3655.34*</td>
</tr>
</tbody>
</table>

*Includes unspent balance of previous year.


SSA in Andhra Pradesh:

The state has made concerted efforts to improve access and Enrollment. 366 new Primary Schools were opened and 253 primary schools were upgraded to Upper Primary Schools (UPS) under SSA during 2005-0613. As a drive towards increasing Enrollment, a large number of class rooms were constructed. Almost 97% of habitations now have a school within one kilometer of the habitation. In the age group of 6 - 14 years, out of the total population of 117.59 lakhs currently around 113.35 lakh children are enrolled in schools (almost 96.4% of the total children in this age group). The state has achieved altogether 96.4% of Enrollment.

An initiative called Badi Bata14 has been started under SSA, to address the problem of drop outs and out of school children. As part of the programme volunteers take up house to house Performance Budget 2006-07, Department of School Education, Government of Andhra Pradesh survey to identify the dropouts. The consolidated list is discussed by the Gram Sabha, rallies and processions are also taken out as part of this programme in habitations to create awareness. People having child labour in their houses are identified and
targeted activities are also undertaken to sensitize them. Children freed from these places are sent to RBC or mainstreamed directly depending on their levels of learning.

The State has launched a rigorous training programme for all primary, upper primary teachers to make teaching-learning more effective and joyful, giving emphasis on classroom transaction, evaluation process, importance of remedial teaching and value education.

**ACCELERATION STRATEGIES FOR GIRLS EDUCATION**

The Government of India's Sarva Shiksha Abhiyan (SSA) provides the policy framework to ensure that all children girls in particular, have access to good quality elementary education. Acceleration strategies are also being put in place as part of the '25 by 2005' global campaign to meet education for all goals. Many efforts in the past to ensure universal schooling for girls have yielded favorable results. Some of the more successful initiatives include:

- Providing regular cooked meals in primary schools
- Introducing bridging courses to get working children into school improving the relevance of curriculum for adolescent girls
- Providing early childhood care
- Empowering women for local governance
- Supporting local communities to demand quality education
- Guaranteeing universal access to primary schools
- Strengthening planning and monitoring
- Making the teaching-learning experience joyful
• Introducing innovative and flexible structures for delivering education

India’s experience is rich, and the potential for accelerating progress towards universal girls education remains high. The challenge is to use the lessons learnt creatively to accelerate the momentum of the 1990s into the new millennium.

vii. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL

The National Programme for Education of Girls at Elementary level (NPEGEL) under the existing scheme of Sarva Shikha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The scheme is being implemented in Educationally Backward blocks (EBBs) where level of rural female literacy is less than national average and the gender gape is above the national average, as well as in blocks of districts that have at least 5 per cent SC/ST population and were SC/ST female literacy is below 10 per cent based on 1991. These programs provides for girl child friendly school stationary uniforms etc. During 2005-06 Rs. 676 crore was earmarked for the implementation of this program.

EDUCATIONAL GUARANTEE SCHEME AND ALTERNATIVE AND INNOVATIVE EDUCATION (EGS&AIE)

The Educational Guarantee Scheme and Alternative and Innovative Education (EGS & AIE) is another important component of SSA which is special designed to provide to children in school-less habitations and out-of-school, access to elementary education. The scheme supports flexible strategies for out-of-school children through bridge courses, residential camps, drop-in centers, summer camps, remedial coaching, etc. During 2005-06 (up to December 2005) this component helped to provide elementary education to 62.26 lakh children i.e., 54 lakh children were living in access-less habitations were provided
elementary education 1.29 lakh EGS centers and 8.29 lakh children not going to schools were brought in to bridge course/ school camps.

MAHILA SAMAKHYA (MS)

The Mahila Samakhy programme recognizes the centrality of education in empowering women to achieve equality. Adopting an innovative approach which emphasizes the process rather than mere fulfillment of targets, it seeks to bring about a change in women’s perception about themselves and the perception of society with regard to women’s traditional roles. The Mahila Samakhy (MS) programme was started in 1989 to translate the goals mentioned in the National Policy of Education into action.

The Sangha or women’s collective at the village is the nodal point where all activities are planned. The Sangha provides the space where women meet and begin the process of reflection, asking questions, voicing their opinion fearlessly, thinking, analyzing and articulating their need and finding solutions through correct action. The programme is now forging solidarity amongst Sangahas to provide support for autonomous functioning of Sanghas. Federation of Sanghas is being formed in older areas.

The Sahayogini, the catalyst-com leader, is the key link as well as motivator, supporter and guide for 19 villages. She mobilizes and organizes women into Sangha and is the link between the 10 villages and the educational support structure and institutions set up at the district level.

She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women’s abilities to effectively participate in villages-level educational processes. MS has provided specialized inputs for vocational and skill development, as well
as for the educational needs of girls in general and adolescent girls in particular. Mahila Samakhya endeavors to develop gender sensitive pedagogical and learning material.

Currently, the Mahila Samaakhya programme is operating in 63 districts, covering more than 15,823 villages in 9 states of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Assam, Jharkhand and Uttaranchal. Several evaluation studies have shown that the MS programme has been highly successful in design and implementation.

- Helped to generate a demand for literacy;
- Increased women’s recognition and visibility, both within the family and the community;
- Given women strength and ability to demand accountability from Government delivery systems;
- Increased women’s participation in Panchayati Raj bodies; and
- Created and awareness of the need for a gender society.

NPEGEL in Andhra Pradesh

The State is implementing NPEGEL programme in selected educationally backward mandals of all the districts to promote the difficult to reach and over-aged girl children. Under this scheme 1,295 model cluster schools have been established. The activities also included giving work books to 74,000 slow learning girls, organizing 290 motivational camps covering 11,750 girls, mainstreaming nearly 8,000 girls from RBCs and giving vocational skills, amongst other things. Further, construction of 969 additional classrooms was taken up in the model cluster schools. Model cluster centres are also supplied with library books, music equipment and uniform for girls. Two cycles were supplied to each model cluster centre to train all girls in cycling.
viii. KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in August 2004, with the aim of setting up 750 residential schools at elementary level for girls belonging predominately to SCs, STs, OBCs and Minorities in Educationally backward Blocks (EBBs), where female literacy was below the national average and gender gap in literacy was more than the national average. A total of 750 KGBVs have been sanctioned during 2005-06 out of which 117 KGBVs have been allocated to blocks with substantial minority population.

KGBV in Andhra Pradesh

94 KGBV schools have been started in the state in August, 2005. The responsibility of running these KGBV residential schools is interested to the AP State Residential Educational Institutions Society (APREIS). In all the 94 KGBV schools, Principals, teaching staff and other staff are appointed and posted by APREI Society, AP, Hyderabad. 7,818 girls are enrolled in the KGBV Schools. The construction of school buildings of KGBV is proposed to be completed before the 10th Plan period. The District Collectors have been assigned the task of identifying suitable sites for construction of school buildings for KGBV schools. By March, 2006, as against 94 sites to be made available, Collectors have allotted 44 sites in 14 districts.

UNICEF INTERVENTIONS IN INDIA 1998-2002

- Empowering learners: The Nali Kali initiative in Karnataka
- Reaching out to the girl child: A community-based girls education initiative in Uttar Pradesh
- Beating the odds: 'Para teacher' recruitment and training and training in Bihar
1.3. THE MAGNITUDE OF PROBLEMS - GIRLS EDUCATION

It is particularly important in this context of the third world, where there is not only lack of education in general but education of women posses special problems because of socio-cultural and historical reasons.

There is considerable wastage of women potential, especially that of girl’s. The level of literacy is very low, and especially among girl’s in rural areas, it is dismally poor. Lord Dalhousie declared "No single change in the habit of the people is likely to lead to more important and beneficial consequences than the introduction of education for their female children".

According to Maryo Buviniv, "Education is one of the most direct and effective ways available for motivating and change people both women and men". However, if educational institutions transmit traditional, sex-related beliefs and motivations through traditional programmes or through ostensibly non-traditional but badly planned programmes, they also can be one of the greatest liabilities to the improvement of conditions of women.

In traditional rural pursuits the problem posed by lack of education was relatively small, both socially and economically. But this is now changing, as the modern sector begins to invade the traditional sector. Lack of education is a handicap to these women.
1.4. CAUSES FOR THE ILLITERACY OF GIRL CHILD

The unwanted girl in a culture that idolizes sons and dreads the birth of a daughter, to be born a female comes perilously close to being born less than human. Today the rejection of the unwanted girl’s can begin even before her birth. Parental sex determination test followed by quick abortions eliminate thousands of female fetuses before they can become daughters. Those girl’s who manage to survive till birth and beyond find that the Life is heavily loaded against them in a world that denies them equal access to food, health care, education, employment and simple human dignity.

'Girl child living with neglect from the day of her birth is viewed as a burden and a liability. For the vast majority of Indian daughters, gender determines their meager share of the family's affection and resources. Sons’ are considered ritually and economically desirable. Precious resources must be extended on her with no hope of any return and when she gets married her father has to collect a sizable dowry, which symbolically marks the transfer of the burden from one family to another family. The low status of girl child inextricably linked to the low status of women. The second or third daughter is likely to receive even less attention than the first. Unwanted and unwelcome, they grow up surrounded by indifference. Parents will ignore the needs of the girl to fulfill those of the boy, in nutrition, in medical care, in educational and employment opportunities.

A number of studies indicate that in children under the age of five, girls suffer from malnutrition more often than boys. Not only girls are more malnourished, the degree of their malnutrition is also greater. Studies have shown that fewer girls are treated for illness than boys.
1.4.1 THE FAMILY AS MIRROR

The temporary nature of the girl’s membership in her family coupled with her low economic worth ensures a minimum investment in her development. Why feed or educate her as much as a son, if all the benefits go to another family. Boys are seen as the potential economic support of the family. Women and girl’s come last. In reality women and children together contribute the bulk of the energy needed for rural survival tasks. But this work was largely invisible.

Girl movements and associations are strictly curtailed, for her virtue has to be guarded in order to preserve the family honour. At puberty she is often withdrawn from school leading to a high rate of wastage in education, and often to loss of literacy. If she continues her education, the restrictions on her movements, such as need to be back home before dark, limit her education and vocational choices, very few can make use of the option to earn and learn away from home. For the great majority, however, there is no way around the barriers of their gender.

For Indians almost 250 million unlettered women (a number equivalent to the total population of the U.S.A) illiteracy and inequality are life long burdens.

Development of Woman adopted, the girl-child who embodies both youth and women hood, is still a barely discernable shadow on the periphery at national policy and public awareness.

We must begin with a holistic approach and hold new thrusts in improving the girl child's health, education and status. Extending the reach of the health and education infrastructure both quantitatively and qualitatively and developing the media wisely are
essential if we are to create a climate in which girl's can develop to their full potential. The
imperatives of national development and human social order demand this at the very least.

1.5. NEED FOR THE STUDY

A lot of work has been going on in the field of Girls Education. Das Gupta J. (1931)
investigated girl's' education in India in the secondary and collegiate stages. The Report on
Education of Girl’s and Women in India prepared by Indian Ministry of Education (1952)
was submitted to the XV International Conference of Public Examination, Geneva. It traces
the development in the field of pre-primary, primary, secondary and higher education of
girl’s and women in India. Ollen Shaw K. (1954) made a study of education for girls in
which the author discusses the controversial problems of the education of girl’s. He also
compares the present and the past system of girl’s education. The All India Women's
Conference conducted at New Delhi (1964) presented a report "On the Seminar on ways and
means of bridging the gap that exists between boys and girls in the primary and secondary
education". Vakil V. (1965) made a study of girl’s education in Modern India with special
reference to its expansion in the state of Bombay. Tripathi. K. made a study on the "Access
of Girl’s to primary, secondary and higher educational and training programmes for the
advancement of women in Asia", by National Council of women in India. Das.J.K (1971)
made a study of evolution of female education in Gujarat till independence Gondhalekar
(1975) who made a study on objectives of women's education as perceived by the students
and their parents. Thakkar P.N (1976) made a study on the development of female education
in Gujarat after independence.

It is evident from the above review that both the government and the researchers are
paying proper attention to the field of Girls and Women's education. Most of the studies are
concerned with the development of female education, study of objectives of women's education or a discussion of the conventional problems of the education of girl’s. It is the opinion of the researcher that a new area namely a study on girl’s education deserves the attention of the research. The researcher for the present study collected the information about the girl’s education provided by the schools to the government. Similarly the literacy data furnished by the Mandal level authorities is also collected. The researcher’s review of related literature has shown that no work in this area has taken up by any other previous researcher. So the search of research literature made the researcher feel that this area of research on girl’s’ education is worth taking up for study.

While much work is done in women's education, the researcher could not find sufficient literature on girl child education. Having felt the need for research work in this area the researcher wanted to attempt a piece of research on Girl’s Education.

1.6. SCOPE OF THE STUDY

As already discussed there is a need for the study on the Girl’s Education. The literacy rate of girl’s in India, state, District and Mandal level deserves the attention of educational research workers. Having identified this educational research area, while the researcher started identifying a research problem and he felt interested in the collection of literacy rate of girl’s in India, State, District and Mandal level. The scope of this study is limited to a sample of 12 mandals of 4 districts under the jurisdiction of the Rayalseema Region of Andhra Pradesh State.

1.7. STATEMENT OF THE PROBLEM

The topic entitled for the study is ‘IMPACT OF SOCIO - ECONOMIC POLICIES ON GIRLS EDUCATION IN RAYALASEEMA REGION OF ANDHRA PRADESH’. 

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1.8. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the literacy rate of boys and girl's in the selected mandals of the Rayalaseema Region.

2. To find out the literacy rate differences among the children with difference class levels in the selected mandals of the Rayalaseema Region.

3. To find out the literacy rate in particularly the different communities of the boys and girl's in the selected mandals of the Rayalaseema Region.

4. To find out the social policies for the girl children in the selected mandals of the Rayalaseema Region.

5. To find out the economic policies for the girl children in the selected mandals of the Rayalaseema Region.

6. To find out suitable measures for improvement of girls education in the selected mandals of the Rayalaseema Region.

1.9. HYPOTHESES OF THE STUDY

The following hypotheses were formulated for verification in the present study.

In the light of the above objectives and statement of the problem, the following null hypotheses were formulated for the investigation.

1. There is no significant difference between the boys and girls in their literacy rate in selected mandals of the Rayalaseema Region.

2. There is no significant different between urban and rural children in their literacy rate of the Rayalaseema Region of Andhra Pradesh.

3. There is no significant different between the literacy rate among the different class levels of the students in selected mandals of the Rayalaseema Region.
4. There is no significant difference between the literacy rates of different community of the students in selected mandals of the Rayalaseema Region.

5. Whether there is any significant difference between the implementation of programmes (Social) related to improve the girls education in the Rayalaseema Region.

6. Whether there is any significant difference between the implementation of programmes (Economic policies) related to improve the girls education in the Rayalaseema Region.

1.10. METHODOLOGY

Geographically Andhra Pradesh is divided into 3 regions namely Andhra (9 districts), Telangana (10 districts) and Rayalaseema (4 districts). The investigator selected Rayalaseema Region consists of 4 districts for the purpose of the present research study. Out of 234 mandals of the rayalaseem region the researcher selected 12 mandals at random. In each district 3 mandals were selected at random. On the whole the investigator collected the information with random sampling technique in the present study. In each mandal the investigator collected the literacy details, dropout details, socio-economic policies implemented and their impact on the girls education were taken from the concerned Head of the Institutions and from the Mandal Educational Officers. The Secondary data namely literacy rate and the socio-economic policies implemented in the mandals concerned especially for the girls education collected from the District Educational Officers and Sarva Siksha Abhiyan offices of the respective districts. The data was analysed to fulfill the objectives of the present study.

1.11. OPERATIONAL DEFINITIONS OF TERMS USED IN THE STUDY

Child : Young human being of either sex, especially child.

Girl’s Education : Education of the young female person of the age between 6-15 years.
i.e., from 1st class to 5th class and 6th to 10th class

Literacy: Knowing to read and write.


Women's Education: Education of the woman their Compensatory education needs usually being undertaken. With the aim of connecting their imbalance of what is seen as a male dominated society.

Girl: Young female person

Enrollment: Admission of boys and girl’s into either primary or secondary school.

Drop Out: Any child who has dropped from the school after having formal School.

Out of school: Children who did not join the school or away from the schooling.

1.12. LIMITATIONS OF THE STUDY

1. This study is restricted to four districts namely Anantapur, Chittoor, Kadapa and Kurnool of the Rayalaseema Region.

2. The study is a precise – process one only.

3. The study restricts the information given by the Concerned Education Officers of the selected mandals of the Rayalaseema Region.

4. The study was conferred the literacy rate and certain socio-economic policies for improve the female literacy.
1.13. CHAPTERISATION

The Present thesis consists of 5 chapters:

Chapter I: It deals with the Introduction of Girl’s education, scope, objectives and hypotheses of the study etc., presented.

Chapter II: It deals with the history of girl’s education (Pre and Post independence) and Review of related literature for the present investigation.

Chapter III: It discusses the development of Girl’s Education in India, Andhra Pradesh and The profile of four districts.

Chapter IV: Analysis and Interpretation of the data on Girl’s Education in four districts of Rayalaseema region.

Chapter V: This chapter incorporates Major findings, Conclusions, Recommendations and suggestions for the further study.

Bibliography is enclosed at the end of the thesis.