CHAPTER I

INTRODUCTION
Education is the most important instrument for human resource development. Increasingly greater stress is laid on universalization of primary education with emphasis on girls education. In this context the observation of Mahatma Gandhi is apt to be quoted:

"Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone, a proper and harmonious combination of all three is required for the making of the whole man and consists the true economics of education."

(Mahatma Gandhi)

However, considering today's scenario, Dr. Karan Singh observes with feeling:

"But today we are on the crossroads of destiny; we must take the road that leads to complimentarily not competition, harmony nor discord, holism not hedonism, and in the final analysis it is education alone".

(Dr. Karan Singh, 1994)

Human resources include both men and women. The Indian constitution guarantees equality before law for men and women. The constitution also empowers the States to make
special provision for women and children. With the recognition of the need to bring the process of social change and development towards desired goals, education has come to be regarded as major instrument of social change.

In this context, it can be remembered even before independence 1947, Mahatama Gandhi said that, education of a boy means education of a man, but education of a girl means education of a community.

The history of the movement for improving women's status all over the world shows emphasis from the beginning on education as most significant instrument for changing women's subjugated positions in society.

Increase of educational facilities, equal opportunities and the removal of bars on entry of women to particular branches and levels of education came to be supported by all champions of emancipation of women (National Institute of Rural Development, 1987). Realising this, the access of girls and women in the formal system of education stearheaded by national leaders, missionaries and few enlightened ones.

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The Education For All Advocacy Forum (1992) also suggests Universalization of Girls' Education. With regard to the importance of Girls' Education, the forum viewed that, educating girls is essential if the world is to achieve the goal of universal primary education. In many of the countries where the literacy rate is expected to remain below 50 per cent by the year 2000, the gender gap is also significant and the rate of girls' participation is extremely low.

In addition, girls' education has important impacts on the other aspects of social development. Girls' education affects the economic well-being of a country, improving gross national product (GNP) per capita female labour force participation, self employment participation in the informal sector, and non-market and home production. Girls' education and literacy also have a direct impact on infant and child mortality, morbidity and life expectancy. Further, educated women generally marry later, are more lively to practice family planning and have smaller families than uneducated women.

By increasing women's ability to earn an independent income, education increases womens' status in the community and leads to greater input into family and community decision-making.
Perhaps, more importantly, education empowers girls with a basic knowledge of their rights as individuals and citizens of their nation and the world. Together, those factors help place women on a more equal footing with their male counterparts.

Girls' education also contribute to progress in development. Education provides women with the knowledge and skills to contribute and benefit from development efforts, especially in areas of health, nutrition, water and sanitation and environment. Finally, because mother's attitude about education influence the importance that they attribute to their daughters' schooling, girls' education has a positive impact on education for future generations.

Realizing the importance of Girls' education the government has taken up several measures through its policies and programmes.

The First Five Year Plan (1951-56) emphasized the women's education as it has been neglected, and felt that the primary education of girls is the remedy lied in propagating among parents, in order to remove their prejudice against co-education in primary schools.
The Second Five Year Plan (1956-1961) felt that special efforts at educating parents combined with efforts to make education more closely related to the needs of the girls were needed. The plan recommended methods other than co-education wherever there is possibility and necessity to go for shift system for boys and girls. The major obstacle was noticed in the way of promoting girls' education was dearth of women teachers in the plan period. Accordingly, facilities have been provided to invite and increase the women teachers.

The Third Five Year Plan (1961-66) envisaged that there should be special concentration on the education of the girls.

Report of the National Committee on Women's Education (1958-59) suggested several measures for girls education. These suggestions have been accepted and implemented in the plan period.

The Fourth Five Year Plan (1969-74) stressed that priority should be given to the expansion of elementary education for girls. As a result of the measures that have been taken in the earlier plans, the percentage of girls in primary school has increased from 25 per cent in 1950-51 to 59 per cent in 1968-69.
The Fifth Five Year Plan (1974-79) emphasized to increase the enrolment of girls in primary school. Special programmes have been taken up. Programmes like toilet facilities, drinking water facilities, etc were implemented.

The Sixth Five Year Plan (1980-85) witnessed 100 per cent enrolment for boys in primary education in many parts of the country and the girls enrolment was lagging behind in many areas. The Twenty Point Programme for all round development of the country announced by the Government of India on the 14th January 1982 laid special emphasis on the spread of elementary education among girls. Point Sixteen of the 20-Point Programme highlights the national commitment to "spread universal education for the age-group 6-14 with special emphasis on girls".

The Seventh Five Year Plan (1985-90), accorded high priority for Universalization of Girls Education for the age group of 6 to 14. Education has been made free for girls. Efforts have to be made to enroll and retain girls especially in rural areas. Incentives by way of distribution of uniforms, free text books and attendance scholarships to the needy girls are to be continued.
The Eighth Five Year Plan (1992-97) reiterated the stress for girls education and women empowerment. The programme of Action for Implementation of National Policy on Education spells out the parameters of empowerment. One of such parameters was elementary education for girls. The Action Plan enunciated that every educational institution should be take up active programme for the development of women by 1995.

In spite of all the planned efforts, the constitutional commitment of Universalization of Girls Education, is hampered by the low enrolment and high dropouts amongst girls particularly in rural areas and girls belonging to the weaker sections of the society.

It is evident from the fact that the gross enrolment ratio for the year 1986-87, is for all communities 104.88 males and 77.55 females. The percentage of girls enrolled in the selected classes to the enrolment of girls in Class I gives us clear picture with regard to the dropouts. The enrolment has gradually decreasing from Class I to V Class. Per 100 enrolment in Class I, gradually it has decreased in subsequent classes due to dropouts. For the Class II, the enrolment was 70.19, for the Class V, it was 39.56
for the Class VII, it was 17.77 and Class X it was 9.33 and in Class XII, it was 1.44. So, even at primary level of education, nearly 60 per cent of the girls were dropped out.

The facilities that have been provided for universalization of girls education are not satisfactory. This is evident from the fact that only 51.36 per cent of rural habitations are having primary schools. There are just 59.60 per cent of primary schools have pucca partly pucca buildings, or the rest 8.58 per cent schools work in open space while all other schools are functioning in tents, thatched huts or kuccha mud buildings. Only 44.49 per cent of primary schools are having drinking water facility. The most important component of school premises for girls school is separate urinals. Alarmingly, only 3.01 per cent of primary schools are having this facility and 1.03 per cent of primary schools are having the facility of separate lavatory for girls. (Government of India, 1988).

On the other hand non-enrolment and drop-outs indicates not only because of poor educational facilities but also poor living conditions in the rural areas also. Thus, the economic factor is also one of the most important factor which affects the enrolment and universalization of girls' education.
Poverty is the predominant factor for governing the attitude towards girls education, large majority of girls are required by the time, they reach the age of eight, to be at home, to do various domestic activities. The majority of the girls of this age group have to look after their younger brothers and sisters especially when their mothers are engaged in economic activity for earning livelihood. A large number of girls are also engaged in contributing to the family income to their labour. The early marriages for girls and prejudiced parents' attitude also contributes for low enrolment.

Inspite of all the planned efforts, poor educational facilities and opportunities on one hand the poor economic status on the other hand, hamper the constitutional provision of universalization of primary education with reference to girls. Thus, the problem of universalization of primary education is now a problem of girl education in fact.

REVIEW OF LITERATURE

A large number of studies have been undertaken from time to time with regard to human education and very few studies have been undertaken with regard to the primary
education and these studies covered both boys and girls and studies specially for girls are negligible in number. The research studies on women education specially on girls education are as follows:

Following are some of the studies on Women Education and its problems:

Naik (1949) undertook the study in the province of Bombay to investigate into the problem of education of women. The important conclusion of his study is that both the social status of Indian women and their educational position were at the lowest ebb in the beginning of 19th century.

Misra (1961) traced the history of women education in India, their status and education with reference to the factors hindering progress. The study revealed that there has been a rapid progress in women education along with the existing evils of wastage and stagnation.

Mehta (1974) studied women's attitude towards social issues like education and the study reveals that adequate education was considered as an essential prerequisite for economic independence.
Thakkar (1976) studied the position of women education from 1947 to 1972 in Gujarat State. The study reveals that the economic factors that have made a tremendous role in the progress of women education. The progress of female education in figures was double in 1971 as against in 1951.

Barua (1978) mentions in his study that women's education had hardly made any significant impact on their day-to-day life both social and economic.

Kakkar (1983) states that women employees of the different vocation were found to have different patterns of vocational interest. Job-satisfaction of the employees was significantly influenced by the interactions of different independent variables such as educational level, income, age, vocational attitudes.

Uma (1983) in her study mention that need satisfaction is positively related to the qualitative difference in work related values of the teacher. Compared to Government college teachers, the school teachers enjoyed better status and independence.

Umaya Parvathi (1983) in her study mentions that a significant differences was observed in literacy attainment
between urban and rural women between backward and scheduled caste learners.

Fernandes (1984) found that the academic achievement of counselled pro-adolescent under achievers was significantly greater than that of non-counselled pro-adolescent normal achievers.

Santha (1986) observes that the graduate women had a higher positive attitude than among non-graduates.

**Studies on Girls Education**

The studies on Girls education with regard to the enrolment and drop outs are very few. Following are some of the studies on these lines.

Avinashlingam (1970) observes that parents of high income, small family structure, higher educational and occupational levels favoured their daughters going to school. School-going girls of 11-17 years had higher aspirations than the dropout girls. And also school-going girls had less problems than drop-out girls.

Desai (1972) suggests with regard to the problems of girls education includes establishment of more high
schools in rural areas, increasing enrolment of girls by providing more incentives, improving social climate for the entry of girls in high school and reduce the number of dropouts and plugging the various holes from which a large number of girls dropouts prematurely before completing their high school education.

Thakkar (1976) observes that the problem of wastage and stagnation in the case of girl students, both and primary and secondary stages was mainly due to economic factor.

Upadhyaya (1983) identified the causes of educational backwardness of girls and mentions that the income of the family had greatly influenced with regard to the enrolment and dropout situation of girls. The higher the incomes higher the enrolment and lower the dropouts and lower the incomes, lower the enrolment and higher the dropouts.

Sharma (1984) mentions that the enrolment of girls has been steadily increasing with the provision of incentives like free uniforms, text books and boarding and lodging facilities, especially on the scheduled caste and scheduled tribe students.

Khobragade (1985) observes that as the girls progress from primary through secondary to higher education
less help has been rendered from parents in relation to their education.

Bokil (1987) observes that the economic factor which is having a greater role on girls education. Girls from families, having a better socio-economic status for better enrolled and better retained in schools.

STATEMENT OF THE PROBLEM

The above introduction and review of literature clearly brings forth the following:

Education particularly primary education needs to be stressed and special emphasis must be laid on girls education. It was brought out that to realize this goal no effort is being spared. Every care has to be taken to promote universalization of primary education by launching several schemes and programmes like setting of more number of primary schools, appointing more number of teachers, with due emphasis and equity of women teachers maintaining favourable teacher-pupil ratio etc., and programmes like operational blackboard, DEPEP etc., and in addition providing incentive, like free clothing, midday-meal etc., to offset the obstacle of poverty.
Yet, our review brings out the fact that the enrolment continues to be low and dropouts continue to be alarmingly high. The major reasons that are being offered as a way of explanation are that the scale observation of poverty and that children are being involved in domestic as well as income earning activities. Almost every study which enquired the problem of non-enrolment, stagnation and dropout has stressed the above reasons as major causes.

It may be pointed out here that, none of the studies have made an attempt to enquire into the attitude and perception of their parents the need for education and compare the same with the social reality at the gross-root level. Such an examination would throw a light on the social reality.

Secondly, none of the studies made an attempt to enquire the role of traditional caste occupational culture which socializes the role behaviour at the gross-root level.

In other words, we wish to point out that poverty and involvement of children in domestic or income earning activity do not rarely have a major bearing as it has been steadfastly professed. Our contention is that, the rural people do have respect for education and do wish to educate their children. However, their perception and attitudes with
regard to "education", is different from that of the programmes that are being launched. We wish to examine this issue in the present study in the context of artisans (weavers) at a village setting in chronically drought-prone district of Andhra Pradesh.

METHOD OF STUDY

To pursue the above raised issues, the following objectives are framed:

1. To analyse the enrolment and dropout trends.

2. To examine the family members interest in their children’s education.

3. To analyse the artisan perception with regard to the importance of education, and

4. To examine the artisans attitudes towards child earnings' and work-orientation.

The above objectives are pursued in the context of Somandepalli village of Anantapur district. The artisan group is considered for the present study is weavers.
Universe

The weavers of Somandepalli village, constitute the universe of the present study. At Somandepalli village, our enquiry reveals 1307 number of households are practicing weaving, out of 1,707 households in the village.

Sample

Our enquiry reveals that the weavers of Somandepalli can be broadly grouped into two categories, such as traditional weavers and non-traditional weavers. The traditional weavers are those, who have been practising weaving traditionally as it was their caste occupation. The traditional weavers comprise a few sub-sects too. 747 number of households belong to traditional weavers.

The non-traditional weavers are those who practise weaving currently, but which is not there traditional caste occupation. These members are drawn from different caste and occupational background. They took up weaving as it is remunerative and provides relatively better employment and can be practiced with reasonable investments. They represented approximately 630 out of 960 of the remaining households.
In order to represent both these groups, we have adopted stratified quota sampling procedure. From each of the strata, viz., traditional weavers and non-traditional weavers, 60 households each were selected at random. Thus, our sample size constitutes 7.01 per cent to the universe.

Unit of Study

Though, our study is focussed on Universalization of Girls Education, we felt that eliciting data from primary school going children will be irrelevant. Hence, we have chosen weaver households as our unit of study and responses are sought from the Head of the households. The specific information sought generally refers to the children of 6-10 years age, the primary school going children's age.

Data Collection

The major tool of the data collection is schedule. The schedules were administered to the respondents by the investigator personally. The field work took about 15 days as respondents were busy in their occupation and did not evince interest in this type of study, which is not enumerated for them.
The schedule comprises several questions grouped under four major items, such as identification, family background, school enrolment and attendance, perceptions on education and attitude towards child earnings and work involvement.

In addition to primary data, secondary data was also collected. The secondary data pertains to village and district profile, school education status at Somandepalli village. The school education status data was collected from the Z.P.High School and Mandal Praja Parishad School.

Analysis

The secondary and primary data was processed and were presented in simple two-way tables. For the purpose of analysis, simple statistical techniques such as percentages, averages, ratios and rates were employed. In addition, wherever necessary test of significant viz., chi-square test, were also employed.

The primary data was analysed with reference to the two broad category of weavers namely traditional weavers and non-traditional weavers. No other independent variables are being employed for the analysis, since it would complicate analysis.
Chapterization

Our study "Universalization of Girls' Education : Perceptions and Practices of Weaving Community in Anantapur District of Andhra Pradesh" is presented in five chapters. The first chapter "THE INTRODUCTION" provides frame of reference of the study and the method of the study adopted.

The second chapter "Girls Education" depicts girls education in Andhra Pradesh with special reference to Anantapur District.

The third chapter "SETTING" provides an insight and the profile of Somandepalli village of Anantapur district and the socio-economic characteristics of the respondents.

The fourth chapter "UNIVERSALISATION OF GIRLS' EDUCATION - A CASE OF SOMANDEPALLI VILLAGE" presents the empirical analysis of the present study. It provides analysis of enrolment and dropout trends at the village setting; and among weaver families; and provides insight into the perception and attitudes of the artisan on education; child earnings and work involvement.

The fifth chapter "SUMMARY AND CONCLUSIONS" of the study.