CHAPTER - I
CHAPTER-1

1.1 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 endeavour 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 girl's.

1.2 Girl Child in India

The girl child in India documenting strategies and processes that have been employed to highlight the issues of the girl child with special reference to social mobilization for change in discriminatory social-cultural values, attitudes and practices. Survival, protection and development of the girl child are the major issues for social mobilization in India. These three issues depend upon the girl child education.
The girl child in India has a unique position. In that the political legal framework is fully developed and geared in promoting equality between sexes and ending any form of discrimination. This framework is further supported by a large number of enabling measures the form of forward looking policies and strategies geared to children as a whole, women in general and girl’s in particular. While in several respects the issues concerning a girl child may be shared by several developing countries, in India, these acquire a different sociological nuance. This is partly inherent in the Indian mythological and religious tradition, which both defies and denigrates women. The discriminatory socio-cultural values, attitudes and practices hinder the utilisation of the available structures and opportunities by her. This leads us to a situation where girl’s both prosper and suffer.

1.3 Constitutional Provisions

The situation of girl child is a reflection of the status accorded to women in any society. The girl child of today is the woman of tomorrow and the women of present day are the girl’s of Yesterday. Any issues relating to the girl child have necessarily to be looked at in the overall context of the society. Theoretically, Indian women enjoy complete equality with men and more.

The constitution of India not only grants equality to women but also empowers the state to adopt measures of protective discrimination in favour of women for neutralizing the cumulative socio-economic, educational and political disadvantages faced by them.
The fundamental rights, among others ensure equality before the law, equal protection of law, prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guaranteed equality of opportunity to all citizens in marketing relating to employment.

India has several constitutional and legal provisions for safeguarding and promoting the interests of children and women.

- The state is enjoined to provide free and compulsory education to all the children up to the age of fourteen (Article 45).
- The state is further committed to raising the nutritional levels, health and living standards of the people (Article 47).
- The children Pledging of labour Act, 1953 aim at eradicating the evil of pledging labour of young children by their parents to employers in lien of loans, advances.
- The child marriage restraint Act of 1929 was amended in 1976, to rise the minimum age of for girl’s from 15 to 18 years and for boys from 18 to 21 years.
In consonance with the spirit of the constitution, Universalisation of elementary Education (UEE) for all children between the ages of 6-14 years was pained, consisting of five years of primary and three years of upper primary education. In this context, it can be remembered even before Independence, Jawaharlal Nehru said:

"Education of a boy is the Education of one person, but Education of a girl is the Education of the entire family.".

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 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 girl's and women in the formal system of education stear headed by national leaders, missionaries and few enlighten ones.

The Education for all Advocacy Forum (1992) also suggests Universalisation of Girl's Education with regard to the importance of Girl's education, the forum viewed that, and educating girl's is essential if the world is to achieve the goal of universal pride. In many countries where the literacy rate is expected to remain below 50% by the year 2005, the gender gap is also significant and the rate of girl's participation is extremely low. In addition, girl's education has important impacts on the other aspects of social development. Girl's
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.

Girl's 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 likely to practice family planning and have smaller families than uneducated women. Perhaps, more importantly, education empowers girl's 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. Girl's education also contributes to progress in development. Education provided 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 daughter's schooling, girl's education has a positive impact on education for future generations.

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

1.4 Various Committees and Commissions on Girl's Education

According to Kothari Commission: "The significance of the education of girl's cannot be over-emphasized. For full development of our human resources, the improvement of homes and for moulding the
character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men. As started earlier, the education of women can assist greatly in reducing the fertility rate. In the modern world, the role of the woman goes much beyond the home and the bringing up of the children. She is now adopting a career of her own and sharing equally with men the responsibility for the development of society, in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill health.

The education of girl's developed fast growth in the last fifteen years (1950-51 to 1965-66). The commission says, there has been a phenomenal development in the education of women. One of the most distinctive characteristics of life in modern India in the last 50 years that there was hardly any provision for the formal education of girl's. Even at the opening of present century, not much progress had been made. In 1901, the percentage of literacy amongst women was only 0.8. The number of girl's enrolled for every 100 boys were only 264 (which included 76 girl's in medical colleges and in colleges of Education). Much faster progress was made in the next 50 years, both in raising their social status and in developing their education; and the progress in the last fifteen years has been almost phenomenal.
The rate of expansion of education of girl's is much faster than that among the boys so that the gap between them is gradually and steadily narrowing. At the lower primary stage, the number of girl's enrolled per 100 boys has increased from 12 in 1901 to 39 in 1950 and to 44 in 1996. At the secondary state the corresponding figures ranged from 3 in 1901, 15 in 1950 and 26 in 1965. In higher education, their enrollment has increased from a mere 264 in 1901 to 40,000 in 1950 to 240,000 in 1965. Education in mixed schools is being accepted more at the lower primary stage. The 85 percent of the girl's enrolled in mixed schools are at primary stage. But there is still a considerable resistance to it at the secondary stage where only 40 percent of the girl’s enrolled age in mixed schools. These resistances however soften down to some extent at the university stage.

The problem of women’s education has in recent years been examined by a number of committees:

1. They are the National Committee on the Education of Women under the Chairmanship of Smt. Durgabai Deshmukh;

2. The committee on differentiation of curricula between boys and girl’s under the Chairmanship of Smt. Hansa Mehta

3. The committee under the chairmanship of Shri. M. Bhaktavatsalam, which studied the problem in the six states where the education of girl’s is less, developed and needed public support.

The government of India set up a National Council for Women’s Education in 1959 created a special unit in the ministry of education to
deal with the problem of girl's education, sponsored several schemes
and provided large funds for the expansion of girl's education.

In our opinion, the strategy for the development of the education
of girl's and women will have to take two forms. The first is to
emphasize the special programmes recommended by the National
Committee on Women's Education and the second is to give attention
to the education of girl's at all stages and in all sectors as an integral
part of the general programs for the expansion and improvement of
education. With regard to the first, we recommended that has been
suggested by the National Committee, action should be taken in the
following lines:

1. The education of women should be regarded as major programme
in education for bears to come and a bold and determined effect
should be made to face the difficulties involved and to close the
existing gap between the education of men and women, in a short
time as far as possible.

2. Special schemes should be prepared for this purpose and the funds
required for them should be provided on priority basis.

3. Both at the centre and in the states, there should be a special
machinery to look after the education of girl's and women. It should
bring together officials and non-officials in the planning and
implementation of programmes for women's education.

The Education Commission (1964-66) wrote: In the modern
world, the role of the women goes much beyond the home and the
bringing up of children, she is now adapting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women brought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill health and this should imply that education, the recommendations of the committee on differentiation of curricula.

During the last 150 years the earlier demand for an entirely separate system of education for girl's at the primary stage with separate schools and separate curricula has now given place to a demand for a common system with common schools and common curricula.

These special programmes by their very nature will have to be pursued only till the gap between the education of boys and girl's is almost bridged. But they should not be made and excuse for neglecting the second aspect of the strategy, viz, giving adequate attention to the education of girl's at all stages and in all sectors. In fact, if this had been done right from the beginning, the need for special programmes would hardly have arisen. In our opinion, a stage has now been reached when intensive effort should be made to develop this aspect of the strategy so that the need for special programmes will disappear in the course of a few years.
According to the New Education Policy, education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education systems will play a positive, internationalist role in the empowerment of women. It will foster the development of new values through redesigned decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and local engineering women studies will be promoted as a part of various courses and educational institutions encouraged to take up action programmes to further womens' development.

The removal of womens' illiteracy and obstacles inhibiting their access to elementary education and retention in it will receive according to priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on womens' participation in vocational, technical and professional courses and to promote womens' participation in non-traditional occupations, as well as in existing and emergent technologies.

Day-care centres will be provided a support service for universalisation of primary education, to enable girl's engaged in taking care of siblings, to attend school and as a support service for working women belonging to poorer sections.
The Central Advisory Board of Education was the idea of nationwide educational survey to locate the precise extent of expansion of educational facilities required at the elementary level and the promotion of Basic education and social education. The urgency of the problem of girl's education at all levels continued to engage its attention. But so far education was generally looked at in a piecemeal manner, stage-by-stage, or sector-by-sector.

The University Education Commission (1948-49) included a short chapter on women's education but did not pose any special problem. Regarding higher education, it observed that women's and men's education should have many elements in common, but should not in general be identical in all respects, as is usually the case today. The Secondary Education Commission (1952-53) in line with the Sergeant report did not include the traditional chapter, as it felt that at the present age of our social evolution, there is no special justification to deal with women's education separately. Every type of education open to men should also be open to women.

At the secondary stage the provision of special courses suited to the needs of girl's is now being believed as a part of broader problem of providing diversified system of secondary education. Findings of modern scientific research do not convince that there are clear differences between the two sexes on which an educational policy may be based. The committee on differentiation curricula, on the basis of
sex visualised the democratic and socialistic pattern of society in which woman will have perfect equality with man. But before such a social order is created the traditional division of labour between men and women will continue to dominate the scene. These hard realities have been recognised by the committees before making recommendations for immediate future.

As per National Policy on Education-1986: Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education system will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricular textbooks, the training and orientation of teacher's decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Womens' studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further womens' development.

The removal of womens' illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on womens' participation in vocation at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex
sterol typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

1.5 The Girl Child Focus

The UN women's development decade (1975-85) played a major role in raising issues of women's status in national and international foray and led to setting up of national focal points for development of women and children. In India, a Department of women and child development was set up in 1985 in the Ministry of Social welfare and was transferred later to the newly set up Human Resource Development Ministry. It was realised in the late eighties that most of the central issues of the Development decade veered around adult women and there was a need to look at the problems of girl's, right from infancy to adolescence separately. Further, it was clear that the gender-neutral approach to child development programmes like UEE, ICDS was not giving the necessary dividends. The National Policy on Education 1986, also emphasized "Education for women's equality" subsuming the category girl under women.

For good reasons, a girl child and her plight as the lesser child was brought into sharp focus by scholars and activists belonging to governmental, non-governmental and international organisations. A large amount of sponsored research on educational and health issues of the girl child was generated by the government through its specialized agencies such as NCERT, NIEPA in the post NPE 1986
period. The department of womens' studies brought out several studies on the Girl Child and drew attention of the policy planners to the particularly disadvantaged situation of the rural Girl Child. These policy studies served the purpose of political mobilisation and along with several other such efforts succeeded in getting the rural girl child a special focus in the VII five years plan and the revised NPE & POA of 1992. A large number of schemes focusing on specific needs of girl's belonging to disadvantaged groups were formulated to include; free education upto higher secondary level, special incentives like free uniforms, attendance scholarships, hostels for girl's in rural areas, providing every primary school with at least one woman teacher, separate toilets.

The year 1990 was declared as the year of the Girl Child by UNO. Right from the sixties at international level and from the seventies at national level, gender disparity has emerged as a major concern. In a country like ours, poverty, class and caste compound the problem of gender inequality and gender injustice. Indian society has seen rapid change during the last few decades but these changes have not included the rights of women and children as specific components in our goals.

The National Plan of action for the SAARC decade of the Girl child 1991-2000 AD has three major goals of Survival, Protection and development of the girl child in India while emphasizing the needs of the girl child belonging to special and Vulnerable groups and support of
both governmental and non-governmental Organisations for its successful implementation and for sustaining the consciousness regarding the rights of the girl child with a view to give bright future.

Education should be regarded as the "Process to fulfil aspirations and develop the potentialities of each individual human being to meet the ever more pressing demands of the world in transformation."

During the first half of the 19th century, Education for women was limited to only a small minority of aristocratic families. The progress of education among the girl’s after the Independence is however not phenomenal. Educational status of women was most significantly related with participation of women in work force. It was only after the First World War that the effect of Westernization brought in the Principles of liberty and equality.

For a large and populous country like India, the women pioneers are very few in number. They have great distinction backed by immense courage, which has opened the way for the rest of the women-folk. Indian women entered the field of medicine only by the middle of the 20th c, but already the number is impressive. The talent and aptitude for leadership has been found in the Indian women. The women have developed the qualities of constancy, persistence, endurance and self-abnegation. To this if we can add training and education, courage and unorthodoxy, creativity and determination, the Indian women of the future would move onwards towards disciplined
excellence in the years to come. The emergency of women in journalism in India is not more than four decades old.

Education has opened and is constantly opening new vistas for her; the support given by the law and the Constitution of free India has helped her to move boldly forward, the initial battle for emancipation is over. India has made considerable progress towards Universalisation of Primary education and has even crossed the 50% illiteracy. But still we have the largest number of illiterates in the world.

The Schemes like the Total Literacy Campaign (TLC), the District Primary Education Programme (DPEP) and Operation Black Board (OBB) if implemented in a right way can change the entire educational system. The National Literacy Mission's Objective is to make TLC area based, time-bound and result oriented and yet two pronged strategy to realize the goal through Universal Elementary Education (UEE) and Universal Literacy leaves enough room for skepticism. The Nation is still lagging behind by 33 years as far as the target of UEE is concerned.

The rate of growth of enrollment of girl's has been higher than that of boy; as well the dropout rate is also high among girl's as per the fifth All India Educational Survey (1986). According to Rammoorthy Committee for review of N.P.E-1986, about one-third to half of students find schools either boring, irrelevant or threatening. Joyless education is also a chapter in the Yashpal Committee report. Teaching and learning both have become a chore and a bore for a great number
of teachers and children. Female literacy has increased from 7.93% in 1951 to 39.42% in 1991. The literacy rate of women is roughly at the same level as that of men three decades ago. The enrollment rates for women have also improved and the dropout rates for girl children in all levels of school children are showing a decline.

Table –1: Details of Literacy Rate in India

<table>
<thead>
<tr>
<th>CENSUS YEARS</th>
<th>PERSONS</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>5.39</td>
<td>9.83</td>
<td>0.60</td>
</tr>
<tr>
<td>1911</td>
<td>5.92</td>
<td>10.50</td>
<td>1.05</td>
</tr>
<tr>
<td>1921</td>
<td>7.16</td>
<td>12.21</td>
<td>1.81</td>
</tr>
<tr>
<td>1931</td>
<td>9.50</td>
<td>15.59</td>
<td>2.93</td>
</tr>
<tr>
<td>1941</td>
<td>16.10</td>
<td>24.90</td>
<td>7.30</td>
</tr>
<tr>
<td>1951</td>
<td>18.33</td>
<td>27.16</td>
<td>8.86</td>
</tr>
<tr>
<td>1961</td>
<td>28.30</td>
<td>40.40</td>
<td>15.35</td>
</tr>
<tr>
<td>1971</td>
<td>34.45</td>
<td>45.96</td>
<td>21.98</td>
</tr>
<tr>
<td>1981</td>
<td>43.59</td>
<td>56.38</td>
<td>29.76</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
<td>64.13</td>
<td>39.29</td>
</tr>
<tr>
<td>2001</td>
<td>62.38</td>
<td>75.85</td>
<td>54.16</td>
</tr>
</tbody>
</table>

Source : State Council of Educational Research and Training, Hyderabad

From Table-1, it is observed that the girl’s literacy rate is slowly increased in the first five decades and rapidly increases in the consequent decades in India. The Educational planners, Administrators and policy makers feel that the importance of girls education. Many constitutional provisions are recommending to improving the girl’s literacy through the various education policies and committees. In India, 33% reservations are given to girls in academic and employment opportunities during the last decade. Using these provisions the parents, teachers, NGOs and rural organizers implemented many programmes for the development of the girl’s
education. The Government also established separate schools and hotels for girls to improving their literacy. The statistics clearly shows that the girl's literacy rate rapidly increased.

**Table-2: Details of Literacy Rate in Andhra Pradesh**

<table>
<thead>
<tr>
<th>CENSUS YEARS</th>
<th>TOTAL</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>4.63</td>
<td>8.54</td>
<td>0.61</td>
</tr>
<tr>
<td>1911</td>
<td>5.08</td>
<td>9.18</td>
<td>0.87</td>
</tr>
<tr>
<td>1921</td>
<td>6.29</td>
<td>10.88</td>
<td>1.62</td>
</tr>
<tr>
<td>1931</td>
<td>6.82</td>
<td>11.76</td>
<td>1.77</td>
</tr>
<tr>
<td>1941</td>
<td>10.98</td>
<td>16.80</td>
<td>4.99</td>
</tr>
<tr>
<td>1951</td>
<td>15.21</td>
<td>22.67</td>
<td>7.62</td>
</tr>
<tr>
<td>1961</td>
<td>21.19</td>
<td>30.19</td>
<td>12.03</td>
</tr>
<tr>
<td>1971</td>
<td>24.57</td>
<td>33.18</td>
<td>15.79</td>
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<tr>
<td>1981</td>
<td>29.94</td>
<td>39.26</td>
<td>20.39</td>
</tr>
<tr>
<td>1991</td>
<td>44.04</td>
<td>55.13</td>
<td>32.72</td>
</tr>
<tr>
<td>2001</td>
<td>61.10</td>
<td>70.85</td>
<td>51.17</td>
</tr>
</tbody>
</table>

Source: State Council of Educational Research and Training, Hyderabad

From Table-2, it is observed that the girl's literacy rate is slowly increased in the first four decades and rapidly increases in the consequent decades in Andhra Pradesh. The Government agencies, parents, teachers, state bodies and the NGOs were feel that the importance of the girl's education. They are provided many constitutional provisions to improving the girl's literacy through the various education policies and committees. In India, 33% reservations are given to girls in academic and employment opportunities during the last decade. Using these provisions the policy makers, politicians, educational planners, parents, teachers, NGOs, rural organizers and adult education planners implemented many programmes for the development of the girl's education. The Government also established
separate schools and hotels for girls to improving their literacy. The statistics clearly shows that the girl’s literacy rate rapidly increased.

As a culmination of this concerted effort, the year 1990 was declared as the SAARC year of the Girl Child. The enthusiastic response to the issues concerning the girl child in 1990 resulted in the declaration of the 1990’s as the SAARC decade of the Girl Child by the heads of government and states. This was a conscious attempt to maintain the tempo and drive of various activities initiated in the region during the year of the Girl Child.

To overcome the existing disparities and to achieve ensuring equality for the development of the girl child / adolescent girl, we will have to ensure that:

♦ She has the right to survive.
♦ She has the right to free from poverty, hunger, ignorance and exploitation.
♦ She has the right to equality, dignity, freedom, opportunity, care, protection and development and finally;
♦ She had the right to enjoy the above rights.

Rights can be declared and policies can be formulated to express our collective liberal and humanistic concerns, but unless the real life of the girl child in her family and the community is touched by tangible efforts and actions, nothing can be achieved. Therefore, a climate has to be created in which she can exercise her rights freely and fearlessly. One has to work for the transformation of those social
and cultural values that shackle and constrict the girl child and mould her into stereotypical roles. For this, every forum and every platform should be used to create awareness and stimulate positive action. Along with this, effective implementations of the laws for protecting her and provision of opportunities for her to benefit from them have to be ensured (National Plan of Action for SAXRC decade of the girl child 1991-2000 A.D).

1.6 World Declaration of Education for All -1990

Education was accorded due importance when the year 1990 was observed as the International Literacy Year. The world conference on Education For All (EFA) was held in Jointing (Thailand) that year. The conference launched the worldwide EFA movement and the impact has been felt in varying degrees.

The pre-summit meeting held over three days preceded the summit. Among the other issues discussed were women’s education, international funding of education. These are of much significance to India.

Almost every committee on education has commented on the subject beginning with the Indian Education Commission 1982, which suggested a separate inspectorate for girl’s education. The policy has shifted from equality of educational opportunity in 1968 to education for women’s equality in 1986. The National Policy on Education, 1968 says, in order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The education
machinery is still struggling to get girl into school and keeping them there. 42% of pupils enrolled at primary schools are girls but by secondary schools their proportion slides to 32%.

About two third of the estimated 950 million adults worldwide are women, of the 130 million school children over 80 million are girl's. Malnutrition, gender discrimination, early marriage, recurring pregnancies, have forced girls out of school.

Strategies for promoting women's' education include location of schools closer to home, offering incentives like free tuition, uniforms and transport, motivating parents about women's' education and making school curriculum more relevant for girl's.

1.7 The Indian Scenario

India has made considerable progress towards universalisation of Primary education and has even crossed the 50% illiteracy. But we still have the largest number of illiterates in the world. India accounts for one third of the world's unlettered and 22% out of school children.

However, the elementary education system has expanded to be one of the largest in the world. The 7,17,863 primary and upper primary schools together with 2,70,000 non-formal education counters, enrolled 136 million children as compared to 2.23 million in 1951.

Poor availability of schools, near habitation, low teacher attendance and lack of sufficient base of educated rural women who can be hired as teachers account for the large number of drop-outs
among girl's. An unimaginative and over loaded curriculum, tired teachers struggling with crowded classes, and the exaggerated emphasis on badly written text books, all contribute to the boredom.

Besides some 40 to 50 percent of enrolled students have to stay away from schools owing to socio-economic and socio-cultural compulsion. While female literacy has increased from 8.86% in 1951 to 39% in 1991. The literacy rate of women is roughly at the same level as that of men three decades ago.

1.8 Education Budget

India is currently spending 3.7% of the GNP on education. Even through the percentage of expenditure on education as a proportion of GNP has grown from 12% in 1950-51 to 3.7% in 1990-91. The budget allocations on education are still far below. The actual requirements of the education system, the Kothari Commission has suggested that 6% of national income be spent on education. But the actual spent has rarely exceeded 3%.

1.9 Present Situation

In pursuance of NPE the main features of the implementation strategy will consist of the following.

1. To Gear the entire education system to play a positive interventionist role in the empowerment of women.

2. To encourage educational institutions to take up active programmes to enhance Women's development in all sectors.
3. To widen access to vocational, technical and professional education at all levels, breaking gender stereotypes.

4. All the bureau of the department of education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993, relevant model institutions like the U.G.C, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, state boards, vocational education bureaus, etc., will also prepare similar action plans.

5. Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girl's access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels.

6. Building a positive image of women by recognizing their contributing to the society and economy.

7. Enable women to make informal choices in areas like education, employment and health (especially reproductive health);

8. Providing information, knowledge and skill for economic independence.

Gender and poverty sensitization programmes will be developed for teacher, educators and administrators. An environment will be created whereby all the sections of the education sector will become
alive and sensitive to the role of education in the eliminating gender disparities.

In order to create a greater confidence and to motivate parents to send girls to school; preference will be given to recruitment of women teachers.

1.10 Policy parameters and strategies: Programme of Action (POA) 1992

The common core curriculum is a potentially powerful instrument to promote a positive image of women. The department of women's studies, NCERT will intensify activities already implemented in the area of developing gender sensitive curriculum, removing sex bias from the textbooks and training of trainers/teachers. SCERT and the concerted state level boards and institutions will initiate work.

1.11 Research and Womens' Studies

Women's studies is a critical input to promote better understanding of women's contribution to sexual processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination and thus empower women to achieve national development. The four dimensions to be supported are:
1. Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.

2. Teaching to change present attitudes and values of men and women is one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.

3. Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.

4. Extension or direct involvement of institutions in women's development activities among the community.

5. It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girl’s who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non Formal Education (NFE). Efforts will be made to design special NFE programmes out of school for adolescent girl’s with a view to get them back into the formal stream or quality for technical or vocational educational programmes will reach out to girl’s in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire a greater significance in the SAARC decade of the girl child.

6. The rural girl’s are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with
fuel, fodder, water, sibling care and paid and unpaid work, coordinated efforts albeit with other departments/ministries need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and childcare facilities should be seen as a necessary and integral adjunct of Universalization of Elementary Education.

Total Literacy Campaigns (TLCs) being taken up and should pay special attention to especially women in the age group of 13-55. As it has been done with very positive impact in many districts. Non-Formal Education (NFE) should be dovetailed to TLCs in order to reach out to girl's in the 10-20 age group.

Improvement of girl's access to technical, vocational and professional education requires a national programme to introduce and strengthen science and mathematics teaching in all girl's schools. A special scheme will be designed to meet the short fall of science and mathematics teachers in girl's schools. The centre and state planners, curriculum developers and administrators to consciously encourage participation of girl's in non-traditional and emergent technologies at all levels, should make serious efforts. Guidance and counseling for girl's should be undertaken as a necessary precondition to encourage participation.

Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's ITIs and polytechnics and women's wings in general
polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in new and emerging technologies.

10. The electronic point and traditional media will be used to create a climate for equal opportunities for women and girl’s.

1.12 The Magnitude of Problems - Girl’s' 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.

1.13 Cause 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.

1.14 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.

1.15 Need for the study

A lot of work has been going on in the field of women's 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 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.

1.16 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 one mandal i.e., Kothacheruvu Mandal of Anantapur District. The topic entitled for the study is 'the study of Girl's Education in Kothacheruvu mandal of Anantapur District'.

1.17 STATEMENT OF THE PROBLEM

This small peace of investigation was taken up to find out 'A study of Girl's Education in Kothacheruvu Mandal of Anantapur District.
1.18 Objectives

The objectives of the study are:

1. To find out the literacy rate of boys and girl’s in the mandal.
2. To find out the literacy rate differences in between the age group level.
3. To find out the literacy rate in particularly the different communities of the boys and girl’s in the mandal.
4. To find out the literacy rate among the handicapped children.
5. To find out literacy rate among the boys and girl’s in different schools and different class level.
6. To find out suitable measures for improvement of girls education.

1.19 HYPOTHESES OF THE STUDY

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

1. To verify the literacy rate of the kothacheruvu mandal.
2. To verify the literacy rate among the different age level of the children in the kothacheruvu mandal.
3. To verify whether any literacy difference between the different community of the students.
4. To know the level of the literacy rate of the handicapped children in the Kothacheruvu mandal.
5. To know the girl’s literacy rate of the mandal.
1.20. 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 Vth class) and VI TO X (secondary

Literacy : Knowing to read and write.


Women’s Education : Education of the woman their Compensatory education needs usually being under taken 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 schools levels.

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

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

1. This study is restricted to Kothacheruvu Mandal of Anantapur District.

2. Information given by the Mandal Education Office, Kothacheruvu mandal is adopted.

1.22 CHAPTERISATION

The dissertation consists of 5 chapters:

Chapter 1: It deals with Introduction Girl’s education in India, various committees recommendations, focus of girl’s child, Literacy rate in India, Policy implications, scope, objectives, etc presented.

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

Chapter III: It discusses the development of Girl’s Education in National, State and District level.

Chapter IV: Details of literacy data on Girl’s Education in Kothacheruvu Mandal of Anantapur district

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

Bibliography and Appendices are enclosed at the end of the thesis.

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