

A wasted Asset

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**A SURVEY OF RURAL YOUTH
IN TWO INDIAN DISTRICTS**

Prepared for the UNICEF

By

**THE INDIAN INSTITUTE OF PUBLIC OPINION
NEW DELHI**

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PREFACE TO THE PRINTED EDITION

In 1970, UNICEF, New Delhi, commissioned the services of Indian Institute of Public Opinion to undertake a research study on our behalf to determine the character of the unemployment among the rural school drop-outs in two of the least developed districts in India: Dharmapuri in Tamil Nadu and Ahmednagar in Maharashtra.

The main objective was to delineate the elements in training and re-orientation of Education which would be required to relate them to viable employment opportunities available within the district. The conclusions highlighted the potential asset which these rural youth could be for participation in the development of their villages and their possible contribution as auxiliary workers in the delivery of services for children.

There was a great demand for the original mimeographed version and it was rapidly exhausted. The present printed edition will be distributed to a wider group of governmental and non-governmental agencies, universities and research institutes as well as interested individuals with the hope that it will provide some additional insights for action programmes aimed at mobilising rural uneducated youth for participation in the development of their villages and in devising work-oriented curricula relevant to the district level requirements.

March 1973

Warren Fuller
Director India Programme Service

“While 39 per cent of village leaders in Ahmednagar think that the Government alone can solve the problems, nearly 69 per cent of them in Dharmapuri hold that view. In effect, therefore, almost everybody looks to the Government”. (A finding in this Survey).

“The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.” (Article 46 of the Constitution of India).

“Swaraj Government will be a sorry affair if people look up to it for the regulation of every detail of life” (Mahatma Gandhi).

Acknowledgements

A sociological survey of this nature, involving field interviews in the rural areas of two "backward" Indian districts—Dharmapuri and Ahmednagar—and consultations with experts, administrators and non-official leaders, owes much to the keen interest shown by all of them in the purposes of the inquiry and the time they ungrudgingly spared to discuss its various aspects with the members of the Indian Institute of Public Opinion and offer valuable suggestions. The rural youth covered by the survey, their parents and teachers, and village and district leaders have all helped to lighten a very complex task by most willingly answering the wide range of questions put to them.

While the Institute takes complete responsibility for all the conclusions and recommendations, its staff had the benefit of continuous guidance from the New Delhi Office of the UNICEF, which for all practical purposes treated the successful completion of this enterprise as a joint responsibility. Mr. Gordon Carter, Director of the UNICEF, South Central Asia Region, not only initiated the study and entrusted it to the Indian Institute of Public Opinion for execution, but remained an unfailing source of encouragement and inspiration. The Institute also gratefully acknowledges the debt it owes to the readiness and enthusiasm with which Mr. Victor Soler-Sala, Chief of Planning at the UNICEF Regional Office in India, was prepared to discuss to clarify objectives and suggest fruitful lines of approach.

The Indian Institute of Public Opinion has liberally drawn not only on the profound recorded contributions to Vocationalization and Occupational Training Methods of the great pioneer Dr. Eugene Staley of the Ford Foundation, but also on his time during direct consultations with him on the most feasible methods of training suited to the conditions of the youth of the districts under study. Dr. N.J. Nandedkar, Additional Manpower Officer to the Government of Maharashtra, whose earlier work in Osmanabad provided a model and an inspiration for this survey, was also most helpful with his suggestions in the preparation of this report. Our thanks are also due to Dr. Hulbe and his staff at the Centre for Studies in Rural Development, Ahmednagar, who cheerfully undertook much of the work of the field survey relating to Ahmednagar district.

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PART I REPORT

INTRODUCTION

The Indian Institute of Public Opinion was assigned by UNICEF in June 1970 a research study of rural youth to determine the character of the unemployment problem faced by young drop-outs from school in two districts, Dharmapuri in Tamil Nadu and Ahmednagar in Maharashtra, largely with the object of delineating elements in training and, conceivably, reorientation of education which would help in their more rapid absorption in gainful occupations.

When the scheme was originally conceived, it was intended that the prime emphasis should be on fact-finding, physical and psychological, analysis of the data both in terms of factors inducing wastage in the rural educational system as well as in the family environment of particular drop-outs. It was not designed, in the first instance, as a major enquiry into the degree of unemployment in general and of the absence of facilities for drop-outs in particular. As the project developed, however, it became clear that there would be no major fruitful line of enquiry which did not impinge at a very early stage on an evaluation of employment opportunities in each district. The character of the drop-out unemployment problem and much of the persistent character of rural unemployment suffered by the young is related, it would seem, both in Dharmapuri and Ahmednagar districts to the fact that the total employment opportunities, irrespective of educational qualifications, are small in relation to the number of those seeking jobs. Thus, while an analysis of the development opportunities in each district was not part of the original terms of reference, it became clear that in an action-oriented study, it would not be fruitful wholly to ignore the point that the total volume of employment in each district would have to be enhanced if the employment of drop-outs was to increase. It is true that in Dharmapuri district in particular, there is survey evidence that matriculates suffer almost the same fate as "drop-outs". The heavy backlog of matriculates seeking jobs might indicate that, until the matriculates had been absorbed, there would be no adequate demand for the services of "drop-outs" even if further trained. We are happy one of the major conclusions of this study is to the effect that the absence of demand for non-drop-outs does not necessarily imply that, in the fierce competition for jobs in rural areas in both districts, the drop-out would always lose against a candidate with slightly higher educational qualifications. Indeed, a large number of occupations have been identified where the disabilities of a drop-out are not prejudicial to employment.

However, it was very far from the intention of UNICEF to evolve an employment policy or even to outline a pattern in which future Government policy could be framed. On the other hand, it was of central interest to determine whether there was scope for employment, both for drop-outs among boys and girls for service areas in which UNICEF activities have tended recently to be concentrated. Half a dozen of such activities present themselves at once :

nutrition for children, and, therefore, for pregnant and lactating mothers; protection from epidemics by better village sanitation and good, if not always protected, drinking water; balwadis and school lunches for children; finally, though this has generally been a separate activity, interesting younger people in the adult literacy movement. Much of these health and allied services have been pursued separately and generally spasmodically and it was disappointing to find both in Dharmapuri and Ahmednagar that they lacked co-ordination and general supervision. One of the most significant conclusions of our study is that, given the new integrated approach to these village "paramedical" services—as they are now frequently termed—a quite promising field of employment for drop-outs becomes possible. A large majority of village leaders, who were interviewed both in Dharmapuri and Ahmednagar inclined to the view that no significant improvement had taken place in their villages in the fields, among others, of sanitation, drinking water supply and primary health centre services. Many of them also placed the health, sanitation and drinking water needs in the category of the 'most' urgent problems facing their localities. Incidentally, other studies such as the ones conducted by the National Institute of Community Development in recent years in Lucknow and Hyderabad districts have also indicated an increasing awareness of rural needs in the health and sanitation, family planning and nutrition fields. It is clear the ground is relatively fertile for an integration of these activities in each village and the time is opportune for drop-outs who go back to these villages to be involved in these activities where possible.

Much the most important practical recommendations of our study relate to a description of the opportunities for these integrated health services. It has been found that their financial demands are moderate and since the drop-out girls and boys reside in these villages, no housing and travelling costs are involved. Some villages are prepared to meet allowances out of their own resources; others may need to be assisted. But, if the prototypes suggested provide even one job for either a girl or boy in each village, a major breakthrough for those drop-outs who are willing to reside in their village will have been made. This, of course, cannot be all drop-outs, for the urge for change is marked even when, as the survey indicates capabilities are very low. It is clear that in addition to major training opportunities for jobs in villages are visible, one of the purposes of this study had necessarily to be an investigation into the possibilities of creating new opportunities, better tailored to other drop-out capacities. We consider that this portion of our investigation has also been rewarding, for it presents a view on a new market to be called the "Peripheral Market" in which, it would seem, drop-outs could, with their own initiative and the assistance of others, acquire a footing in a number of callings which are currently outside what is ordinarily called the market economy. As we see it, pressures of supply and demand operate with jobs registered at the Employment Exchanges. These jobs, as a consequence, are related to the current wage appropriate to each calling. There is little means of securing more jobs at a lower wage for a variety of reasons, largely institutional. It is also natural in this area of imperfect competition that qualifications, as well as some other

considerations like influence, determine a level of wages somewhat higher than most drop-outs would expect, but this suggests at once that a search may need to be made in a more favourable environment. There is, in fact, a more sheltered submarginal market in which products to be made are perhaps below standard, wages to be paid to the drop-outs a little below those acceptable to matriculates, and finally, areas of work where education itself is less important than considerations of loyalty, hard work and general discipline are visible. The identification of a considerable number of occupations of this kind, as well as areas in agriculture and animal husbandry which yield to what might be described as the peripheral wage strategy, has therefore been attempted. It would certainly seem as though what has been developed on a prototype basis for the districts of Dharmapuri and Ahmednagar has quite considerable possibilities and could provide a substantial expansion of opportunities for drop-outs all over the country.

At present, there is no matching of drop-outs with any jobs at all : and the tragedy of the current situation, revealed in many studies, is that the whole relevance of the educational system has not registered either on the drop-outs or on their parents. For the most part, the employment that drop-outs have found—and this is surprisingly large in both Dharmapuri and Ahmednagar—are related to ancestral callings when they go back to their villages and is hardly improved, either in wage or capacity to teach, by a course of literacy. This is because the new technologies call for much more than mere literacy. One of the most important sections of our study deals with the quite different courses of training required to prepare drop-outs for jobs, whether in agriculture or small-scale industry. In other words, schooling by itself leads nowhere : in Dharmapuri in particular in a control sample of matriculates, it was found that just 2.5 per cent of matriculates found jobs outside their villages. In the case of girls the difficulties are greater : in Dharmapuri the parents seemed particularly anxious to arrange a marriage before the age of 13 and thus a separate social barrier was raised to the completion of the school course. There were indications that both the educational system and the social environment were impeding rather than assisting the absorption of the school going population into particular jobs : thus both educational and social reform or adaptations in curricula and training opportunities are part of the problem : to these, of course, are added the particular disabilities arising from a student's health, socio-economic status and class or caste. Nearly three-fourths of the drop-outs in Dharmapuri and just under half in Ahmednagar belong to the scheduled or backward castes. The parents of between 60 to 70 per cent in both Districts are either illiterate or have not gone beyond the primary stage. These figures clearly indicate the milieu calls for as much treatment as the student to be aided. Obviously, the advantages of a longer education for children are not recognised in most rural homes. A motivational campaign for parents, particularly providing mothers with functional literacy is necessary. Indeed the whole District must be permeated with knowledge of the importance of education as a vital stepping stone to a different world. The radio and all mass media must be harnessed to the task both in and outside the schools.

The Integrated Approach

It will be seen that this study originating in the attitudes and capabilities of young rural drop-outs and the openings available to them in the demand for their limited skills has broadened, inevitably, into an analysis of obstacles in the rural environment which greatly hinder remedial action. Social customs, particularly in respect of girls, and the low income returns from agriculture and rural artisan occupations decree both a lack of interest in retention of children in school and an incapacity to provide incentives to leave the traditional grooves of a stagnant rural society. It is clear that the outlook of drop-outs cannot be altered unless the vital messages of the power of knowledge and the opportunities to be derived therefrom are driven home at the village and not at the school only; also that health and nutrition occupy a central place in future educational and employment strategy.

In the end this involves an integrated pattern of rural uplift in which the educational system is made more relevant and opportunities in the villages for welfare are made available by a totally new conception of health, nutrition, adult literacy and general welfare services. In this sense, this study focussing on drop-outs opens a possible world of new employment for the young, integrated with remedial action in what may truthfully be described as some of our sick rural societies. Education, Employment and Enrichment are thus, in a great sense, merged together in a single enterprise. This detracts nothing from the precise and limited objective of our study to improve the lot of young rural drop-outs. It suggests, however, that the task of their rehabilitation is as much that of the society in which these drop-outs reside as it is of the educational institutions which have hitherto been unable to give them the qualifications and capacity to find jobs suited to their needs.

CHAPTER I

Genesis and Scope of the Survey

Objectives of the Survey

1.1 The Rural Youth Survey in two districts of India, one in Tamil Nadu and another in Maharashtra, had its origin in a Project Proposal formulated by the Indian Institute of Public Opinion and submitted to the United Nations Children's Fund late in 1969. The object of the Survey was to measure the opportunities for gainful occupation for rural youth in the age group of 11-20 who were both out-of-school and out-of-work, within the existing framework of the rural economy, pending long term solutions to the problem of unemployment. Based on the conclusions of the study, it was intended to make proposals for training programmes for this segment of rural youth to enable them to develop new skills oriented to their current needs and the potentialities of development of agriculture and agro-based industries and occupations in their own environment. It was proposed to gather data both through desk research and a field survey, the former covering the existing material and manpower resources and scope for their development, and the latter to study the human factors to gain some insight into the psychological and socio-economic aspects of rural youth and the main factors responsible for the wastage of educational opportunities and manpower.

Terms of Reference

1.2 The Project Proposal secured the prompt and enthusiastic approval of the UNICEF early in 1970 and the Survey was sanctioned for completion within 18 months and formally commenced on June 1, 1970. The terms of reference laid down at this stage made it clear that the UNICEF's primary objective in the commissioning of the project was to obtain basic information to be used for the development of realistic services for in-school and out-of-school teen-aged rural youth (i.e. aged 13 to 19), with particular reference to job training and income earning opportunities in the rural areas in which they live. It was expected that the enquiry would provide a basis for a national plan of purposeful services for and by adolescents in rural areas as an integrated part of future planning.

Selection of Districts

1.3 The selection of the two Survey districts was completed by the UNICEF in consultation with the respective State Governments. Naturally, the State authorities desired to study the problem in the least developed areas where new

occupations were not emerging rapidly enough to give opportunities to the educated or half-educated youth coming out of schools. While the Maharashtra Government chose Ahmednagar district in view of its special characteristics of backwardness, an earlier enquiry having been completed in the adjacent backward district of Osmanabad, the Government of Tamil Nadu indicated by August 1970—its preference for Dharmapuri district which was one of the least developed in the State. These were accepted by the UNICEF and the Indian Institute of Public Opinion.

1.4 The questionnaire and the sample design were then pre-tested and finalised and the number of interviews to be conducted also decided before the regular field survey commenced early in 1971. As the Survey was in progress, certain further clarifications were made regarding the scope and coverage of the Survey during consultations with the UNICEF authorities. It was emphasized during these discussions that the IIPO Survey should provide as much complementarity as possible with the Osmanabad study carried out by Dr. Nandedkar on behalf of the Education Department and Manpower Unit of the Maharashtra Government.

1.5 The inclusion of a sufficient percentage of girls in the sample was also stressed with a view to examining the scope of their participation in auxiliary services for children and women in the fields of nutrition, balwadis, para-medical services etc. The need for an integrated approach to problem of education, vocational training and these services was recognized as also the importance of techniques of motivation of the youth and the community to which they belong. This naturally led on to a search for the most effective means of communication. It was also indicated that the survey should explore certain relationships between the early child care group and the preparation of a child for future employment, thus extending the area of enquiry into such matters as pre-school child care and training.

Previous Surveys

1.6 It would be relevant at this stage to make a reference to some previous studies of similar aspects of youth, rural and urban. The Osmanabad Survey, referred to earlier, was one such carried out to study the occupational structure and trends in development and attitudes of employers and aspirations of youth on a sampling basis. In that report Dr. Nandedkar observed: "So far as is known, this is the first time that the techniques of manpower planning have been brought to bear at the local level for the definite purpose of aiding the planners of education and the training programme". The Osmanabad Survey was followed by another, of a highly industrialised area, the Haveli Tehsil of Poona district, where the problems were somewhat different. While both these Surveys related to occupational education and training, other allied surveys under the programme of Intensive Educational District Development Projects were commissioned by the Government of India and reported to be in progress

in Jalgaon (Maharashtra), Bellary (Mysore), Sangrur (Punjab) and Darbhanga (Bihar). The details of these surveys were not available at the time of writing this report.* It is, however, known that the Maharashtra Government has selected four areas in the State with different levels of economic development and has completed preparatory work for launching experiments in occupational education and training on the lines suggested by these Surveys.

Follow-up Steps

1.7 Besides Dr. Nandedkar's report on Osmanabad district and Haveli Tehsil of Poona district, the Institute of Public Opinion has also followed with interest the various steps under the Maharashtra Action Research Project for Occupational Education and Training and the report by Mrs. Marian Alexander Frutschi on a "Workshop" held by the Stanford University and Dr. Eugene Staley's pioneering and most illuminating work on the subject which sets out both the conceptual framework and the general issues of development. In making the recommendations based on the Survey of the two districts, however, the Indian Institute of Public Opinion has taken fully into account the various limitations imposed by the special socio-economic conditions of the two districts on the diversification of the occupational structure and the need to take a practical view of the potentialities for the employment of trained personnel in the next decade or so.

Sampling Design

1.8 The sampling design (Appendix II) had visualized about 1000 interviews of rural youth respondents in the target group and an additional 250 interviews among district and village leaders. A maximum number of 1550 interviews in each district were planned to make allowances for infructuous interviews. As the Survey was in progress, it was found necessary to include a larger number of girl drop-outs than earlier planned for; it was also considered desirable to study a control group and examine how matriculates (or those above the teenage groups) fared in relation to school drop-outs in finding occupations or jobs for themselves. The discretion given to the field personnel in covering these groups resulted in a somewhat uneven number of respondents being covered in the two districts chosen, but this has not influenced the general balance maintained in the Survey between the teenagers and those above them, or the conclusions regarding each.

Coverage of Survey

1.9 In each of the selected districts, 60 villages (or clusters of villages) were selected on the basis of the Census data of 1961 and were divided into three categories A, B and C to represent respectively (i) villages with a population of more than 2,000 with a high school; (ii) those with a population between 1,000 and 2,000 with at least a primary school and (iii) smaller villages, forming clusters of four. Twenty interviews of drop-outs were planned in each village in A and B categories and 40 in each cluster of the C category. On the basis of school data and other local sources, lists of drop-outs were prepared; taking care to include a sufficient number of girls and also to maintain a proportion of

* For a detailed list of references, see Selected Bibliography at the end of this report.

3:1 as between those who are out-of-job and others with jobs. However, it was found necessary to make some departures from this basic design to provide for the lack of a sufficient number of girl respondents or of unemployed/employed youth in the target age groups in the selected villages.

1.10 While Schedule II of the questionnaire was intended to elicit responses on the family background, educational attainments, aspirations and other characteristics of the drop-outs, Schedule I of the questionnaire was designed to enable headmasters or senior teachers of the schools concerned to give their views while Schedule III and IV were addressed to the village leaders and district leaders respectively to seek their opinions on the main factors responsible for the lack of educational, training and employment opportunities and the future scope for their improvement and expansion.

1.11 In sum, the Field Survey covered a total of 3,245 interviews in both districts (slightly in excess of the number proposed) and was distributed as follows:

Table I : Distribution of Interviews in the Field Survey

	<i>Dharmapuri</i>	<i>Ahmednagar</i>	<i>Total</i>
Schedule I			
Headmasters/Senior teachers	94	119	213
Schedule II			
(a) School drop-outs (Age 11-19)			
Males	887	859	1746
Females	387	209	596
(b) Matriculates or those in 20-22 age group			
Males	114	101	245
Females	69	24	91
Schedule III			
Village leaders	61	121	182
Schedule IV			
District leaders	93	77	170
Grand Total	1735	1510	3245

Terminology and definitions

1.12 The term school "drop-out" has been used throughout this report to denote young persons, particularly those in the age group 11-22, who have attended school but have left it before completing the secondary school leaving examination. Those who had passed the examination are referred to as "matriculates". The target group of the survey was the out of school youth who had received at least three to four years of schooling and studied upto the primary levels. A glossary of some other terms used in the report has been added at the end.

CHAPTER II

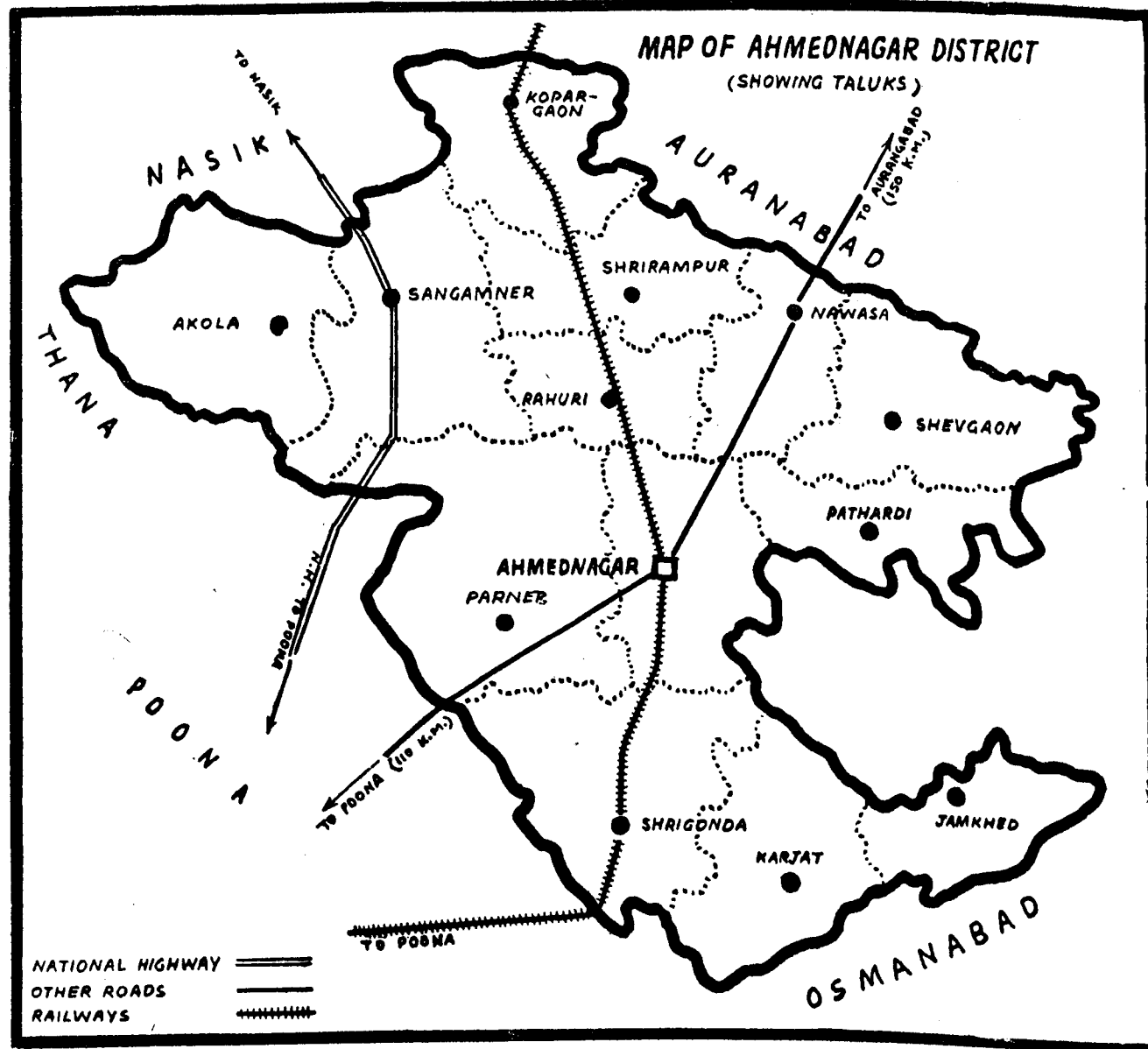
Socio-Economic Features of the two Districts

Demographic data

2.1 Though the two districts selected for the Survey have common characteristics of under-development, they also differ in some ways largely because of their terrain and natural resources and variations in their exposure to the winds of development. Ahmednagar district (17,000 sq. kms.) is larger in area than Dharmapuri (9,600 sq. kms.); its population according to the Census of 1971 is 2.26 million as compared with Dharmapuri's 1.67 million. The population density is lower in Ahmednagar (133 per sq. km.) than Dharmapuri (174 per sq. km.). These are well below the average densities of each of these States as a whole (Maharashtra 164, Tamil Nadu 316) and the national average (182), thus showing that population pressure on land is not the main cause of backwardness of the two districts. Both have shown a relatively high decennial population growth rate during 1961-71 (Ahmednagar 27.6 per cent: Dharmapuri 25.7 per cent); in both, the sex ratio is near normal. There is, however, a great disparity in the percentages of literacy in the two districts which has a direct bearing on the theme of the present Survey. Dharmapuri with an overall literacy rate of 22 per cent (31.3 per cent for males and 12.5 per cent for females) is clearly behind Ahmednagar's 36.45 per cent (49.5 per cent for males and 22.8 per cent for females). The percentage of rural female literacy in Dharmapuri (10 per cent) is only about half that of Ahmednagar (19.86 per cent). These literacy ratios are partly explained by the relatively greater urbanisation of Ahmednagar (11 per cent) than of Dharmapuri (8.5 per cent). While the latter has only two municipalities, each with a population of about 30,000, in Ahmednagar there is one large city—Ahmednagar town—with a population of over 100,000 and three other towns each with a population between 25,000 and 40,000. It is, however, significant that the rate of growth in urban population during the last decade (1961-71) is higher in Dharmapuri (54.28 per cent) than in Ahmednagar (33.47 per cent). This may be explained by the fact that the earlier urban base being much more narrow in Dharmapuri, expansion expressed in terms of percentages is larger, especially when the big villages develop into small towns. Also, the relative lack of employment opportunities in the rural areas of Dharmapuri has perhaps induced larger migration to nearby towns. But these differences in the trends in urbanization do not materially affect the predominantly rural character of the two districts.

Geophysical Features

2.2 There are also some common geo-physical characteristics in the two districts. Both have large hilly and forest tracts in which scheduled castes or



tribes live; both have a low annual rainfall between 50 and 85 cms. and are susceptible to spells of drought and food scarcity. Of the two, Dharmapuri has a more moderate climate and a higher rainfall (85 cms.) than Ahmednagar. In Dharmapuri there is only one major river, the South Pennar (on which a dam has been constructed near Krishnagiri); the Cauvery skirts it round and touches it only tangentially at the Hogenakkal falls. Ahmednagar can boast of five rivers and an equal number of tributaries. This perhaps accounts for the larger proportion of irrigated area (10 per cent) to the total cultivated area in Ahmednagar than in Dharmapuri (5 per cent). But a major difference between the two arises from the high proportion of cultivated area to total area in Ahmednagar because nearly one-third of Dharmapuri is covered by hills and forests; the cultivated area in Dharmapuri is about 400,000 hectares as compared with three times that area in Ahmednagar for a population only one-third larger.

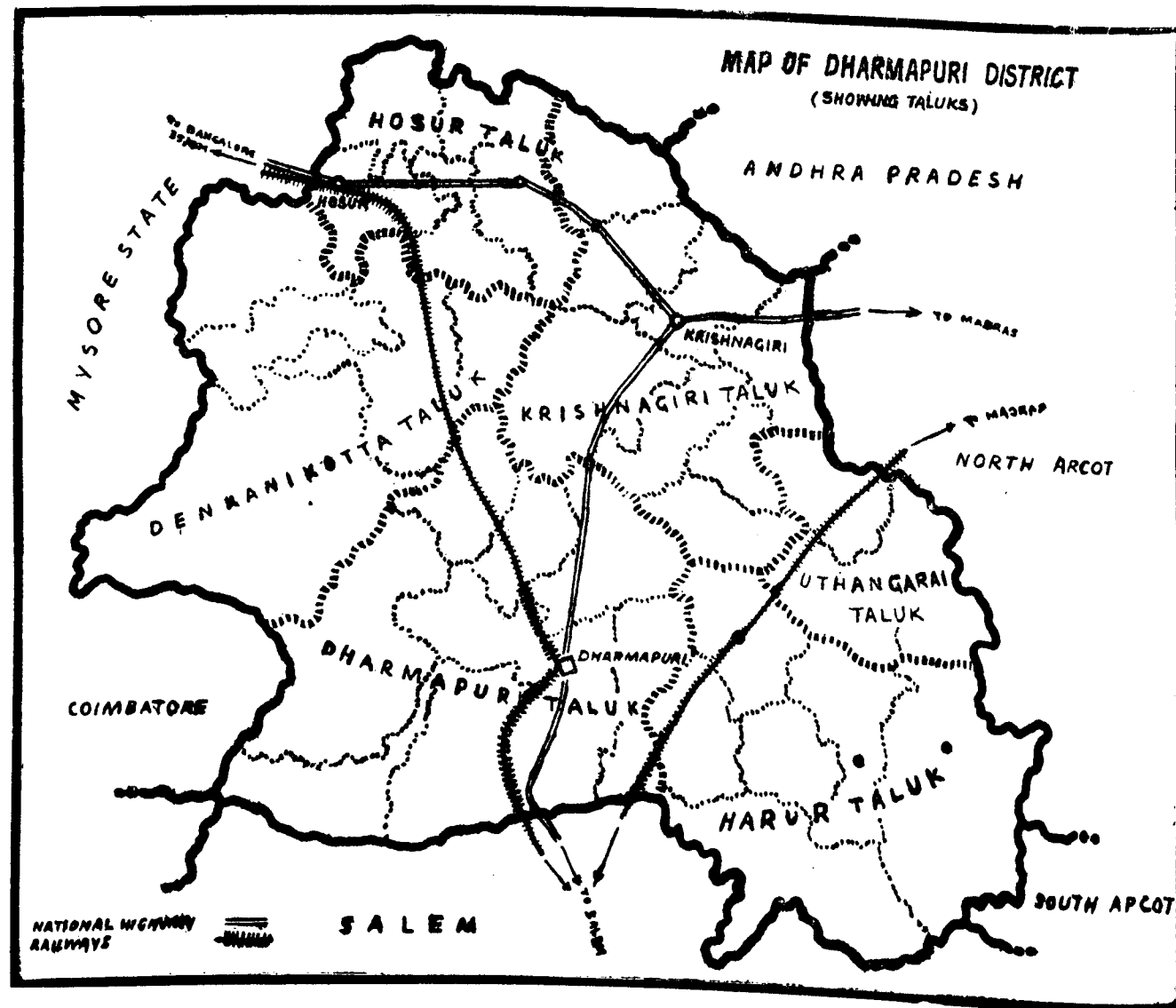
Economic Pattern

2.3 Other variations in the characteristics of relative backwardness of Dharmapuri follow from these basic demographic differences. The cropping pattern however is very similar (except for some wheat grown in Ahmednagar). Both districts are growing the coarse foodgrains (millets), sesamum, groundnut, cotton, sugarcane, with some orchards for fruits. But the scale of agricultural operations is naturally larger in Ahmednagar. Another major difference is the greater industrial development of Ahmednagar, where there are 284 factories and 590 Small Scale industries employing about 75,000 persons in all. In Dharmapuri there were only 28 factories in 1968-69 with an employment of about 390 persons (of whom only 86 were women); there were besides 58 units classed as Small Scale industries employing 450 persons of whom 100 were women. Village industries (mostly oil, palm gur, pottery and bee-keeping) employed about 2,572 persons mostly in the cooperative Sector.

Clearly Ahmednagar has a more diversified economic base which could enable it to create more job opportunities or self employment occupations for its youth. While Dharmapuri had one industrial estate and two more are under consideration, Ahmednagar has already 30 such estates established during the last decade. In the context of its larger area, however, Ahmednagar with 174 kms. of railway track is behind Dharmapuri (224 kms.) and has less roads per sq. km. of area. While in Dharmapuri official interest in its development did not begin in real earnest until it was separated in October 1965 from the larger Salem district of which it was a part, Ahmednagar seems to have made considerable headway in developing its infrastructure from the beginning of the sixties under the Third Plan, with its Zilla Parishad becoming a sponsor and active instrument of development activities over a wide field.

Infrastructure for Development

2.4 In spite of the earlier start which Ahmednagar had in respect of development activities and its more diversified economy, there are differences in the infrastructure for development which seem to favour (see Table) Dharmapuri on



the whole except in the matter of banking and cooperative institutions and communications :

Table II : Indicators of Infrastructure Development

	Ahmednagar	Dharmapuri
1. Commercial Bank Offices (1970)	39	16
2. Co-operative Societies (Numbers)	1548	340
3. Roads (kms.)		
Major	1706	2416
Minor	2410	727
4. Railways (kms.)	174	228
5. (a) Post offices	477	473
(b) Telegraph offices	41	30
(c) Telephones	1197	439
(d) Radio licences	16217	987
6. Electricity		
Total No. of villages	1318	655
Villages electrified	431	—

Social Indicators

2.5 (1) *Dharmapuri* : It was pointed out earlier that the number of persons belonging to the Scheduled Castes and Scheduled Tribes in Dharmapuri was 200,000 in 1961, comprising about one-sixth of the population that year. If the same proportion has been maintained, they should now number about 275,000 (but details are not yet available from the 1971 Census).

Apart from its predominantly rural character (in spite of an increasing "urban" population), about 10 per cent of Dharmapuri's 655 villages are hamlets with less than 500 persons each, living generally in forest and hilly areas. But 500 of the remaining villages are large, having more than 2000 persons, of which 254 had more than 5000 persons each. The typical village is thus medium, or large-sized, and hence the district is in an advantageous position for communication and motivation techniques and for developing the social and economic infrastructure. Dharmapuri's 16 Panchayat Unions comprised 22 major and 566 minor panchayats. The occupational classification of the population in the latest 1971 Census shows a high proportion of non-workers, the bulk of them women.

Table III : Occupational Classification : Dharmapuri

	Population	Workers	Cultivators	Agricultural Labour	Non-Workers*
Total	1,674,193	631,817	352,130	151,906	1,042,376
Males	850,019	490,801	305,327	94,528	359,218
Females	776,332	141,016	46,803	57,478	683,158

* Non-workers would include children, very old persons and women not seeking any employment. These figures do not reveal the extent of unemployment.

(2) *Ahmednagar* : About one-seventh (258,000) of the total population of Ahmednagar in 1961 comprised the Scheduled Castes and Scheduled Tribes, with the former widely scattered and the latter largely concentrated in Akola Taluk. Landless labour constituted 9 per cent of the population about the same as in Dharmapuri. Unlike Dharmapuri, however, about 60 per cent of the villages in Ahmednagar had a population below 1000 in 1961 and another 25 per cent population below 2000. The point to observe here is that where the small village is the type, some of the problems of communication, motivation and organisation of services become more difficult.

The occupational classification under the Census of 1971 is shown in the Table below :

Table IV : Occupational Classification : Ahmednagar

	<i>Population</i>	<i>Workers</i>	<i>Cultivators</i>	<i>Agricultural Labour</i>	<i>Non- Workers*</i>
Total	2,266,555	828,743	377,637	245,382	1,437,812
Males	1,158,571	589,710	287,830	138,931	568,861
Females	1,107,984	239,033	89,807	106,451	868,951

A significant difference between Dharmapuri and Ahmednagar is the relatively lower population of cultivators for a much larger cultivated area in Ahmednagar, showing a much higher average size of holding. This may well mean that under-employment in agriculture itself is much lower than in Dharmapuri, except during spells of drought to which the district is prone.

* Non-workers would include children, very old persons and women not seeking any employment. These figures do not reveal the extent of unemployment.

CHAPTER III

The Educational Background

Pace of Educational Expansion

3.1 In both Ahmednagar and Dharmapuri, there was a general expansion of the number of educational institutions and enrolments of students during the sixties as part of the nation-wide efforts to fulfil the Constitutional directive of providing schooling facilities for all children up to 14. (In Maharashtra, there has been some rethinking since 1966 on the need for re-modelling the educational system to evolve an integrated scheme of general and occupational education and training, both within and outside the school system and for paying special attention to the needs of out-of-school youth. Some experiments have been launched recently in the State). In Dharmapuri district where the opportunities for employment are more limited than in Ahmednagar, the linear expansion of school facilities has only helped to swell the ranks of the drop-outs and the educated unemployed.

3.2 The table on the next page presents the rate of expansion in Ahmednagar of schools and students :

The number of pre-primary schools in Ahmednagar, has gone up from 9 in 1967-68 to 12 in 1970-71, with enrolments increasing from 676 to 889. There were 9 Colleges in the district for higher general education with an enrolment of 6081 boys and 934 girls in 1970 : nearly 60 per cent of those students belonged to the colleges located in the headquarters of the district, Ahmednagar Town.

For professional education, there were 3 colleges for training graduate teachers, one for law and one for Ayurveda (indigenous system of medicine). At the undergraduate level, there was one industrial training school (I.T.I.) one for other engineering studies and 3 institutions for nursing; only one institution (Government Technical School) was in existence at the school level for technical education (which presumably was open to pre-matriculate drop-outs) but here the enrolment has steadily declined from 296 in 1968-69 to 196 in 1970-71, perhaps because its usefulness in providing jobs was not large. There were about 17 other vocational centres giving training in trades and professions to about 2000 students.

Dharmapuri

3.3 A somewhat different picture emerges in Dharmapuri because of its relative backwardness in several respects. There were only two arts-colleges in the district with a strength of less than 1000 in 1968-69, with hardly any female students on their rolls.

Table V : No. of Schools and Enrolment in Ahmednagar

1965-1971

Year	Primary			High School				
	Schools	Boys	Girls	Total	Schools	Boys	Girls	Total
1965-66	1966	179,947	105,932	286,079	142	41,666	8,828	50,494
1966-67	1998	187,243	111,784	299,031	164	35,695	9,668	45,363
1967-68	2063	190,304	119,162	315,466	197	39,920	10,901	50,821
1968-69*	2011*	191,156	116,253	307,409	201	44,282	12,738	47,020
1969-70*	2008	197,822	121,667	319,489	213	47,061	13,619	50,680
1970-71	2005*	202,435	124,731	327,166	219	48,284	14,041	52,325

*Excludes Schools not under the Zila Parishad.

Table VI : No. of Institutions in Dharmapuri on 1-8-1971

Colleges	2	Primary Schools	
		Lower Elementary	1427
High Schools		Junior Basic	1
Boys	94		
Girls	7		
	101		1428
Middle Schools		Non-General Education	
		A : Training Schools	
		Basic	2
		Non Basic	1
Higher Elementary	191	B : Adult Schools	5
Senior Basic	8		
	199	High Schools with diversified	
		Engineering	5
		Secretarial	7
		Agriculture	3

Dharmapuri : Figures of Enrolment in Schools

Year	Primary (I. to V)		Middle & Secondary (VI to XI)	
	Boys	Girls	Boys	Girls
1967-68	94,542	59,978	27,403	8,293
1968-69	114,805	69,308	39,402	16,723
1969-70	114,794	74,320	33,864	13,330
1970-71	119,876	78,853	33,200	13,423

There were besides, 8 Senior basic schools with a strength of 6023, and one junior basic school with 687 students; in both there were roughly equal proportions of boys and girls.

There was one teachers' training institution with 200 men and 60 women undergoing training in 1968-69 : There was also one basic training institution for men with a strength of 349 and one for women, with 249 in the same year. The only Industrial training school in the district (I.T.I.) located at Hosur turned out the following numbers of personnel in 1970 : Fitters (22) Mechanics, composite (10), Mechanics, instrument (14), Mechanics, Motor vehicles (36), Turners (2), Welders (29), Wiremen (12). There is also one Agricultural Training School, in Dharmapuri Taluk with an annual intake of 20 trainees.

Stagnation and Wastage

3.4 Except for the data later presented on the basis of the sample survey of selected schools and households in the two districts, no details are available of the rates of stagnation and wastage in Ahmednagar and Dharmapuri. There is nothing to show that the experience of the two districts has been substantially different from the All-India and State estimates of wastage at the primary level which are reproduced below :

Table VII : Total Wastage Rates in Different Classes per 100 pupils admitted to Class I (1959-60)

	<i>Class I to V</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>
All-India	64.0	63.8	14.8	11.6	9.8
Madras	52.0	48.6	19.4	18.2	13.8
Maharashtra	62.1	66.2	15.1	7.6	11.1

Sexwise Wastage Rates of Enrolments in 1959-60

	Class II		Class III		Class IV		Class V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
All-India	38.8	43.6	10.9	12.3	7.4	8.4	6.8	6.8
Madras	24.2	27.2	9.6	10.7	9.4	11.8	5.6	7.2
Maharashtra	36.2	47.9	8.4	10.9	4.3	5.4	6.0	8.1

Source : The Education Quarterly, Oct. 1968.

But since Dharmapuri is one of the most underdeveloped areas, largely rural in character and with a substantial proportion of Scheduled Castes and Tribes, these State averages may not represent the approximate rates of wastage in the district. But the variation and the disproportion in the relative numbers of pupils enrolled at the primary, middle and high school stage (shown above) give some idea of the magnitude of the wastage that occurs at the primary levels.

The population of drop-outs in the 11-22 age group, as of 1969-70, has been roughly estimated at 125,000, as against the aggregate school-going population of about 250,000 in Dharmapuri and at 160,000, as against the total school-going population of about 400,000 in Ahmednagar. The estimated population of drop-outs in either district represents the cumulative total of those who dropped out of school during the decade ended 1969-70.

CHAPTER IV Occupational Structure and Employment Trends

A. The Pattern in Dharmapuri

4.1 In Dharmapuri the occupational structure and manpower distribution in the traditional sector is determined by the needs of agriculture and the various local services which cater to the requirements of cultivators. Details of some of these may be available when the details of the Census report of 1971 on the occupational structure are published; only rough estimates are now possible but in an economy which is not sufficiently diversified, these are reliable enough for our purposes, though they exclude persons engaged in a wide range of personal or domestic services (e.g. laundry, hair dressing, bullock cart transport for hire) or other forms of self-employment. According to the data with the District Collector, about 3000 persons were estimated to have been employed in Dharmapuri district in 1968-69 in village occupations such as carpentry, blacksmithy, bee keeping, coir, oil pressing, gur and country sugar making, brick manufactures and pottery.

4.2 The main sources of data on employment trends in the non-agricultural organized sectors are the Quarterly Employment Market Reports which are based on statutory returns furnished by establishments employing (on wages or salaries) 10 persons and above in the private sector and all establishments in the public sector. They therefore exclude agricultural and household occupations and small scale or cottage industries. The District Employment Officer is the agency for obtaining and recording the data, as also for registering unemployed persons and placing suitable candidates with employers (public or private) who notify vacancies in their establishments. These quarterly reports thus provide a very useful guide to employment opportunities in each district, the skills required and offered, and the labour force in and out of work in the non-agricultural sector. The limitations are that small and self-employed sectors

**Table VIII : Dharmapuri : Main Categories of
Private Sector Employment**

<i>Mining & Quarrying</i>	161
<i>Manufacturing</i>	
Rice Milling	37
Sugar	410
Oil	29
Sago	158
Beedi Manufacture	100

Handlooms	21
Matches	112
Bicycle assembly	49
Stone polishing	452
Miscellaneous	139
<i>Construction</i>	
Buildings	495
Roads	1562
Waterways	100
<i>Trading</i>	
Foodstuff	220
Retail trade	37
Banking & Insurance	338
Transport	546
Education	212
Medical	146
Recreation	408
Catering	332
	<u>6374</u>

are excluded from their purview; not all persons who want work come forward to register themselves and some who have a job but want a change may also register. Subject to these qualifications, however, E.M. data have proved helpful in the present study.

4.3 In the reporting sectors of *private* employment which are within the knowledge of the District Employment Officer, at Krishnagiri, Table VIII shows the main lines of employment for the numbers shown against each.

According to the Employment Market Report for December 1971, the main lines of employment in the public sector which is really the dynamic sector for new employment opportunities in Dharmapuri district were (as on 31-12-1971) as follows :

Table IX : Dharmapuri—Main Categories of Public Sector Employment

I. Primary

Agriculture	237
Forestry	324
Sericulture	55

II. Manufacture

Stone polishing	23
Wood & Furniture	61
Hardware	38

III. Construction	
Buildings	18
Roadways	1752
Waterways	476
IV. Electricity Distribution	2567
V. Banking & Insurance	186
VI. Transport	36
VII. Communication	1137
VIII. Administration	
Quasi-Govt.	1307
State Government	4976
<i>Educational</i>	
Technical	141
General	8775
Research	840
Medical Services	1248
Veterinary	144
Welfare	58
Community Services	685
Total	<u>25,384</u>

4.4 The recent trends in employment in the organised reporting sectors, both public and private, provide an indication of the overall rate of growth of employment opportunities in Dharmapuri outside the agricultural and traditional sectors :

Table X : Dharmapuri—Growth Rate in Employment (1966-71)

Date	Public Sector		Private Sector		Total Employment
	No. of establishments	Nos. employed	No. of establishments	Nos. employed	
March 1966	—	11,522	—	1,897	13,419
March 1967	—	16,855	—	1,869	18,722
March 1968	98	19,143	108	1,915	19,143
March 1969	111	20,038	228	3,907	23,945
March 1970	119	21,606	258	6,496	28,102
March 1971	131	23,658	261	7,780	31,458

Source : Employment Market Report, March 1971.

While part of the increase in the number of establishments and employment in the public sector is explained by the nationalisation of banks, the main reason for the growth is the expansion of development activities and social services. About one-fifth (6210) of the total employment (in both sectors) comprised women; the number was nearly equally divided between the public and private sectors. While public sector employment has doubled in five years, it has more than trebled in the private sector, giving an overall average rate of 3600 new jobs a year which, *prima facie*, seems impressive.

4.5 However, any satisfaction over this trend will be more than offset by the disquieting increase in employment indicated by the spurt in registrations, especially of educated persons, which has swelled the number of those on the live register of the employment exchanges during the last three years.

Table XI : No. of Persons on the Live Register 1969-1971

	No. at the end of December		
	1969	1970	1971
I. Skilled workers or others with work experience	1727	2483	3016
II. Persons with training or work experience:			
(a) Graduates	143	275	375
(b) Matriculates	1967	2863	4472
(c) Middle School Standard	1694	2206	3225
(d) Other literates	1797	1971	4050
(e) Without occupations	507	1092	4138
Total on Live Register	7,835	10,890	19,286
of whom women	—	2036	2767

Source : Quarterly : Employment Market Report, December 1969, 1970 and 1971.

The unemployment trends indicate that while there has been increase in joblessness even among persons with some work experience or training for certain occupations, in the last two years the number of educated unemployed without any experience at all or training is growing at a disquieting rate. Considering the unemployment among matriculates (4472 in 1971), the helplessness of the middle school drop-outs or the barely literate (primary school drop-outs) is hardly surprising. There must, besides, be large numbers of those looking for jobs on their own without taking the trouble of registering themselves at an employment exchange.

Shortages

4.6 The Employment Exchanges report persistent shortages of trained or experienced personnel for maternity and health assistants, male and female nursing orderlies and sanitary inspectors and sometimes also stenographers.

Employment-Oriented Plans

4.7 With the special assistance offered by the Government of India of Rs. 200 lakhs (as a Centrally Sponsored Scheme) for the rest of IV Plan period (three years) the State and local authorities prepared a Master Plan for the district, with an allocation of Rs. 67 lakhs for the first year 1970-71. Minor irrigation, wells and pump sets and communications accounted for Rs. 61 lakhs of this outlay, with dry farming, soil conservation, rural electrification and afforestation claiming the balance.

These schemes were expected to give employment to over 3000 persons a year and did in fact partly account for the rise in employment since March 1970 (shown above). But their inadequacy for coping with the problem of rural unemployment on the present scale is obvious.

B. The Pattern in Ahmednagar

4.8 The occupational pattern is more diversified in Ahmednagar. According to the Lead Bank Survey (by the Central Bank of India) the number of artisans, craftsmen etc., in the following categories were as follows in the district as a whole (in the 1312 villages):

Table XII : Ahmednagar Occupational Pattern

Blacksmiths	2106
Carpenters	3204
Cobblers	2704
Potters	2862
Tailors	5238
Weavers	3852
Basket weavers	888

With 284 factories, 590 small scale industries and several cottage industries all employing 75,000 workers (far more than in Dharamapuri) the occupational base is wider in Ahmednagar. The working factories in 1970 were 232, with an employment of 20,318 persons. In cotton ginning and pressing, beedi manufacture, gur production, sugar factories, flour mills, large numbers are employed; making of glass bangles, copper and brass vessels, brick making, food products, silk and cotton weaving on hand or power looms are some other lines of activity; the 30 new industrial estates are training small entrepreneurs, mostly in engineering works.

4.9 The Employment Market Information (corresponding to those given for Dharamapuri) show the trends in employment in the organized reporting sector for the last six years.

Table XIII : Ahmednagar : Growth Rate in Employment (1966-1971)

Date	Public Sector	Private Sector	Total
December 1966	31,910	26,072	57,982
December 1967	35,962	26,169	62,131
December 1968	35,829	25,466	61,295
December 1969	37,117	27,006	64,123
December 1970	42,849	27,334	70,183
June 1971	43,149	23,577	66,726

It appears that though the public sector employment is at a much higher level than in Dharmapuri, (nearly double), its recent growth rate in the last five years has been much lower; the total employment in both sectors at the end of June 1971 was 66,726 i.e. more than double Dharmapuri's.

Table XIV : Ahmednagar: Employment in the Public Sector

Date	Total Nos. Employed	Central	State	Quasi Govt.	Local Bodies
March 1965	37,058	4,175	19,278	1,528	12,077
March 1966	35,619	4,369	15,308	3,435	12,507
March 1967	36,414	—	—	—	—
March 1968	36,293	—	—	—	—
March 1969	36,087	4,111	12,904	4,904	14,168
March 1970	38,791	3,374	15,105	5,757	14,555
March 1971	40,386	3,460	16,193	5,753	14,980

Table XV : Employment of Women

	Public	Private	Total
March 1969	3318	5857	9175
March 1970	3366	6065	9431
March 1971	3295	6091	9386

Source : Employment Market Report, March 1971

4.10 Employment in the private sector covered by Employment Market Information is also much higher than in Dharmapuri; the total at the end of March 1971 was 27,142. About 40% were engaged in the manufacturing sector; sugar, beedi manufacturing and cotton ginning being some of the main lines, employment was liable to seasonal fluctuations in levels of activity.

Partly because of these job opportunities and partly perhaps because of the inadequate development of the practice of registration at the Employment Exchange, the total numbers on the Live Register are far below those observed in Dharmapuri : in 1968-71, the following were the figures on the register at the end of each December.

Table XVI : Ahmednagar : No. of Persons on the Live Registers 1969-71

	No. at the end of December		
	1969	1970	1971
I. Skilled workers or others with training or experience	1728	1601	1912
II. Without experience			
Matriculates	1954	1854	2077
Intermediates	136	215	246
Graduate and PGs	197	250	284
Literate (below matric)	2633	2019	2122
Illiterate	144	96	186
Sub total	5024	4434	4915

Source : Employment Market Report, December 1971.

Strangely enough, there is a low proportion of the educated unemployed on the Live Registers in Ahmednagar (compared to Dharmapuri) considering the relatively larger number of educational institutions and enrolments. The educated unemployed (without any training or work experience) is much more of a problem in Dharmapuri because the occupational base there is narrow in the absence of industry and the lower extent of cultivated area. It is also possible that the unemployed persons in Dharmapuri have shown greater initiative by at least taking the trouble of registering themselves at the Employment Exchange if not by trying out possible avenues of self-employment. For the matriculates and graduates of Ahmednagar, Bombay and Poona nearby are bound to act as powerful magnets because of the larger opportunities there : neither Bangalore nor Madras in spite of their occupational diversity will provide matching opportunities of employment to the educated unemployed of Dharmapuri.

Shortage of Occupations

4.11 While Dharmapuri felt shortages of trained personnel only in the health sector (maternity assistants, nurses and sanitary inspectors) Ahmednagar reported shortages of both health workers (doctors, nurses, compounders and malaria workers) and also of stenographers, teachers (science) and librarians.

Scope for Expansion

4.12 The recent development activities in Ahmednagar not only promise further expansion of public sector employment but also secondary effects on growth of jobs in the private sector. The Agricultural University at Rahuri, the Industrial Training Institute at Shevagaon to train craftsmen, one college at Shrirampur for training graduates in Teaching, one law college and one Arts College at Ahmednagar will all increase the scope for employing educated persons though one can question the relevance of the last two types of institutions to the current problems of rural youth in the district.

The sugar factories in Ahmednagar have completed their expansion programme and have absorbed about 1200 more workers. Industrial estates should gradually do better and give wider opportunities. But in terms of numbers of jobs, their contribution may still be small.

CHAPTER V

Dropout Trends and Characteristics

A: DROPOUT TRENDS IN RURAL SCHOOLS

5.1 Some basic data, from which the proportion of rural drop-outs to the total number of students enrolled at each educational level (e.g. primary, middle and secondary) could be derived, were obtained from the survey (Schedule I) covering headmasters/senior teachers in selected village schools in Dharmapuri and Ahmednagar districts. While 94 headmasters/senior teachers belonging to an identical number of schools were interviewed in Dharmapuri, a somewhat larger number—119—of headmasters/senior teachers belonging to 93 schools were interviewed in Ahmednagar. Two successive reference years, 1968-69 and 1969-70, immediately preceding the year of survey, were chosen for this part of the study.

Dharmapuri

5.2 The sample schools—94—formed 5.6 per cent of the total of 1,670 schools in Dharmapuri district, as of 1968-69. They had 15,606 students on their rolls, representing 6.7 per cent of the total of 233,235 in all the schools in the district.

Nearly all the headmasters of the 94 selected schools confirmed that there were large numbers of drop-outs from their schools; 55 per cent of them thought that the number of drop-outs relative to student population had been increasing in the five years previous to 1970-71. Figures of actual drop-outs at the primary, middle and secondary levels were provided only for two years—1968-69 and 1969-70; by relating these figures to the number of students enrolled at each level during either year drop-out ratios have been derived for presentation in Tables 1 and 2.

The sex distribution of drop-outs in Dharmapuri for 1968-69 is 63 per cent male and 37 per cent female. The respective figures for 1969-70 are 60 per cent and 40 per cent. This broadly corresponds to the sex pattern of students enrolled at all levels; the relevant figures in respect of enrollments are 64 per cent for males and 36 per cent for females for 1968-69 and 63 per cent and 37 per cent respectively, for 1969-70. The sex distribution (69 per cent male and 31 per cent female) of the sample of 1,274 drop-outs figuring in Schedule II interviews also corresponds to this proportion.

5.3 The overall proportion of drop-outs to the total number of students enrolled at all levels comes to 10.5 per cent for males and 10.9 per cent for females. The corresponding ratios for the reference year 1969-70, are 10.0 per cent for males and 11.2 per cent for females. The cumulative additions during the decade, to the group of drop-outs should at this rate have raised their total strength to a pretty large figure—125,000 in the 11-22 age group, on a rough reckoning, as against the aggregate school-going population of about 250,000 (as of 1969-70) in Dharmapuri District.

According to Dr. Nandedkar's report, on a survey of Osmanabad district in Maharashtra, "a study of enrolment from standards I to XI during the period 1957-68 reveals that, of 18,547 students enrolled in I standard in 1957-58, hardly 5,852 students (31.55 per cent) have entered XI standard during 1967-68". He has also estimated that within the age group 12-24, there are in Osmanabad district 103,600 persons who left the school in the middle—88,000 who dropped after passing V standard and 14,800 who left after passing V standard but not S.S.C.

Table XVII : Drop-out Ratios in Dharmapuri 1968-69
(Data relate to 94 selected schools in the Dist.)

Level	No. of students enrolled		No. of drop-outs		Drop-out Ratio	
	Male	Female	Male	Female	Male (4) as % of (2)	Female (5) as % of (3)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Primary	7726	4790	907	491	11.74	10.25
Middle	2195	1645	211	218	9.61	13.25
Secondary	5685	2284	527	242	9.27	10.64
Total (all levels)	15606	8719	1645	951	10.54	10.91
Average per school	166.0	92.8	17.5	10.1	10.54	10.91

Table : XVIII Drop-out Ratios in Dharmapuri 1969-70
(Data relate to 94 selected schools in the Dist.)

Level	No. of students enrolled		No. of drop-outs		Drop-out ratio	
	Male	Female	Male	Female	Male (4) as % of (2)	Female (5) as % of (3)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Primary	7935	5196	861	556	10.85	10.70
Middle	2191	1780	219	218	10.00	12.25
Secondary	5690	2386	497	273	8.73	11.44
Total (all levels)	15816	9362	1577	1047	9.97	11.18
Average per school	168.3	99.6	16.8	11.1	9.97	11.18

The overall female drop-out ratios are somewhat higher than the male drop-out ratios for both the reference years. Though female drop-out ratios are somewhat lower than the male drop-out ratios at the primary level, they are substantially higher than the latter at the middle and secondary levels especially at the middle level. The desire of mothers for additional domestic help or for withdrawing girls coming of age to conform to customs pertaining to special social groups may also offer a barrier to their continuance at school.

Ahmednagar

5.5 The sample schools—93—formed 4.4 per cent of the total of 2,114 schools in the district, as of 1965-66. They had 17,562 students on rolls, representing 5.3 per cent of the total of 328,480 in all the schools in the district.

About 44 per cent of the headmasters thought that the number of drop-outs relative to student population had been increasing in the five years previous to 1970-71.

The sex distribution of drop-outs for 1968-69 is 76 per cent male and 24 per cent female and for 1969-70, 77 per cent and 23 per cent respectively. This sex pattern of students enrolled at all levels which was 72 per cent for males and 28 per cent for females for 1968-69 and 73 per cent and 27 per cent, respectively, for 1969-70. The sex distribution of the sample of 1,068 drop-outs figuring in Schedule II interviews works out to 80 per cent male and 20 per cent females.

5.6 The Table below gives drop-out ratios for the reference year 1968-69. The overall proportion of drop-outs to the total number of students enrolled at all levels comes to 8.1 per cent for males and 6.7 per cent for females. For the year 1969-70, (Table XX) the ratios are 9.0 per cent for males and 7.0 per cent for females. On this basis, of the drop-out of one out of every 12 students, the cumulative additions, in absolute terms, should have raised their total to about 160,000 in the 11-22 age group, as against the aggregate school-going population of about 400,000 (as of 1969-70) in Ahmednagar district. This estimate is indirectly confirmed by the retention rate of school-going population worked out in Dr. Nandedkar's study report relating to Osmanabad district.

Table XIX : Drop-out Ratios in Ahmednagar 1968-69
(Data relate to 93 selected schools in the district)

Level	No. of students enrolled		No. of drop-outs		Drop-out ratio	
	Male	Female	Male	Female	Male (4) as % of (2)	Female (5) as % of (3)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Primary	9813	5332	659	340	6.71	6.38
Middle	1987	215	177	25	8.91	11.63
Secondary	5762	1278	588	94	10.20	7.36
Total (all levels)	17562	6825	1424	459	8.11	6.72
Average per school	188.8	73.4	15.3	4.9	8.11	6.72

Table XX : Drop-out Ratios in Ahmednagar 1969-70
(Data relate to 93 selected schools in the Dist.)

Level	No. of students enrolled		No. of drop-outs		Drop-out ratio	
	Male	Female	Male	Female	Male (4) as % of (2)	Female (5) as % of (3)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Primary	10375	5454	696	347	6.71	6.36
Middle	2078	215	191	31	9.19	14.42
Secondary	6035	1298	769	106	12.74	8.17
Total (all Levels)	18488	6967	1656	484	8.96	6.95
Average per school	198.8	74.9	17.8	5.2	8.96	6.95

5.7 Unlike in Dharmapuri, the overall female drop-out ratios are substantially lower than the male drop-out ratios for both the reference years. While the female drop-out ratios are much higher at the middle level, they are marginally lower at the primary level and much lower at the secondary level. This may reflect a more progressive out-look on the part of mothers than in Dharmapuri, though a more detailed inquiry than was possible in this Survey would be required to substantiate this view. A barrier seems to operate at the middle level either for the same reasons as in Dharmapuri, or because Standard VII is a terminal standard in many rural schools in Ahmednagar district and schooling beyond it may require a journey to some other place away from the village. Some ideas on how the increasing drop-out trend could be checked, offered by headmasters are presented in the following table XXI. It is significant that nearly half of them (in both districts) had no remedies to suggest since most of them seemed unaware of the trends in drop-out percentages whether because they were new to the areas in which they worked or were less conscious of their responsibilities.

As many as 35 per cent of headmasters in Dharmapuri and some 17 per cent of headmasters in Ahmednagar think that free boarding/lodging facilities could check the increasing drop-out trend. The provision of mid-day meals to students is another aspect of this matter of inducements or incentives to education. In Dharmapuri, according to 68 per cent of headmasters, mid day meals are provided to only about 3,000 students in all in their schools. In Ahmednagar, according to 98 per cent of headmasters, no mid-day meal scheme is in operation in their schools; in the few schools where the scheme is being worked, only

Table XXI : Suggestions of Headmasters to Check Drop-out Trend

Suggestions	Dharmapuri		Ahmednagar	
	Suggested by	per cent	Suggested by	per cent
Free schooling*	9	9.6	18	15.1
Completion of training at higher level	5	5.3	13	10.9
Free boarding/lodging	33	35.1	20	16.8
Others***	19	20.2	15	12.6
Unspecified	5	5.3	3	2.5
Not applicable (i.e. those who did not specifically testify to the increasing drop-out trend)	42	44.6	67	56.3
Base	94	**	119	**

** No check : Provision for multiple answers.

***Others — Education pattern must be changed; certainty of employment; vocational guidance; job oriented education; compulsory education.

*(Note : Education is free up to the XI standard in Dharmapuri and the VII standard in Ahmednagar).

about 200 students are benefitted. Even free distribution of milk is in vogue only in a few schools in their district.

Teaching Staff

An attempt was made to find out whether the quality of teaching staff had a bearing on the rate of drop-outs. The survey data on the strength of teachers in the selected schools in Dharmapuri and Ahmednagar bring out the considerable proportion of untrained teachers in the selected Ahmednagar schools—110 out of a total of 694 teachers in 1969-70,—as against 31 out of a total of 761 teachers in Dharmapuri. Also to be noted is the greater proportion of trained female teachers in Dharmapuri than in Ahmednagar. What these data prove is that there is, if at all, only a negative correlation between trained staff and drop-out ratios since Dharmapuri has a higher rate of drop-outs. But differences in the social and economic structure of the two districts make any generalization on this score inexpedient.

B : CHARACTERISTICS OF DROP-OUTS

5.8 The characteristics of rural school drop-outs and their socio-economic situation emerge clearly from the data obtained from interviews (Schedule II) covering a sample of 1,274 drop-outs in Dharmapuri district and a somewhat smaller number of 1,068 drop-outs in Ahmednagar district.

There is a greater concentration of drop-outs in 17-22 age group than in 11-16 age group in both the districts. Drop-outs in the former age group constitute 59 per cent in Dharmapuri and 77 per cent in Ahmednagar. This is presumably the result of cumulative additions of drop-outs over a period of time.

Nearly two-fifths of all drop-outs had left school at the primary level and just under a third at the pre-matriculate or high school level in either district.

5.9 That the health factor could not have decisively influenced their decision to leave school may be inferred from the fact that more than 90 per cent of all drop-outs in either district had not fallen ill for more than two weeks at a time during the five years previous to the year (1971) of interview; only one per cent of all drop-outs have stated 'ill-health' as the reason for their leaving school. But this does not, of course, mean that their nutritional levels were wholly adequate to enable them to take a keen interest in schooling and other student activities. It is possible that present rates of infant mortality ensure the survival of the fittest who can withstand the subsequent exposure to illness or malnutrition but here again a further inquiry will be needed, based on mortality and morbidity data at all age levels for a conclusive finding on the health factor in relation to wastage in education.

5.10 Nearly three-fourths of the drop-outs in Dharmapuri and just under half of all drop-outs in Ahmednagar belong to the scheduled and backward castes—both agricultural and non-agricultural. The parents/guardians of 60 to 70 per cent of drop-outs are either illiterate or have not gone beyond the primary level of education.

The occupation of the parents/guardians of 52 per cent of the drop-outs in Dharmapuri and of 40 per cent of the drop-outs in Ahmednagar is 'cultivation'. But the parents/guardians of about a third of all drop-outs own no land. Nearly 71 per cent of the drop-outs in Dharmapuri and 69 per cent of the drop-outs in Ahmednagar belong to low income families in the monthly income brackets of 'upto Rs. 50' and 'Rs. 51 to 100'.

As 55 per cent of drop-outs in Dharmapuri and 62 per cent of drop-outs in Ahmednagar have stated 'financial difficulties' as the reason for their leaving school, the vicious circle of poverty and educational backwardness is unmistakable.

C : EMPLOYMENT STATUS OF DROP-OUTS

Dharmapuri

5.11 Some of the most revealing data yielded by the Indian Institute of Public Opinion's survey relate to the employment status of rural school drop-outs. The relevant data are to be found in a series of tables in Appendix IV. The more significant findings from the standpoint of their relevance to possible action programmes covering school drop-outs are given below :

(i) Only 7 per cent of all male drop-outs and 5 per cent of all female drop-outs (figuring in the respective samples) are employed full-time, while 45

per cent and 85 per cent, respectively are wholly unemployed. But nearly half of all male drop-outs and two-fifths of all female drop-outs are employed part-time.

(ii) Of the male drop-outs employed full-time nearly three out of four belong to the higher age group 17-22; of those wholly unemployed, three-fifths belong to that higher age group. Likewise, of the male drop-outs employed part-time, two-thirds belong to the same age group. These proportions, however, are not exactly repeated in the case of female drop-outs; of these about a fourth who are employed full-time, about half of those wholly unemployed, and under a third of those employed part-time, belong to the higher age group 17-22 perhaps because the other had, (because of marriage or other reasons) opted out of the labour market.

(iii) As for unemployed male drop-outs (including those who are employed only part-time), five-sixths of all male drop-outs in the sample have been so unemployed for more than a year. The corresponding proportion in the case of female drop-outs is four-fifths. The distribution of unemployed (including part-time employed) male and female drop-outs of different educational levels according to the duration of their unemployment shows that, while the proportions of primary or middle-level drop-outs who have been unemployed for more than a year range from 80 per cent to 90 per cent of all drop-outs in the sample, those of pre-matriculate (secondary-level) drop-outs unemployed for more than a year range from only 70 per cent to 75 per cent. The employability of non-matriculate drop-outs seems to improve marginally with higher educational attainments. Pre-matriculate drop-outs (both male and female) unemployed for more than two years range from only 29 per cent to 32 per cent of all drop-outs in the sample. The corresponding proportions of primary and secondary-level drop-outs (both male and female) unemployed for more than two years range from 40 per cent to 57 per cent.

(iv) The correlation between the part-time employment of drop-outs and the occupation of their parents or guardians is quite revealing. Of the 887 male drop-outs in the sample, 422 (47.5 per cent) have some part-time employment or other; of the latter, as many as 295 work as agricultural labourers. The occupation of the parents/guardians of 223 such part-time labourers is 'cultivation' (owner or tenant-cultivation) and that of the parents/guardians of 49 more part-time labourers is 'labour' (agricultural). To a lesser extent, this is the position in respect of part-time employed female drop-outs too. Of the 39 female drop-outs employed part-time, 22 work as agricultural labourers; the occupation of the parents/guardians of 14 such part-time labourers is 'cultivation' and that of the parents/guardians of 6 more part-time female labourers is 'labour'. Family occupation in the field of agriculture thus provides much greater scope than other occupations for the part-time employment of drop-outs as helpers on the farms of their own or others' families. Family occupations other than farming and farm work are practically of no consequence from the stand point of part-time employment for drop-outs; weaving, blacksmithy and pottery, as family occupations, provide very little scope in this connection. Within narrow limits tailoring as a family business or caste occupation, seems

to have some attraction for part-time work. By and large, however, there is no significant shift from agriculture to other sectors in the matter of even part-time employment opportunities, obviously because the economy of Dharmapuri is not sufficiently diversified and there are very few options open to drop-outs other than agriculture.

Survey Results Relating to Matriculates (Dharmapuri)

5.12 A series of tables relating to the 'Control' sample (213) of matriculates show trends similar to the main sample of school drop-outs. Matriculates and drop-outs are more or less in the same unfavourable position in the matter of employment.

(i) Only 2.8 per cent of male matriculates and 1.4 per cent of female matriculates are employed full-time, while 68 per cent and 91 per cent, respectively, are wholly unemployed. Male matriculates employed part-time constitute 29 per cent and female matriculates just 7 per cent. (These percentages compared with those relating to drop-outs (see C (i) above) show that matriculates are in a more unfavourable position than drop-outs perhaps because they are unwilling to take up employment of the kind (manual, part time etc.) which the former may be need to take up. There are not jobs enough to square with the higher aspirations of matriculates, proving once again that the educational system has little relevance to the environment in which the educated have to make a living.

(iii) While about two-fifths of all matriculates have been unemployed (wholly or partly) for less than a year, 55 to 58 per cent of them have been without work for more than a year. The proportions of male and female matriculates unemployed for more than two years range only from 20 per cent to 30 per cent of all matriculates in the 'control' sample.

(iv) The correlation between the part-time employment of female matriculates and the occupation of their parents or guardians is nearly of the same pattern as in the case of male drop-outs. Of the 144 male matriculates, 42 (27 per cent) do some part-time work or other; of the latter, 20 work as agricultural labourers. The occupation of the parents/guardians of these part-time labourers is 'cultivation' or 'agricultural labour'. To a considerable extent, therefore, family occupation in the field of agriculture provides some scope for the part-time employment of matriculates, too, as helpers on the farms of their own or others' families. As for female drop-outs, only four of them are employed part-time—one is basket making, two in agriculture and one in some unspecified occupation. These figures are not statistically significant.

Ahmednagar

5.13 The District Employment Office, Ahmednagar, has made available data on drop-outs (born in or after 1949) on the Live Register. The data relating to 549 drop-outs show that 237 of such drop-outs, had reached the secondary level of education but could not become matriculates. Almost all of these

secondary-level drop-outs belong to the 17-22 age group and about half of them have been unemployed for more than a year.

I.I.P.O. Survey Results Relating to Drop-outs

The I.I.P.O. data cover a more representative sample of school drop-outs. The more significant findings of the I.I.P.O. Study are :

(i) Nearly 60 per cent of all male drop-outs and 46 per cent of all female drop-outs are wholly unemployed. However, while only 19 per cent of male drop-outs are employed full-time, as many as 40 per cent of female drop-outs are so employed : Males employed are mainly in the 19-22 age group while the girls are in the 17-20 age group.

(ii) Of the wholly unemployed male and female drop-outs, 65 per cent and 97 per cent, respectively, belong to the 17-22 age group.

(iii) Nearly 86 per cent of all unemployed male drop-outs (including those employed only part-time) have been without full-time work for more than a year. The corresponding proportion in the case of unemployed female drop-outs is 87 per cent.

Matriculates in Control Sample

5.14 The matriculates in Ahmednagar are in a somewhat less unfavourable position than drop-outs in the matter of employment. Matriculates of both sexes in Ahmednagar especially those in the age-group 19-22 seem to have better opportunities for employment than their counterparts in Dharmapuri presumably because the economy of the former district with its sugar mills and engineering units is more diversified than that of Dharmapuri. All this, however, is only relative, for unemployment (including under-employment) of both drop-outs and matriculates in Ahmednagar district is at a high level. Matriculates remaining unemployed have generally waited for two years for a job and even among the few who are shown as employed part-time, the work is shown as agriculture, presumably work on the family farm. The barely literate and primary school drop-outs have shown waiting periods of up to 5 years for a job.

D : APTITUDES AND ASPIRATIONS OF DROP-OUTS

5.15 Not all drop-outs are without some occupational skill, traditional or acquired. Nearly one out of every three drop-outs in Dharmapuri and one out of every five in Ahmednagar have some occupational skill or other. Tailoring is the chief among the skills claimed by drop-outs, particularly females. Also nearly half the female drop-outs in Dharmapuri and about a third of female drop-outs in Ahmednagar have stated their preference for part-time occupational training, particularly in tailoring. Training in typing is also preferred, but only by a much smaller proportion of female drop-outs in both the districts. A third of male drop-outs in Dharmapuri prefer to have training as

motor mechanics as compared with one in every nine in Ahmednagar. Training for electrician or wireman is also preferred by a substantial proportion of male drop-outs in the two districts.

5.16 The job preferences of male and female drop-outs are more or less in tune with their preferences for occupational training. Jobs in tailoring/embroidery are preferred by half the female drop-outs in Dharmapuri and by a fifth of all such drop-outs in Ahmednagar. One out of every five male drop-outs in Dharmapuri would prefer to work as motor/engine driver and another (one out of every five) as electrician/wireman. The job preferences of male drop-outs in Ahmednagar are wider in range.

5.17 As regards salary aspirations of drop-outs, those aspiring for a starting salary of upto Rs. 100/- per month are about a third of all drop-outs in both districts. About half in both Dharmapuri and Ahmednagar aspire for a starting salary in the range of Rs. 101-150. Only a small minority of drop-outs entertain salary aspirations unrelated to their aptitudes, current or potential. Incidentally, the salary aspirations of matriculates (control sample) may be compared with those of drop-outs. Matriculates aspiring for a starting salary of Rs. 151-250 constitute 37 per cent in Dharmapuri and 26 per cent in Ahmednagar, whereas drop-outs aspiring for that much salary represent just 12 per cent in the former district and 10 per cent in the latter.

CHAPTER VI

Educational and Training Programmes

A : Based on the Preferences of School Drop-outs

6.1 The survey of school drop-outs in Dharmapuri and Ahmednagar districts brings out the scope for three distinct educational and training programmes, namely, (i) continuance of general education with vocational bias; (ii) occupational training to those who have 'committed' themselves to specific occupations; and (iii) occupational training to others according to the preferences indicated by the drop-outs on the basis of their own estimates of profitable occupations or manpower needs of the area. These programmes, however, are presented in this chapter more as theoretical possibilities than as firm recommendations.

As regards (i), three types of condensed educational programmes may be visualised—first, for those who are only literate, to take them to primary education level; second, for those who have attained primary level, to enable them to go up to middle level; and third, for those who have attained middle level, to take them to matriculation level. Continuance of general education perhaps with some vocational bias can naturally be recommended for out-of-school youths in the age group 11-14, as persons in this group are too young to receive intensive training to get themselves employed immediately. Technically speaking, such laws as the Factories and Mines Acts and the Shops and Establishments Act prohibit the employment of child labour below 14. Besides, the State has been directed, under Article 45 of the Constitution of India, to provide for free and compulsory education to youngsters upto 14 years of age. Notwithstanding all these legal provisions, child labour is a reality in the country in the non-prohibited areas, such as agriculture, household occupations, domestic services, shops and so on.

As regards (ii), persons who are employed and have expressed a desire not to change their occupation but to undergo some training to improve their prospects and persons who are keen on securing employment in occupations other than the ones in which they are engaged for the time being, should be helped to receive training in the occupations of their choice. For this, however, a sample survey would be no adequate guide; the questionnaire posed this question only to part-time workers in order to enable them to express their preferences regarding full-time employment. Multiplication and diversification of certain basic occupational training schemes where few now exist (as in Dharmapuri district except for one ITI in Hosur taluk), would by itself satisfy a number of these aspirants for training.

As for (iii), it is necessary to identify occupations in which training programmes for the benefit of out-of-school youths could be tailored to the preferences expressed according to expectations of manpower needs of development.

The programme is intended for two categories of persons, namely, (i) unemployed persons who have expressed a desire for training and (ii) those employed persons who wish to change their occupations and to receive occupational training in some other areas.

Details of the aforesaid three programmes and the proportions of out-of-school youths who might opt for such programmes are given below.

DHARMAPURI

6.2 (i) Continuance of General Education with Vocational Bias

(a) About 90 per cent of all sample drop-outs (numbering 1,274) have expressed a desire to continue their general education. While mere literates who are to be enabled to reach primary level constitute just 0.5 per cent, those who are to be taken to middle level and to matriculation level represent 32.6 per cent and 56.5 per cent respectively.

(b) Of these (numbering 1,152), 96.5 per cent are unemployed and the rest employed. The employed persons may have to be treated separately.

(c) Nearly 69 per cent of the female drop-outs who have opted for the continuance of general education belong to the age group 15-22. The question of arranging general education programmes, separately if necessary, for female drop-outs may have to be examined.

Table XXII : Distribution of Drop-outs Who Have Opted for General Education by Sex, Education Level and Employment Status (Dharmapuri)

Education Level	Male		Female		Total	Total as % of all sample drop-outs numbering 1274
	Employed	Unemployed	Employed	Unemployed		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Below Primary	—	5	5	1	6	0.5
Below Middle	8	304	5	109	426	32.6
Below Matric	22	459	5	234	720	56.5
Total	30	768	15	344	1152	90.4
As per cent of all sample drop-outs numbering 1274						
	2.3	60.3	0.8	27.0		90.4

6.3 (ii) Training in 'Committed' Occupations

Of the drop-outs interviewed, hardly 4 per cent of the total have expressed a desire for further training in the occupations to which they are already committed, mainly agriculture and tailoring.

Table XXIII : Distribution of Drop-outs Desiring Training in 'Committed' Occupations

Trade	Male	Female
Blacksmithy	1	—
Pottery	1	—
Merchandising	1	—
Tailoring	12	—
Tubewell fitting	1	—
Labour (agriculture)	21	—
Others	8	1
Unspecified	4	—
Total	49	1

6.4 (iii) Occupational Training According to Preferences

The distribution of unemployed drop-outs according to the training preferences indicated by them is to be found in the Table below.

Table XXIV : Distribution of Unemployed Drop-outs According to Their Training Preferences

Occupation	Male	Female	Total
Blacksmith	5	—	5
Carpenter	16	—	16
Mason	8	—	8
Plumber	3	—	3
Tailor	90	199	289
Motor mechanic	287	—	287
Fitter	28	—	28
Electrician	108	4	112
Wireman	84	—	84
Lineman	29	1	30
Turner	16	—	16
Moulder	2	—	2
Welder	19	—	19
Compositor	2	1	3
Printer	2	1	3
Pattern maker	2	—	2
Book binder	6	—	6
Switch Board Operator	2	—	2
Typist	19	45	64
Stenographer	6	5	11
Others	66	90	156
Unspecified	4	1	5
Total	804	347	1151
As per cent of all sample drop-outs numbering 1274			
	63.1	27.2	90.3

In view of the provision for multiple answers, it is difficult to figure out the extent to which the drop-outs would exercise their choice between continuance of general education and occupational training. Training for tailor, motor mechanic, electrician, wireman, fitter, lineman, turner, welder, carpenter and typist are the ones generally preferred by unemployed drop-outs. Training in tailoring and typing is preferred by relatively larger number of female drop-outs, than of male drop-outs, motor mechanic, electrician, wireman, fitter, welder and carpenter, being men's jobs are preferred by males.

Drop-outs who are already employed but desire to change their occupations, have also expressed similar preferences for training.

6.5 The coverage of the three programmes outlined in the preceding paragraph is summed up in the Table below :

Table XXV : Coverage of Education and Training Programmes

Programme	Employment status	Male	Female	Total	% of all sample drop-outs
1. Continuance of general education with vocational bias	(i) Employed	30	10	40	3.1
	(ii) Unemployed	768	344	1112	87.3
	Total	798	354	1152	90.4
	% of all sample drop-outs	62.6	27.8	90.4	
2. Training for 'Committed' Occupations	Employed and not desiring to change occupation	49	1	50	3.9
	% of all sample drop-outs	3.8	0.1	3.9	
3. Occupational training according to manpower needs	(i) Unemployed	804	347	1151	90.3
	(ii) Employed but desiring to change occupation	30	10	40	3.1
	Total	834	357	1191	93.4
	% of all sample drop-outs	65.4	28.0	93.4	

AHMEDNAGAR

6.6 (i) Continuance of General Education with Vocational Bias

(a) Nearly 68 per cent of all sample drop-outs in Ahmednagar (numbering 1,068) have expressed a desire to continue their general education. While mere

literates (who are to be enabled to reach primary level) constitute only 4.1 per cent, those who are to be taken to middle level from primary level and those to be taken from middle level to matriculation level represent 24.9 per cent and 38.9 per cent, respectively.

(b) Of these (number 725) 81 per cent are unemployed and the rest employed. It should not be difficult to organise a suitable educational programme for the large unemployed majority.

(c) Nearly 98 per cent of the female drop-outs who have opted for the continuance of general education belong to the age group 15-22. It may be necessary to organise education programmes, separately, for this age group of females.

Table XXVI : Distribution of Drop-outs Who Have Opted for General Education by Sex, Education Level and Employment Status (Ahmednagar)

Education Level	Male		Female		Total	Total as % of sample drop-out numbers 1,068
	Employed	Unemployed	Employed	Unemployed		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Below primary	7	32	1	4	44	4.1
Below middle	23	201	18	23	265	24.9
Below matriculation	65	286	21	44	416	38.9
Total	95	519	40	71	725	67.9
As % of all sample drop-outs numbering 1,068	8.9	48.6	3.8	6.6	67.9	

6.7 (ii) Training in 'Committed' Occupations

Of the drop-outs interviewed, 54 males and 8 females, who together constitute only 6 per cent of the total, have expressed a desire for further training in the occupations to which they are already committed, namely, agriculture, tailoring and tubewell fitting.

Table XXVII : Distribution of Drop-outs Desiring Training in 'Committed' Occupation

Occupation	Male	Female
Tailoring	2	1
Tubewell fitting	1	—
Labour (agriculture)	23	4
Others	22	1
Unspecified	6	2
Total	54	8

6.8 (iii) Occupational Training According to Preferences

The distribution of unemployed drop-outs according to the training preferences indicated by them is to be found in Table 28.

Nearly 58 per cent (that is, the unemployed proportion) of all sample drop-outs have indicated their choices for training in specific occupations. Those who have opted for the continuance of general education constitute nearly 69 per cent of the sample drop-outs. As in Dharmapuri, the unemployed drop-outs of Ahmednagar generally prefer the occupations of tailor, motor mechanic, electrician, wireman, fitter, lineman, turner, welder, carpenter and typist for training but tailoring and typing is preferred by relatively smaller numbers of female drop-outs than of male drop-outs in Ahmednagar.

Table XXVIII : Distribution of Unemployed Drop-outs According to Their Training Preferences

Occupation	Male	Female	Total
Blacksmith	3	—	3
Carpenter	15	—	15
Mason	3	2	5
Plumber	2	—	2
Tailor	53	38	91
Motor mechanic	84	—	84
Fitter	96	—	96
Electrician	44	—	44
Wireman	62	—	62
Lineman	32	1	33
Turner	24	—	24
Moulder	3	—	3
Welder	11	—	11
Compositor	4	—	4
Printer	3	—	3
Book Binder	7	—	7
Switchboard operator	1	—	1
Typist	47	27	74
Stenographer	5	2	7
Others	36	7	43
Unspecified	6	1	7
Total	541	78	619
As % of all sample drop-outs number 1,068	50.6	7.3	57.9

In all, 63 drop-outs (58 males and 5 females or 6 per cent of the total) who are already employed, desire to change their occupations, to carpenter, tailor, motor mechanic, fitter, electrician, turner, lineman and wireman. The only two occupations having some attraction for female drop-outs are those of tailor and typist.

6.9 About 20 of the 40 small-scale establishments which have registered their names with the District Industries Officer and sought his assistance for securing raw materials, power, water supply, etc. have responded to an inquiry about their future manpower requirements which broadly include the following categories :

Engineering : Fitters, machinists, turners, moulders, shapers, blacksmiths, electricians, wiremen, sheet metal workers, painters.

Motor Transport : Motor vehicle drivers, conductors, auto mechanics.

Litho Printing Press : Stone polishers, feeders, helpers.

Sawmill and furniture making : Turners, carpenters.

R.C.C. Pipe Manufacturing : Moulders, assemblers, reinforcers.

Some of the manpower needs indicated above relate to occupations in which training has been preferred by many drop-outs themselves but there seems to be scope for occupational training in other lines, too, according to the requirements of prospective industries in Ahmednagar.

6.10 The coverage of the three programmes outlined in the relevant sub-sections is presented here in summary form.

Table XXIX : Coverage of Educational & Training Programmes

(Ahmednagar)

Programme	Employment status	Male	Female	Total	Percent
1. Continuance of general education with vocational bias	i) Employed	95	40	135	12.6
	ii) Unemployed	519	71	590	55.3
	Total	614	111	725	67.9
	per cent of all sample drop-outs	57.5	10.4	67.9	—
2. Training for 'Committed' occupations	Employed and not desiring to change occupation	54	8	62	5.8
	Per cent of all sample drop-outs	5.1	0.7	5.8	—
	Total	541	78	619	58.0
3. Occupational training according to manpower needs	i) Unemployed	541	78	619	58.0
	ii) Employed but desiring to change occupation	58	5	63	5.9
	Total	599	83	682	63.5
	Percent of all sample drop-outs	56.1	7.8	63.9	—

6.11 B : OPINIONS OF SCHOOL HEADMASTERS, VILLAGE LEADERS AND DISTRICT LEADERS ON CHANGES

Findings of Survey (Schedule I) :

Schedule I of the field survey covered school head/headmasters/senior teachers numbering 119 (from 93 schools) in Ahmednagar district and 94 in Dharmapuri district.

Of the headmasters interviewed in both the districts—20 per cent in Dharmapuri and 13 per cent in Ahmednagar—have emphasised the need for vocational education, job-oriented education and changes in the educational pattern in connection with the measures required for checking the increasing drop-out trend. Though facilities for general education in the villages have significantly improved over the years, there is little or no vocational bias in education or any uniformly compulsory provision for occupational training. In as many as 87 per cent of the sample schools in Dharmapuri and in about 80 per cent of the selected schools in Ahmednagar there are no facilities for technical/craft training. Even in the few (13 to 20 per cent) schools having facilities for craft training—such as tailoring, carpentry, handloom spinning and weaving, and agriculture—craft training course is not uniformly compulsory; in most cases it is only optional.

No occupational information service for the guidance of students is provided by most of the schools covered by the survey in both the districts, according to 88 per cent of the headmasters/senior teachers in Ahmednagar and 97 per cent in Dharmapuri. Nor is any record of the students' vocational preferences maintained by any of the schools surveyed in Dharmapuri; only in a few schools in Ahmednagar, is such a record maintained. In the absence of a record of the kind, the most likely preferences of rural youths for jobs or vocations indicated by the headmasters/teachers are only broad impressions (with possibly some subjective bias).

Table XXX : Likely Vocational or Job Preferences of Rural Youths According to Headmasters/Senior Teachers

	Ahmednagar		Dharmapuri	
	Act.	%	Act.	%
Govt. service	47	39.5	18	19.1
Private service	33	27.7	15	15.9
Business	16	13.4	11	11.7
Agriculture	68	57.1	65	69.1
Teaching	51	42.8	19	20.2
Factory/Industries	51	42.8	60	63.8
*Others	5	4.2	6	6.4
Unspecified	1	0.8	2	2.1
Headmasters/Senior teachers : Base	119		94	

*Others : Small Scale Industries; nursing; tailoring.

Note : No check : Provision for multiple answers.

The headmasters/senior teachers of village schools have also given their own estimates of what categories of rural unemployed youth are likely to increase faster in numbers. The data in the Table below reflect their opinions:—

Table XXXI : Categories of Unemployed Youths Likely to Increase Faster in Numbers, According to Headmasters/Senior Teachers

	Ahmednagar		Dharmapuri	
	Act.	%	Act.	%
Unemployed illiterates	48	40.3	54	57.4
Unemployed non-matriculates	97	81.5	68	72.3
Unemployed with non-institutional training	38	31.9	26	27.6
*Others	8	6.7	11	11.7
Headmasters/Senior Teachers : Base	119		94	

*Others : Undergraduates

Note : No check : Provision for multiple answers

A majority of them set great store by the expansion of existing or the establishment of new industries. Their preferences are expressed below :

Table XXXII : Steps Suggested by Headmasters/Senior Teachers for More Employment Opportunities in Villages

	Ahmednagar		Dharmapuri	
	Act.	%	Act.	%
Expansion of existing or starting of new industries	67	56.3	71	75.5
Better irrigation facilities	36	30.3	10	10.6
Vocational training facilities	20	16.8	20	21.3
Electricity extension	24	20.2	3	3.2
Better transport facilities	20	16.8	2	2.1
Introduction of mechanised farming	9	7.6	13	13.8
Better educational facilities	17	14.3	4	4.3
*Others	37	31.1	10	10.6
Unspecified	7	5.9	3	3.2
Headmasters/Senior Teachers : Base	119		94	

*Others : Dairy farm; more electrical equipments; tanks; housing; marketing society for food and cloth; co-operative societies for raw material and finished goods.

Note : No check : Provision for multiple answers.

6.12 Findings of Survey of Village Leaders (Schedule III)

Schedule III of the field survey covered village leaders/headmen numbering 121 in Ahmednagar district and 61 in Dharmapuri district. Of these village leaders, 92 per cent in Ahmednagar and 89 per cent in Dharmapuri have lived in them (the villages) for more than five years. These should be viewed along with the responses of the district leaders/officials in Schedule IV, the findings of which are summed up in the next section.

They confirm the significant improvement indicated by school authorities in the field of general education (84 per cent of village leaders in Ahmednagar and 67 per cent in Dharmapuri) and the lack of any improvement in craft or vocational training (93 per cent of village leaders in Ahmednagar and all such leaders interviewed in Dharmapuri).

Table XXXIII : The Most Urgent Problems According to Village Leaders (Ahmednagar)

The most urgent problems facing their localities	Village leaders highlighting...	
	Actual	%
Unemployment	72	59.5
Drinking water	72	59.5
Electricity	67	55.4
Irrigation	60	49.6
Roads	56	46.3
Food	44	36.4
Housing	41	33.9
Education	39	32.2
Health	37	30.6
Sanitation	27	22.3
Lack of recreational facilities	24	19.8
*Others	11	9.1
Delinquency	4	3.3
No problem	—	—
Village leaders : Base	121	

*Others : Credit Society, mechanised farming; animal husbandry centre.

Note : No check : Provision for multiple answers.

Though the facilities for schooling have significantly improved in the villages surveyed, employment opportunities for youths are deemed unsatisfactory by 79 per cent of village leaders/headmen in Ahmednagar and by 90 per cent in Dharmapuri. Rural youth upto 20 years of age in the villages are generally more inclined towards employment than towards studies (65 per cent of village leaders in Ahmednagar and of 79 per cent in Dharmapuri). No facility for loan/aid for setting up a factory/trade has been provided to any significant extent in the villages surveyed, according to 69 per cent of village leaders/headmen in Ahmednagar and 62 per cent in Dharmapuri. Unemployment is rated as most urgent problem by the largest majority of village leaders in both districts (60 per cent in Ahmednagar and 61 per cent in Dharmapuri). While the drinking water problem is deemed most urgent by 60 per cent of village leaders in Ahmednagar and by 41 per cent in Dharmapuri, irrigation is placed in the category of most urgent problems by 50 per cent in the former district and by 54 per cent in the latter.

Table XXXIV : The Most Urgent Problems According to Village Leaders (Dharmapuri)

The most urgent problems facing their localities	Village leaders highlighting	
	Actual	%
Unemployment	37	60.7
Irrigation	33	54.1
Housing	28	45.9
Health	28	45.9
Electricity	26	42.6
Drinking water	25	41.0
Education	23	37.7
Roads	21	34.4
Sanitation	12	19.7
Food	9	14.8
Lack of recreational facilities	9	14.8
*Others	5	8.2
No problem	1	1.6
Delinquency	—	—
Village leaders : Base	61	

*Others : Credit Society; mechanised farming; animal husbandry centre.

Note : No check : Provision for multiple answers.

6.13 The village leaders who have pointed out the most urgent problems facing their respective localities seem to be convinced that neither the village people, by themselves, nor the panchayats/local bodies could solve them. Self-help, co-operation and community effort have been virtually ruled out, for none of the village leaders in either district has envisaged the possibility of village people themselves making an effort to solve any of the problems. At best, in the opinion of 60 per cent of village leaders in Ahmednagar and 28 per cent in Dharmapuri, the Government and the people together can solve the problems. While 39 per cent of village leaders in Ahmednagar think that the Government alone can solve the problems, nearly 69 per cent of them in Dharmapuri hold that view. In effect, therefore, almost everybody looks to the Government.

This attitude of village leaders is reinforced by the positive expectation by 93 per cent of them in Ahmednagar and by all of them in Dharmapuri of aid from District/State/Central authorities for the development of their villages. More specifically, varying percentages of village leaders in both the districts have spelt out possible forms of assistance such as land, funds, machinery, expertise (technical aid) and improved seeds. Incidentally, some of them have each mentioned more than one kind of assistance.

Table XXXV : Forms of Various Government Aid Suggested by Village Leaders

Nature of aid expected from Government by.....	Village leaders			
	Ahmednagar		Dharmapuri	
	Actual	%	Actual	%
Land	37	30.6	14	22.9
Funds	91	75.2	50	82.0
Machinery	59	48.8	33	54.1
Expertise (personnel)	19	15.7	10	16.4
Improved seeds	2	1.7	4	6.6
Not applicable	9	7.4	—	—
Village leaders : Base	121		61	

Note : No check : Provision for multiple answers.

The programmes suggested by them for improving rural employment opportunities might therefore have to be sponsored and/or aided by Government or local authority.

Table XXXVI : Steps for More Employment (Village Leaders)

Steps suggested for better employment opportunities	...by village leaders			
	Ahmednagar		Dharmapuri	
	Actual	%	Actual	%
Dig wells/tubewells	60	49.6	18	29.5
Construct bunds/channels/tanks	52	43.0	25	41.0
Start a factory	46	38.0	33	54.1
*Others	15	12.4	7	11.5
Unspecified	2	1.7	—	—
Not applicable	30	24.8	8	13.1
Village leaders : Base	121		61	

Others : Repair workshops, road construction, dairy farming, wood cutting, co-operative trades.

Note : No check : Provision for multiple answers.

6.14 Findings of Survey of District Leaders and Officials (Schedule IV)

Schedule IV of the field survey covered 93 district leaders/officials and prominent persons in Dharmapuri and 77 such persons in Ahmednagar. A break-up of these district leaders according to their designation/status is given below :

Table XXXVII

Designation/Status	Dharmapuri	Ahmednagar
	No.	No.
Government officials	27	33
Co-operative officials	3	4
Panchayat Raj Leaders	15	9
Professionals	21	19
Businessmen	15	8
*Others	12	3
Unspecified	—	1
Total	93	77

*Others—Agriculturists, ex-presidents of panchayats, etc.

While only 54 per cent of district leaders in Dharmapuri and 39 per cent of such leaders in Ahmednagar are dissatisfied with the existing facilities for general education, as many as 94 per cent of them in the former district are dissatisfied with the present vocational training facilities. (See Table XIA in Appendix IV.)

While a majority of district leaders in Dharmapuri and 38 per cent of district leaders in Ahmednagar think that the employment prospects in the non-agricultural sector in general at the present tempo of development are poor, only a minority of such leaders in either district consider the employment prospects in the transport field in particular to be poor.

There is broad agreement among school headmasters, village leaders and district leaders on two counts—namely, awareness of the significant improvement in the field of general education and of the negligible progress in the sphere of craft or vocational training; and awareness of the growing trend of unemployment, particularly of rural youths, and of the need for manpower training and for creation of new employment opportunities. All the three groups seek all-round development of their respective areas from the standpoint of employment creation. Development of irrigation facilities, small-scale and large-scale industries and occupational training facilities has been particularly urged by large proportions of these groups. Public response to any scheme of occupational training suited to the local conditions can, therefore, be expected to be favourable and enthusiastic.

CHAPTER VII

Strategies to Improve Opportunities for Rural School Drop-outs in Dharmapuri and Ahmednagar Districts

I. Occupational Bias in General Education

7.1 The Employment Office data presented in Chapter IV, with their coverage confined to the non-agricultural sector and to voluntary registrations of the unemployed, provide only a partial insight into the unemployment situation. No meaningful estimate can be made of the numbers actually unemployed especially in household occupations in which all members of a family may be described as partially employed. The "Non-Workers" in the Census of 1971 include children, old persons and women who are only housewives. Even if we assume that one-fourth of these Non-workers (1,042,376 in Dharmapuri and 1,437,812 in Ahmednagar) were unemployed, their numbers could be about 250,000 in the former district and 360,000 in the latter.

7.2 The cumulative totals of rural school drop-outs, as of 1970, may be estimated at 125,000—about 30,000 in the 11-14 age group and 95,000 in the 15-22 age group—in Dharmapuri district and at 160,000—about 16,000 in the 11-14 age group and 144,000 in the 15-22 age group—in Ahmednagar district.

7.3 Nearly 90 per cent of all sample drop-outs in Dharmapuri and 68 per cent of all sample drop-outs in Ahmednagar have expressed, in the absence of employment, a desire to continue their general education. They cannot be expected to be clear about the curriculum which would better fit them for life; from the other responses referred to earlier, it may be assumed that they would prefer a vocational bias. But their general desire to pursue even the apparently pointless education is understandable considering that in most cases it was parental pressure which made them discontinue school. If these proportions of preferences for general education are applied to the estimated drop-out population in either district, the number of such drop-outs desiring to continue their general education would come to 112,500 in Dharmapuri and about 109,000 in Ahmednagar. There is no indication, however, that further education of the current pattern is a better passport to a job in either district: indeed in Dharmapuri, employment among matriculates is lower, as indicated earlier.

II. Pre-Occupational Education

7.4 Where so many youths with inadequate general education and no occupational training remain outside the mainstream of productive economic activity, they represent a largely wasted human resource. Even for the limited purpose of reducing the wastage of investment in education, the massive drop-out ratios will need to be checked at once and reduced over time.

7.5 One such strategy would be to provide for the re-absorption of a fraction of out-of-school youths in the system of general education, which would also need to be vocationalised, especially at the secondary level, so that those who terminate at or before the end of high school course may have some sort of preparation for work. Conceptually, in this context, the first two phases of a four-phase model proposed by Dr. Eugene Staley (Consultant on Occupational Education with the India Field Office of the Ford Foundation, New Delhi) in his treatise on 'Planning Occupational Education and Training for Development' may be applied to non-matriculantes (drop-outs and others) and the next two phases to matriculantes and others. The four phases are :

(i) *General Education* : Normally in childhood and youth; special provision for adults who missed early education opportunities. The instruction should be designed to develop (a) basic knowledge, skills, and personality traits broadly applicable in several life situations, including all or a wide range of occupations in which the individual might engage; communication skills, computation, knowledge of the physical, biological and social environment, and (b) some elementary orientation to occupations and some elementary simulated or actual work experience.

(ii) *General Plus Pre-occupational Education* : Continued general education in the last two or three years of high school course, together with (a) orientation to occupations and labour market information, (b) individual aptitude analysis and occupational guidance, (c) basic ideas in some family of occupations, and (d) supervised work experience or simulated work experience.

(iii) *Job-Entry Training plus Further Education* : At or near the start of a first regular job. Combinations of learning opportunities in classroom, teaching workshop, and on the job for : (a) training specific to the job, (b) orientation to the job, (c) real work experience and (d) further education both job-related and general.

(iv) *Career-long Further Training and Retraining plus Further Education* : Throughout the working career. Repeated formal and informal learning opportunities to facilitate : (a) occupational advancement, (b) occupational renewal and (c) occupational transfers.

7.6 An occupational education and training system on the above model should be related to the emerging needs for trained manpower in the context of general economic development. Dr. Eugene Staley attaches the greatest importance to the agricultural and services sectors than to the industrial sector from the standpoint of expanding employment opportunities in a developing country like India. More attention is suggested to the transformation of agriculture and rural living, so as to increase the attractiveness and holding power of agriculture-related activities and slow down somewhat the pell-mell rush to the cities. The kind of agricultural development necessary for the purpose would involve application of improved seeds, fertilisers, insecticides, irrigation, multiple cropping patterns and better tillage methods. All this would demand more highly qualified farmers, farm advisers and qualified personnel to man a

multitude of agricultural services for supplying the new inputs and for marketing and processing the products. These points would also apply to the related sectors of animal husbandry (livestock farming, dairying, etc.), fishing and forestry.

7.7 Mr. James P. Grant's suggestions (President, Overseas Development Council, U.S.) on how programmes capitalising on the progress in agriculture would make for further and greater employment not only within the agricultural sector but in some other sectors as well are also relevant. Programmes favouring use of (a) abundant labour over scarce capital (b) labour-intensive technologies and (c) the potential of the Green revolution would provide more employment in agriculture. Programmes that have not been previously feasible because of their inflationary potential, where food is in short supply, may now be practicable. Where the employment-oriented public works in towns and elsewhere ensure a market for the increased food production, the combination of higher yields and more careful cultivation increases the amount of labour used per acre of land, and also increases the incomes of those working on land.

7.8 The demands of small farmers for agricultural inputs, for marketing facilities and for basic consumer goods would also stimulate the development of small rural towns and create more employment therein. This would make trade and commerce and the services for agriculture the second priority and give them precedence even over industry or manufacturing to the extent there is scope for the latter. Employment-oriented public works programmes used to build canals, roads, dams and tubewells, will help create the infrastructure essential to the speeding up of rural development. Returns on investment on farm-to-market roads and in small-scale irrigation are very high when they enable farmers to use new agricultural technologies and to market their newly increased production at lower cost. Thus construction activity, transport and storage and communications will come next. Above all, raising the incomes of the poor—the bottom third of the rural population—will result in the creation of more jobs than an equivalent rise in the incomes of the wealthy, for the goods a poorer person normally buys require more labour to produce.

Agricultural Services

7.9 Even if there were no other compulsions, the ever-growing population would naturally decree greater and greater attention to agricultural development, with particular reference to the production of food and commercial crops and the supply of livestock products. General plus pre-occupational education for rural youth should be logically oriented to the manpower needs of development in those sectors. To apply the first two phases of Dr. Eugene Staley's model to the middle and secondary levels of schooling and to provide simultaneously for pre-occupational education, selection of some of the following fields would be eminently desirable. Many of these are already practised but at a low level of technology which could be improved to raise skills, productivity and incomes.

Farming of Food & Commercial Crops

Livestock Farming (covering cows and buffaloes, sheep, poultry, etc.), dairying, egg production, wool production, etc.

Mixed Farming Techniques.

Agro-based industries—oil crushing, cotton ginning, gur making, etc., drying and processing of fruits and vegetables for preservation, etc.

Carpentry (for making simple furniture or other wooden requisites for rural households, schools, poultry houses, etc. with improved tools.

Blacksmithy (for making simple tools and implements, improved bullock carts and ploughs, requisites for dairies and poultry houses, persian wheels, etc.).

Electrical wiring and fitting, tubewell fitting, pumpset repairing, welding and moulding, automobile servicing.

Masonry (for building simple rural houses, pump-sheds, poultry houses, cattle sheds, culverts on roads, etc.).

Such other fields as are directly or indirectly related to agriculture, animal husbandry, irrigation, rural electrification, road development and road transport and rural living in general.

Social services in the villages, covering the fields of health and family planning, adult education and functional literacy, nutrition programmes for children and women and drinking water supply.

7.10 Pre-occupational education in some family of occupations in the above selected range should provide each student with: (a) information about occupation opportunities; (b) assistance in discovering his own aptitudes and in relating these realistically to occupational possibilities; (c) a set of basic skills, knowledge and work habits pertinent to the chosen family of occupations and sufficient to make him employable at a beginning level; and (d) learning habits and techniques which make him readily trainable on the job. As Dr. Eugene Staley has clarified it, *the purpose of such pre-occupational education would still be one of education rather than very specific job training and the aim would be to produce trainable rather than fully trained people.* An appropriate 'super curriculum' not only in terms of the curricula of general schools but also of the multifarious possibilities of extra-school curricula would have to be designed.

Problems of Training

7.11 There are practical problems of finance, teacher training, equipment availability and attitudinal resistance on the part of drop-outs' parents.

7.12 To take the last, viz. attitudinal resistance, our survey has revealed that, in the case of 71 per cent of sample drop-outs in Dharmapuri and 63 per cent of sample drop-outs in Ahmednagar, the parents concerned were responsible for their wards leaving school. This finding is organically related to the finding

that, in the case of 80 per cent of drop-outs in Dharmapuri and 77 per cent of drop-outs in Ahmednagar, 'financial difficulties' and 'need to help parents in their occupation/cultivation' were the twin reasons for their leaving school. Relevant, in this context, are these findings on the family background of drop-outs:

- (i) Nearly three-fourths of the drop-outs in Dharmapuri and just under half of the drop-outs in Ahmednagar belong to the scheduled and backward castes or tribes—both agricultural and non-agricultural.
- (ii) As many as 85 per cent of the drop-outs' parents in Dharmapuri and 77 per cent of the drop-outs' parents in Ahmednagar are either illiterate or have not gone beyond the primary level of education.
- (iii) The occupation of 70 per cent of the drop-outs' parents in Dharmapuri and 67 per cent of the drop-outs' parents in Ahmednagar is related to agriculture—cultivation or wage labour on land.
- (iv) Nearly 38 per cent of the drop-outs' parents in Dharmapuri and 31 per cent of the drop-outs' parents in Ahmednagar own no land, while those with uneconomic holdings in the size range of less than 5 acres constitute 44 per cent in the former district and 33 per cent in the latter.
- (v) The average monthly income of 71 per cent of the drop-outs' parents in Dharmapuri and 69 per cent of the drop-outs' parents in Ahmednagar is in the lower range of 'upto Rs. 100'.

7.13 If at least some of the parents concerned can be motivated to endorse the preference of the drop-outs themselves for the continuance of education, there would be better job opportunities in development services for their wards on completion of the proposed general *plus* pre-occupational secondary education. What is needed is a short period, say up to four years, of a relevant but effective education to equip the drop-outs for the tasks in their environment. Provision for free mid-day meals to students on all working days may be one incentive to retain children at school. Contribution to this mid-day meals programme through donations of food grains by the panchayat and grants from the Central or State Government or supply of protein foods by other agencies already working in the field on nutrition programmes would all help to strengthen such a programme.

Costs of Training

7.14 On the assumption of (a) an average of 200 days of attendance per student per year, (b) a daily meal cost of 35 paise to 50 paise per student and (c) an aggregate student population (including some drop-outs re-entering school) of 3 lakhs in Dharmapuri and 4 lakhs in Ahmednagar, the annual cost of the programme, in financial terms, would range from Rs. 2.1 crores to Rs. 3.0 crores for 2,000 schools in the former district and from Rs. 2.8 crores to Rs. 4.0 crores for 2,500 school in the latter. At least a third of this cost should

be met by local contribution of foodgrains from the Panchayats which are authorised under some existing laws to undertake such work. These contributions, working out to an average of 4 oz. per student per day, would come to only Rs. 4,000 per annum per school on the most liberal price valuation.

7.15 The financial implications of pre-occupational education at the secondary level would not appear formidable if it were confined to the family of agricultural occupations. There would be no need for any extensive farm as an adjunct to the school, for it should be possible to arrange for 'supervised work experience' for students on selected private farms in the neighbourhood. A separate equipment shed, where equipment or models could be conveniently placed for demonstration and practical instruction to students may be needed. A building grant of upto Rs. 10,000 per secondary school may be required initially from the Government. This would mean an aggregate grant of Rs. 15 lakhs for a maximum of 150 secondary schools in Dharmapuri district and of Rs. 20 lakhs for a maximum of 200 secondary schools in Ahmednagar district. No special financial allocations would be needed as some of the funds could be found from the various existing schemes for dryland farming, marginal and small farmers and allocations for training programmes if they are properly linked to them by the district authorities.

An illustrative list of equipment items would include the following :

- Small size tractor
- Improved ploughs and other implements
- Equipment for seeding and weeding
- Insecticide sprayers
- Diesel and electric pumping sets
- Tubewell equipment
- Equipment for skimming or chilling milk
- Egg incubator
- Cotton ginning equipment
- Equipment for oil extraction
- Cane crushing and gur making equipment.

7.16 These would cost about Rs. 25,000 or more per school. If no provision is made for a tractor, the cost would be much less. The Government should give an equipment grant of at least Rs. 5,000 per school, though this might not suffice. Even on this modest basis, the cost to the Government exchequer would come to Rs. 7.5 lakhs for Dharmapuri and Rs. 10 lakh for Ahmednagar. Voluntary agencies, offering technical assistance facilities for educational and welfare programmes might be forthcoming to supplement equipment or personnel for imparting training.

7.17 No special provision need be made for training teachers in pre-occupational education in the agricultural family of occupations. As only graduates with B.Sc., (Agri.) degrees should be appointed as teachers and one such teacher on a monthly salary of around Rs 300/- would suffice for each secondary school, the

recurring annual grant required from the Government on their account would range from Rs. 5 lakhs to Rs. 6 lakhs in the case of Dharmapuri and from Rs. 7 lakhs to Rs. 8 lakhs in the case of Ahmednagar.

7.18 The object behind these suggestions, which are not by any means exhaustive, is that a flexible approach should be adopted linking the schemes to local opportunities in farming, forestry, fishing, livestock development etc. While general education is also added to the curriculum to make up for the deficiencies caused by the dropping out of rural youth from school and remaining unemployed for long periods.

CHAPTER VIII

Purposeful Community Service by Youth

8.1 A major objective of this Survey is to explore the scope, on the basis of the findings reached, for the development of realistic services for in-school and out-of-school teen-aged rural youth with particular reference to job training and income earning opportunities in the rural areas in which they live. In particular, the participation of girl drop-outs in auxiliary services for children and women, in balwadis or para-medical services, was included in the terms of reference of the inquiry. Both the areas of such services and the possibilities of participation of the target groups in the Survey needs to be spelt out in some detail.

8.2 To take the latter first. It is clear that though the tempo of development activity is likely to be intensified in both Ahmednagar and Dharmapuri and more employment opportunities will be created under the Centre's schemes of social justice and the State Government's interest in development activities, with Government and bank finance helping the process, they are unlikely, at least during the next decade, to keep pace with the increasing numbers of men and women of working age who had fallen by the wayside in their educational journey. The dimensions of this wasted manpower are already visible in Dharmapuri because of its relative under-development but the waste cannot be much less in Ahmednagar where in spite of better development, the scope for absorption of all the educated youth in rural areas is limited.

8.3 This youthful manpower will be available for a wide variety of services to the rural community as a whole, but especially to other rural youth provided it is first motivated to undertake such services, properly trained for them and, not least, is reasonably, if not fully, rewarded to make it worth its while to undertake such services. In a place like Dharmapuri district, for example, the only dynamic agency today, in terms of employment giving, is the public sector. The problems of the area itself are such as to call for much more, not less, of such public activity not only to improve productivity, incomes, welfare services and living standards, but also to integrate the schemes for services with the rural institutions like co-operatives, panchayats and agricultural extension services.

Proved Prototypes

8.4 The viability of such programmes in the field of services with governmental and community support and interest was powerfully impressed on the authors of this survey by the excellent work done in Salem (Headquarters of Dharmapuri's adjacent district of which it was a part before 1965) on purely private initiative by Mrs. Seethalakshmi Ramaswamy, the Correspondent and guiding spirit behind the group of institutions including the Shri Sarda College and High School and its hostels, and primary schools, orphanage for girls, home for handicapped women and working women's hostel. It was found that

all these were financed by the funds of a private charitable trust, with meagre public assistance because of the red-tape and frustrating formalities involved in obtaining such assistance. One of the imponderables in accepting or recommending this as a model or prototype is whether such initiative and enthusiasm could in the present conditions be institutionalised to facilitate an extension of such activity under public auspices.

8.5 In the wide variety of services required for running this network of institutions with an efficiency and smoothness which was quite remarkable in many ways, it was found that girls who had dropped out of school in the primary and middle stages, were able to take active roles after some training or while being trained on the job. Those who had an aptitude and desire for continuing their education were able to do so while contributing to the services according to their capacity. Others were engaged in preparing and serving food in the hostels for residents or midday meals for day scholars; some girls who completed a course in the attached teachers' training institution took up teaching while those with knowledge of tailoring were making uniforms for primary school children and taking care of children in the nursery and kindergarten classes.

8.6 These constitute sufficient proved prototypes to deserve being multiplied on a larger scale in the same or other districts, where social or cultural patterns are no different, provided the leadership, if not also private sources of finance, was either forthcoming on its own or could be discovered. Only the Government or welfare-oriented institutions, can find the resources and sometimes also the leadership and let this pattern be multiplied at many places to achieve similar results. The need is very much there and the Governments, both at the Centre and in the States, are now prepared to earmark funds for schemes which are both welfare and employment-oriented, especially in rural areas. What is lacking are workable programmes which would cover the maximum numbers of beneficiaries with available outlays.

Pre-School Programmes

8.7 It was hardly possible in the conditions in which the rural youth live and their family background to establish through this survey a link between early child care and preparation for education or future employment. Since children of well-to-do parents generally completed their school (except when they were mentally retarded) poverty had a great bearing on the rates of wastage. The lack of recognition of the importance of education, when even those who completed school or college had no job to look forward to, is not surprising. But obviously, if pre-school children obtained proper nutritional care and could have free scope for their play, talk, singing or story-telling in centres set up for them, they will develop more confidence and interest in their school and surroundings. In this context, it is appropriate to refer to the conclusions of a report on the Preparation of Child for Modernization by Messrs. K.S. Bhat and A.K. Singh of the Council for Social Development, New Delhi, which stress not only the importance of pre-vocational training but also the care of pre-school

children, since neglect at that stage was related to some of the maladjustments experienced in later life among adult industrial workers. However, this is an area in which further research is needed before definite links can be established between neglect of pre-school children and their subsequent adverse experiences as members of an extended family in any agricultural or industrial community.

8.8 The report of the Planning Commission's Committee on Pre-School Children Feeding Programmes recommends an increase in outlays on feeding from about Rs. 6.4 crores now to Rs. 24 crores to cover about 12 million children. The scheme envisages participation of the community and voluntary social welfare organizations but all these agencies would require manpower for their assistance, which cannot be less than two per village to start with and could be much more if all the children in the age-group 0—5 should be covered. This again offers an ideal area for utilizing the services of the drop-outs, mainly girls, who could also manage balwadis set up in conjunction with the feeding programme. The main need is to train such personnel in the performance of these activities and each taluk should have a centre for training girl drop-outs before they are asked to work at one of these centres. Such training should be given in community-oriented schools for periods which will be adequate but not too long to discourage the trainees. In this connection, our attention was drawn to the Grihini training scheme in Bihar under which girls, especially from tribal areas, were brought for training in household management etc. and returned to their communities to spread among them the benefits of their training.

Food and Clothing Supply

8.9 The first need is to extend mid-day meal programmes to rural schools, particularly in the dry land areas where the recent agricultural prosperity has not entered. This would serve a double purpose of both retaining in school the potential drop-outs and giving employment (after a brief training to boys and girls who have already dropped out) even at a sub-normal wage, but within the environment in which they have lived. Both Dharmapuri and Ahmednagar produce coarse grains (millets etc.) which are rich in protein and have been staple foods of the local people. With modern methods of fortifying these with vitamins and protein, locally produced foodstuffs could be made available for the mid-day meal programme, provided the Government programmes indicate a continuing interest in its production for schools and guarantee an assured market. The effect of such mid-day meals on future drop-out ratios, interest in occupational training and extra curricular activities and, not least, on motivations for community service could be watched.

8.10 Allied to this is the employment of drop-outs trained in tailoring to provide school uniforms, not only for the peripheral market as indicated elsewhere to those who can buy them, but also to the poorer students (especially those who belong to the Scheduled Castes and Tribes) free of charge at the cost of the State Government or local panchayat. It is generally believed that pupils belonging to the destitute families do not attend schools even where education is free because they have neither adequate food nor sufficient clothing to make

themselves presentable. The cost need not be a deterrent if the schemes are well conceived and in any case it must be reckoned as part of any scheme for uplifting these sections.

Health and Para-Medical Services

8.11 Both in Dharmapuri and Ahmednagar, there has been a shortage of health and medical workers. Employment Exchanges complain of a scarcity of maternity assistants, male and female nurses, sanitary inspectors, even though the present number of health centres is very low. The problem will only be aggravated when there is a fair rate of expansion of medical and family planning facilities. In Ahmednagar district, there was one dispensary for every 50,000 persons but in some taluks it was lower; for Dharmapuri district as a whole there were 13 doctors, 23 nurses, 18 midwives and 17 nursing orderlies and no compounders or social medical workers in spite of a very high incidence of diseases of eyes and ears, stomach disorders and some venereal disease. With increasing emphasis on family planning, the scope for addition to the para-medical services in both districts is enormous and is only limited by the resources that can be allocated for the purpose. The most obvious way of strengthening it is to increase village health centres and also aid private dispensaries and by meeting part of the cost of training and up-keep of medical assistants or private doctors. Since much of this activity will be in the public sector, the Employment Exchange instead of complaining of shortages in these lines, should themselves take the initiative to organize training schemes, using pre-matriculates or matriculates for compounders, nursing orderlies, nurses (girls) and family planning workers on a scale which would meet the annual additional requirements of the public authorities (after making allowances for persons dropping-out from the training course).

Functional Literacy

8.12 To these fields of activity can now be added another—Functional Literacy—on which the results of recent experiments in other parts of the country, especially U.P. and Andhra Pradesh, are very encouraging. In spite of the efforts to expand schools and get all children up to 14 into schools, there will be left large numbers of persons in the 14-55 groups who are illiterate and, therefore, handicapped in their participation in development activities in the rural sector. The men have to be made better cultivators or artisans with a more modern approach to their work; the women have to be educated to participate in better nutritional habits, child care, family planning and better living within the available resources and all these are means to functional literacy.

8.13 Experiments as the ones carried out by the Council for Social Development on Functional Literacy for farmers have shown impressive results. More projects have been started for rural women in family life education, integrating maternal health, child nutrition and Family Planning. Large numbers of personnel are required for the integrated programmes if they are, as they should be, extended to districts like Dharmapuri and Ahmednagar; the cost of making one farmer literate worked out only to Rs. 30/-. To cover over the next decade

about 500,000 adult illiterate persons in Dharmapuri and an equal number in Ahmednagar, who would benefit from such a campaign for Functional Literacy, there would be need for at least one literary worker for each village and a number of supervisors, each covering a group of villages. The costs worked out in Andhra Pradesh may, with suitable variations suggested by experience, serve as a basis for experimental projects in these districts since unemployed drop-outs of both sexes above the middle school level could be enlisted for implementing the Functional Literacy and allied schemes.

8.14 In all these areas of welfare and social services—balwadis pre-school care and feeding, expansion of para-medical services, functional literacy and other services for adults and adolescents, especially those belonging to the underprivileged sections of the population—the political compulsions of achieving social justice call for substantial outlays by governmental and other public agencies. But there has been no planning for the training of personnel even though large numbers of youth are joining the ranks of the unemployed. In the establishment of training centres for these personnel, there is wide scope for the initiative on the part of national and international agencies concerned with educational and manpower problems and the welfare of children, women and youth. The supply of experts to organize such schemes, the equipment they require and advice on the most effective communication media and themes (mainly films) to be adopted are matters outside the scope of this survey but these are the areas in which the State and local authorities will require support through further detailed studies of suitable techniques. The matching finance will present no serious problem in view of the pattern of allocations envisaged in the Fifth Plan, particularly for the backward districts of the country. But it is necessary to ensure at the same time that matching funds are raised within the community itself to underline its stake in the success of the programmes and provide a continuous local watch on the uses of the funds to avoid waste and mismanagement. It is necessary to motivate the village panchayats to undertake this responsibility by showing that it is within their capacity to help in remedying a situation which they now deplore and for which the blame is usually cast on a distant Government.

CHAPTER IX

Training for Employment

A : JOBS IN THE DEVELOPMENT SECTORS

9.1 The foregoing programme of general *plus* pre-occupational education which places greater accent on general education is, however, open to the objection that the present system even with these improvements may prove quite irrelevant to the circumstances in which a majority of rural youth have to make a living. The present unemployment trends do indicate the purposelessness of formal systems of education in a backward rural environment. Without, however, going so far as to condemn such systems wholesale, we can explore the scope for supplementing it with occupational training schemes and other non-formal systems of promoting literacy and skills required to raise working efficiency.

9.2 Most of the drop-outs themselves may be available only for *specific occupational training* rather than for re-entry into school. As the number of such drop-outs is large, a selective approach would necessarily have to be adopted for identifying those drop-outs who will benefit by vocational training. An equally selective approach should be adopted while devising training schemes suited to the conditions in each area and the traditional or acquired skills possessed or occupations desired.

On a conservative estimate, based on the survey findings relating to two among several reasons—(i) lack of interest in studies and (ii) inability to cope with studies—one out of every five drop-outs, might qualify for selection for job-entry training. This would mean that roughly 15,000 male and 6,000 female drop-outs in the age group 15-22 in Dharmapuri district and 24,000 male and 5,000 female drop-outs in the same age group in Ahmednagar district might be available for a specific job-entry training programme. Such a programme postulates (i) the creation of employment opportunities in the main development sectors of the respective district's economy; (ii) the development of various services for children, women, the community as a whole in the health, nutrition, sanitation and medical fields; and (iii) the creation of new jobs in what might be called the 'peripheral sector'—a sector or market on the periphery of the primary (agricultural), secondary (industrial) and tertiary (services) sectors.

9.3 Viewed in this context, development in general would need to be more significantly employment-oriented so as to make an impact on the overall unemployment situation covering the uneducated, the educated and the under-educated. In so doing, the State Government concerned should assign a certain priority to the creation of at least a thousand jobs per year, over a five-year period, in the normal development sectors of each district to absorb a matching number of middle-level and non-matriculate drop-outs.

It is not claimed that such schemes will solve the unemployment problem but they can serve as prototypes both for future official initiatives and for creating interest among the unemployed for taking up similar schemes and obtaining the facilities provided by the authorities to those willing to benefit by them. The following are the feasible schemes :—

<i>Dharmapuri</i>	<i>Ahmednagar</i>
1. Dairy-cum-Poultry project	1. Dairy-cum-Poultry project
2. Mulberry cultivation	2. Soyabean cultivation
3. Auto-rickshaws	3. Citronella cultivation
4. Mechanical Trades	4. Mechanical Trades
5. Electrical Trades	5. Electrical Trades
6. Tailoring (for women)	6. Auto-rickshaws
7. Carpentry instructors	7. Tailoring (for women)
	8. Sisal fibre processing and weaving.

B : JOBS IN PERIPHERAL MARKETS

9.4 A programme for the creation of 'peripheral market jobs' for drop-outs in the 15-22 age group at an average rate of about 4,000 per year, over a five-year period, could be brought into operation in each district concurrently with the programme (outlined above) for training about 1,000 of them in gainful occupations.

Briefly defined, a 'peripheral market' is a field of production or service which is not currently exploited either by organised industry or by organised labour. It is not exploited by the former because it is not capable of yielding normal profits; it does not attract the latter because it cannot ensure normal market wages. It may be more aptly described as a sub-normal market which could be developed on the basis of a structure of sub-normal wages acceptable to unemployed men and women with sub-normal education, particularly permanent school drop-outs in the 15-22 age group. (Incidentally, our survey of out-of-school rural youths in Dharmapuri and Ahmednagar districts has revealed that the occupational attitudes and wage/salary expectations of drop-outs are significantly lower than those of matriculates, though both the groups are subject to an almost identical pattern of unemployment). The goods produced or the services performed by these under-educated youths may not compare in utility or quality with those of the normal market economy; but, then, they may well serve some social welfare or other purposes that are not wholly economic in terms of costs and benefits and satisfy some categories of consumers. A peripheral market, with these characteristics, could also be a captive or pro-

tected market for agencies and institutions engaged in welfare activities among the very poor and backward groups.

9.5 In our scheme outlined earlier for training 100 female drop-outs as tailoring instructors in Dharmapuri it was proposed that such instructors, at the end of their training, be employed in tailoring and readymade garments making units to train and guide other drop-outs in tailoring work. If each such unit is equipped to train and employ, say, 25 drop-outs (males and females in suitable proportions), 50 units could take care of 1,250 drop-outs in all. Each unit, manned by two trained instructors and equipped with a dozen sewing machines, and working on double-shift basis, should concentrate on stitching school uniforms for boys and girls, wherever prescribed, uniforms for boy scouts and girl scouts, linen used in hospitals or maternity centres, uniforms for school peons or those of other public offices, garments for children in orphanages, and in making some readymade garments for the local market, especially to meet in part, the heavy requirements of families on festive occasions like Diwali, Puja, Pongal, Christmas and Ramzan.

The proposed 50 units could be set up in locations—big towns, rural towns and bigger villages—scattered throughout the district as part of a phased programme. Their establishment could be left to the initiative and enterprise of local 'social entrepreneurs' (those who are motivated more by social service impulses than by profit-making considerations) and dedicated social workers. It should be the responsibility of these persons to secure the equipment, (sewing machines), either on hire-purchase terms from a manufacturer or with the aid of bank finance. Working capital could be obtained from banks for payment of salaries and wages, (e.g. for stocking cloth required and storing readymade garments). Similar schemes can be organised for simple furniture required in rural areas in households, offices and other public institutions.

9.6 As in all social experiments, it will be necessary to start some pilot projects to try out these schemes before plans are made to enlarge them. A phase approach is necessary for discovering the drawbacks likely to arise in practical working and taking steps to avoid them. The accent in the early stages should naturally be on perfecting methods and materials and evaluating performance with a view to effecting improvements. The need for a steady feedback of information on the suitability or otherwise of methods at all stages—early, intermediate and advanced—cannot be too strongly emphasized since large-scale experiments cannot be successfully carried out without such constant testing of the viability, not merely in economic terms, of the techniques adopted. An independent evaluation of these by research organizations could possibly also throw light on other ways of achieving the main objective.

CHAPTER X

Motivation and Communication

10.1 In any set of measures intended to bring about radical changes in human attitudes and responses, complex problems of motivation arise for which there are no easy solutions when the percentage of literacy is low and a predominantly rural environment tends to favour conservative approaches. For opening up new avenues of useful work and establishing training facilities suited to the prevailing conditions in the villages, parents of the drop-outs have to be motivated to ensure regular attendance of their children at school and to enable them to continue their studies even after the primary stage; it has been found that parents are largely, if not mainly, responsible for discouraging their children's pursuit of education. The students have also to be motivated to show greater interest in their studies and take advantage of whatever vocational or craft training facilities are available and can be added. Both parents and pupils can be more successfully persuaded to observe certain guidelines if the entire rural community in each village or group of villages can be persuaded to lend moral support to such efforts and convinced of their value. This in turn calls for a genuine interest in the community's problems on the part of the village leaders, teachers and officials, who are in direct touch with all these members of the village community.

Parents, Children and Community

10.2 In Dharmapuri, more than in Ahmednagar, the growing unemployment among the graduates, matriculates and even pre-matriculates would naturally discourage drop-outs and students at lower levels, belonging to low income, socially backward sections from showing serious interest in education. If parents belonging to these groups find no value in school education and consider it quite unrelated to the problems they have to face in earning a living, they are unlikely to forgo the help which even a teenage child can provide to the family by either working in the family occupation or by earning a wage by taking up odd jobs outside. This applies with stronger reason to mothers who tend to consider the education of their girls an irrelevance in the context of their future role as housewives or as workers in manual occupations to supplement the family income.

10.3 In all these cases it is necessary to demonstrate that training or education to be given has some bearing on their daily work and can make them better workers, capable of earning more and contributing to their own and the community's welfare. In the case of the drop-outs themselves, the problem is less difficult since most of them seem to realise the importance of acquiring new skills and are ready to venture out into non-traditional occupations. Their mental horizons are, however, limited by what they see; hence their preference for tailoring, electrical pump-set mechanic, fitters, motor drivers and mechanics etc.

10.4 In these preferences, there is apparently a subconscious feeling that agriculture either cannot be modernized or cannot absorb more educated or skilled workers. Nor are the unemployed youth conscious of the entire range of community, or social welfare services in which they cannot only find a role if properly equipped for them but also provide support to the farmers and field workers. Thus problems of communication arise in the process of such motivation.

The mere expansion of training facilities by the State or other agencies will not by itself provide a solution to the problems of rural youth. These facilities will have to be reinforced at the village level by other activities designed to educate adults, both men and women, to improve the conditions of living through better sanitation, medical care, nutritional programmes and pre-school feeding and care of children. Such integrated services will also have the advantage of providing work for the out-of-school boys and girls after short periods of training and directly involve them in activities connected with the village community to which they belong.

Communication Methods

10.5 In a sense, this is only part of the larger problem of communications to be developed in the total national effort to raise productivity in agriculture and in rural occupations, spread knowledge of balanced nutrition, motivate men and women in family planning, etc. Experiments are currently being made with various techniques of communication in these fields and these could be equally effectively extended to the areas covered by this Survey. There is need to establish the nucleus of a community service unit at the village level; and in matter concerning school drop-outs, the best means would be to motivate the school teacher as the best person likely to inspire confidence in the parent, the pupil and the community in matters regarding the value of occupational and other training facilities. The teachers themselves will need re-orientation from time to time about objective and methods. The methods adopted, for example, by the Grail Mobile Extension Training Units in and around Delhi to disseminate AFPRO Technical Information on matters like Nutrition, Child Care, Health Education, Horticulture, Animal Husbandry and Community Development could be adopted with suitable changes provided the necessary organization, voluntary or other, is created.

10.6 Some persuasion will be required from district officials and leaders and of panchayat members to encourage teachers in villages to volunteer to participate in these activities. Outside normal working hours, schools may have to be used as the venue of the meetings of the youth and their elders both to save costs and to make the school the focal point of village uplift activities. One device which may be useful to make such meetings less informal but more purposive may be the formation of Youth Clubs. In the conditions now prevailing in the rural areas, such clubs may have to be separately formed for men and women, though on special matters, arrangements could be made to bring them together in common meetings so that their activities could gradually be integrated and the whole community made conscious of what is being done.

10.7 The possibilities of formation of Youth Clubs have been the subject of much inquiry and some guidelines have been incorporated in booklets issued by the Directorate of Extension, Ministry of Food & Agriculture, New Delhi, the Division of Agricultural Extension, Indian Agricultural Research Institute, New Delhi and the Director, Planning and Research Institute, Lucknow, U.P. There are also useful suggestions in the notes written by an American Peace Corps Volunteer, Mr. Frank Miller, who worked with a Youth Center Project in Kangra district (formerly in Punjab, now in Himachal Pradesh). All these underline the need to start group activities, initiate projects for improving productivity, welfare and also expand cultural and recreational activities to make such Clubs the centres of local community life.

The difficulties should not be minimised. Village factions may disrupt the working of these Clubs. Political partisanship at the village level can be quite damaging to the team spirit needed for the success of integrated community services. Where there are no sectarian or political conflicts, youthful members may tend to emphasise the recreational aspects of the club to the neglect of their services to the community and waste time and money on sports and entertainment. These tendencies will have to be corrected from time to time through supervision, financial control and publicity about the more successful clubs. However, the risks should not inhibit fresh experiments being made in integrating the village communities by turning their attention to their common interests.

The formation of Youth Clubs should first begin in the large villages so that their chances of survival may be high. Leadership will be more easily forthcoming in these large villages and local factions may be either submerged in the common purpose or at least prove less obstructive. *Prima facie*, Dharmapuri offers scope for such clubs because most of the villages are large or medium sized and a sufficient number of members will be forthcoming to make a start and good results might in time attract others. Ultimately, however, Youth Clubs have a more significant contribution to make in the smaller villages where the need for them is greater.

10.8 In the activities of such clubs, the official element should be kept to the minimum and restricted to providing the facilities required, including finance and assistance from district officials. The various media to be used—printed information, exhibition of films, installation of radio sets, supply of sports equipment and technical personnel to guide development and training activities have to be undertaken by the Government or other outside agencies. If these clubs are linked to the proposed Functional Literacy projects (discussed elsewhere in this report) on the lines experimented with success in some States, much of the material for instruction and guidance can be made available as part of the Literacy Schemes.

The existence of a large reservoir of idle manpower, especially in Dharmapuri, would also favour the participation of drop-out youth, male and female, in some kind of activity under the auspices of these Clubs. A certain percentage of failures of such clubs will have to be accepted as part of the experiment which should indicate ways of overcoming defects in organization or motivation inherent in schemes, involving large numbers of men and women living in poverty and frustration.

CHAPTER XI

Findings and Recommendations : A Summary

11.1 The Rural Youth Survey entrusted by the UNICEF to the Indian Institute of Public Opinion covering two districts—Dharmapuri and Ahmednagar—was originally conceived as a fact-finding study of the factors inducing wastage in the rural educational system and of finding ways of re-orientation of education with a view to integrating systems of occupational training which would help in the rapid absorption of unemployed school drop-outs in gainful work. However, an evaluation of the employment opportunities in each district was found necessary to gain a proper insight into the problems of out of school rural youth. One of the significant conclusions of the Survey is that the successful completion of school education does not necessarily place rural youth in a more favourable position in the matter of employment than in the case of a drop-out. In other words, it is possible to utilize the out-of-school, out-of-job rural youth in a wide range of rural community services and integrated development schemes with the help of brief but practical and effective training schemes some examples of which are outlined in the report. The Institute also considers that there are possibilities of rural youth being trained to produce for a “peripheral” market. But, essentially, one of the major conclusions of the Survey is that the educational system must be supplemented or made more relevant to help rural youth get the best of the opportunities that exist or can be created in the villages.

11.2 This Survey in two districts is intended to provide as much complementary as is possible to the earlier Osmanabad Survey by the Maharashtra Government and has also taken note of the Intensive Educational District Development Projects commissioned by the Government of India.

11.3 The two districts under study differ in their physical, social and economic characteristics: Dharmapuri is smaller in area, more predominantly rural, and industrially far more backward than Ahmednagar and hence is educationally more backward and has fewer employment opportunities. These differences underline the importance of keeping in view variations in social and economic conditions, from one district to another and within each district, while applying the recommendations of this Survey.

11.4 The expansion in the number of schools—primary, middle and secondary—has been rapid in both districts but Ahmednagar has more institutions for higher education (Colleges) and technical or vocational training than Dharmapuri.

11.5. Though Dharmapuri shows less than half the number of jobs in the reporting sectors of public and private employment as compared with Ahmed-

nagar, there has been a recent spurt in employment mainly because of execution of special development schemes (since the district was separated from Salem in 1965). But there has also been an alarming increase in numbers on the Live Register of the Employment Exchange, especially of matriculates and school drop-outs whom Ahmednagar is apparently better able to absorb.

11.6 More than ten per cent of the total annual enrolments drop out of school at all levels in Dharmapuri; two out of three such drop-outs are males, which is about equal to the proportions of total enrolment of the two sexes. A rough estimate of the total number of the drop-outs in Dharmapuri during the Sixties is 125,000 in the 11-22 age group. The middle school level seems to act as a barrier to girls; many drop out at that stage, perhaps for social reasons, but those who cross it successfully seem generally to be able to go on to complete school.

11.7 The sex-distribution of drop-outs in Ahmednagar—three boys to one girl—also corresponds to their respective enrolment pattern but the drop-out percentages of total enrolment is lower than in Dharmapuri, viz. 8 per cent for boys and 7 per cent for girls. The cumulative additions to drop-outs in the 11-22 age group during the last decade has been estimated at 160,000. For the girls, the middle school seems to offer a barrier, presumably for the same reasons as in Dharmapuri but also because education is not free in Maharashtra after the VII Standard and many rural schools.

11.8 There is no positive correlation between the proportion of trained teachers and drop-out rates: experience in Dharmapuri even points to a negative correlation, showing that other economic and social factors are more important.

11.9 Health factors seem to be marginal in educational wastage; but the family background (low social status, low income and low rates of literacy among parents) has an important influence on drop-out rates.

11.10 Only a very small percentage of drop-outs is fully employed; most of those who claim part-time work are generally engaged in agriculture, either on the family farm or occupation or for wages in seasonal employment. There is no significant shift from traditional jobs in part time employment. School drop-outs at the primary stages have sometimes to wait for 4 or 5 years for a job of any kind.

11.11 Matriculates in Dharmapuri seem to be in a worse position than drop-outs, perhaps because there are not enough jobs to suit their aspirations and do not wish to take up odd jobs of the kind that drop-outs can accept. Matriculates in Ahmednagar above 19 seem to be in a position to get jobs because of its more diversified economy.

11.12 Tailoring and typing are some of the occupations for which training is sought by the drop-outs, especially girls; electrician and motor mechanic are occupations generally preferred by male drop-outs. Job preferences of the drop-outs also run along the same lines. Salary aspirations of drop-outs range from

Rs. 100 per month to Rs. 150, whereas those of matriculates are slightly above this level.

11.13 Three types of educational programmes can be suggested based on the preferences of drop-outs: (i) continuance of general education with a vocational bias (ii) occupational training for "committed" occupations and (iii) occupational training according to preferences based on their own expectations of profitable occupations. Estimates are given of the numbers in each category for both districts and the types of training required.

11.14 Headmasters in both districts emphasize the need for vocational education and deplore the lack of facilities for it in spite of recent measures to improve education. Village leaders confirm this deficiency and suggest revised development priorities. Employment, irrigation and drinking water are among these high priority tasks. Most of the village leaders tend to think that only the Government can solve their problems, though some also stress the need for people's co-operation. District leaders also broadly agree with these views and especially stress manpower training and new employment creation.

11.15 For re-absorption of a portion of the out of school youth desiring general education with a vocational bias, the four-phase model proposed by Dr. Eugene Staley seems eminently suitable. The first two phases—of general education and general plus pre-occupational education—would be appropriate for drop-outs and the next two—job entry training plus further education, and career-long training plus further education—to matriculates.

11.16 Priority in training should be given to improved agricultural techniques and related services for agriculture, forestry, livestock, marketing and storage. Processing and manufacturing and social services to the community should have the next priority. (A list of such schemes is included in the main text of the Survey).

11.17 Programmes for labour-intensive technologies which could be adopted without fear of inflationary pressures in the context of agricultural prosperity will now be practicable (as explained by Mr. James P. Grant, President, Overseas Development Council). Construction, transport and communications could offer scope for such schemes.

11.18 The purpose of pre-occupational training will be, as Dr. Staley has pointed out, to produce trainable rather than fully trained persons. Problems of financing and motivation will arise but can be solved; funds can be found from allocations for existing special schemes for marginal farmers and dry land cultivation and also as part of the agricultural extension services. The main point to be stressed is that there are avenues of effectively using wasted manpower which are not obvious to local observers and the conventional suggestions for giving a vocational bias to education should be supplemented by new ideas on developing rural services.

11.19 The survey has shown the existence of some proved prototypes for the use of drop-outs, especially girls, in services for children and other adolescents.

But these now largely depend on individual initiative and personal dedication to social causes. The problem is how far these experiences can be transferred to other areas and/or can be institutionalised.

11.20 While further study will be required to establish links between early child care and educational or occupational adjustments, programmes already outlined by a committee of the Planning Commission for pre-school feeding or child care (for 0-5 age group) would offer scope for training girl drop-outs for short periods and employing them. Tailoring to provide garments for children, health and para-medical services to the village community, functional literacy schemes not only for farmers but also for women in nutrition and family planning, will all provide additional opportunities. While funds may in most cases be available under various Plan allocations, it is necessary to create an awareness in the village community and persuade it through the Panchayat, take interest in these schemes and supplement the funds so that such contributions may create a local interest in their efficient utilisation.

11.21 It is estimated that about 15,000 male and 6,000 female drop-outs in Dharmapuri and 24,000 male and 5,000 female drop-outs in Ahmednagar in the age group 15-22 will be seeking specific job-entry training Programmes. This would include the development sectors, the services sector and the 'peripheral' market sector. The first depends on employment-oriented schemes formulated by the Central and State Governments, the second, largely on the State Governments and Zilla Parishad (or Panchayat Unions) interest in organising the services and the third, on a phased programme of training and aided self-employment (or small producing units) catering to demands in sub-marginal markets for certain types of consumer goods.

11.22 Complex problems of motivation arise if drop-outs, their parents and the rural communities to which they belong are to be induced to co-operate with or participate in the activities suggested to give a better deal to wasted rural youth. While the job and training preferences indicated can to some extent ensure an enthusiastic response, interest in willing participation in the various new community services identified by this survey will be more difficult to create. Educated youth must be convinced that agriculture and the rural environment can still offer scope for a wide range of services requiring the work of educated persons and they should be taught to seek job satisfaction in providing these. Motivating them in these ways will call for the adoption of the more appropriate and successful methods of communication now being tried out by several agencies (like AFPRO and the Grail Mobile Extension Training Units in Delhi). The possibilities of the formation of youth clubs should also be explored without necessarily entertaining illusions about their feasibility in a rural socio-economic setting which may sometimes be complicated by communal or other kinds of factions. Recreational activity in such Clubs can help to promote the team spirit required for community services but should not be allowed to become an end in themselves. Shortcomings that arise in the course of experiments may themselves point to methods of overcoming them.

Glossary of Terms

AFPRO : (Initial letters of an Organization in New Delhi describing itself as Action for Food Production)

Factory refers to any premises where ten or more workers carry on any manufacturing process with the aid of power or 20 or more workers work without the aid of power.

Lead Bank : A nationalized bank designated as "Lead Bank" for each district to survey the scope therein for expansion of credit facilities and devise methods of financing schemes for development.

Scheduled Castes : comprise castes, races or tribes (or parts of a group within them) which have been notified by the President of India (or included by Parliament by law) to be such for purposes of special treatment, safeguards, or facilities.

"Scheduled Tribes" : comprise similar tribes or tribal communities.

Small Scale Industries : Industries in which the investment in plant and machinery does not exceed Rs. 750,000 or Rs. one million in the case of units which are ancillaries of bigger industries.

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PART II
APPENDICES

APPENDIX I
BACKGROUND DATA RELATING TO THE TWO DISTRICTS
DHARMAPURI DISTRICT

1. Area and Population

	Area in sq. kms.	Population			Density of population per sq. km	Females per 1000 males	Growth rate of population 1961-71 (Per cent)
		Persons	Males	Females			
Total	9,600	1,674,193	850,019	824,174	174	970	+25.7
Rural		1,530,328	776,332	753,996		971	+23.5
Urban		143,865	73,687	70,178		952	+54.3

2. Literate Population

	Literate Population			Literates as per cent of total population		
	Persons	Males	Females	Persons	Males	Females
Total	369,486	266,492	102,994	32.1	31.3	12.5
Rural	298,613	222,629	75,984	19.5	28.7	10.1
Urban	70,873	43,863	27,010	49.3	59.5	38.5

3. Working Population

	Total Workers			Workers as per cent of total population		
	Persons	Males	Females	Persons	Males	Females
Total	613,817	490,801	141,016	37.7	57.7	17.1
Rural	589,794	454,084	135,710	38.5	58.5	18.0
Urban	42,023	36,717	5,306	29.2	49.8	7.6

4. Break-up of Working Population

	Cultivators		Agricultural labourers		Other Workers		Non-Workers		
	Males	Females	Males	Females	Males	Females	Persons	Males	Females
Total	305,327	46,803	94,528	57,478	90,946	36,735	1,042,376	359,218	683,158
Rural	300,977	46,369	92,622	56,527	60,485	32,814	940,534	322,248	618,286
Urban	4,350	434	1,906	951	30,461	3,921	101,842	36,970	64,872

AHMEDNAGAR DISTRICT

1. Area and Population

	Area in sq. kms.	Population			Density of population per sq. km.	Females per 1000 males	Growth rate of population 1961-71 (per cent)
		Persons	Males	Females			
Total	17,000	2,266,555	1,158,571	1,107,984	133	956	+ 27.6
Rural		2,016,540	1,024,526	992,014		968	+ 26.9
Urban		250,015	134,045	115,970		865	+ 33.5

2. Literate Population

	Literate Population			Literates as per cent of total population		
	Persons	Males	Females	Persons	Males	Females
Total	826,090	573,736	252,354	36.4	49.5	22.8
Rural	676,671	478,670	198,001	33.6	46.7	20.0
Urban	149,419	95,066	54,353	59.8	70.9	46.9

3. Working Population

	Total Workers			Workers as per cent of total population		
	Persons	Males	Females	Persons	Males	Females
Total	828,743	589,710	239,033	36.6	50.9	21.6
Rural	753,888	526,977	226,911	37.4	51.4	22.9
Urban	74,855	62,733	12,122	29.4	46.8	10.4

4. Break-up of working population

	Cultivators		Agricultural labourers		Other Workers		Non-workers		
	Males	Females	Males	Females	Males	Females	Persons	Males	Females
Total	287,830	89,807	138,931	106,451	162,949	42,775	1,437,812	568,861	868,951
Rural	285,583	89,563	136,467	105,046	104,927	32,302	1,262,652	497,549	765,103
Urban	2,247	244	2,464	1,405	58,022	10,473	175,160	71,312	103,848

Source : Census Report 1971—Vol. I.

APPENDIX II

SAMPLING DESIGN FOR THE UNICEF STUDY ON
RURAL YOUTH IN MAHARASHTRA AND TAMIL NADU

Sample Size

In the project proposal about 1000 interviews of rural youth respondents in the target group have been planned and an additional 250 interviews among district and village leaders. The former are intended to provide detailed information in regard to socio-economic and educational background of the respondents and the latter to provide informed opinion about the techno-economic possibilities in the district and in the villages, and the most favoured schemes of development growth and also training and manpower planning. From both should come a programme of training to dovetail the skills generated, say by 1973-74, with the employment opportunities for the target group.

In the sampling plan, the details of which follow, provision has been made for a maximum of 1550 interviews. In fixing the size of the sample, account has been taken of the likelihood of some interviews not materializing for want of suitable respondents selected per the sampling plan. Some schedules may have to be dropped from analysis either for want of adequate information or for reason of inconsistent information. So, some interviews in excess of those indicated in the project proposal have been planned.

Broad Sections of the Study

The study for purpose of sampling design and detailed investigation will be divided into three distinct parts :

I	...	The District Sample
II	...	The Village Sample
III	...	The Rural Youth Sample

The allocation of the sample size between these studies is planned as follows :

District Sample	...	50
Village Sample	...	300
Rural Youth Sample	...	1200
Total Sample	...	1550

The detailed sampling design for each of these studies is given in the paragraphs that follow.

The District Study

The district study aims at techno-economic evaluation of the district based both on desk research and field survey. Extensive secondary data are already available in the District Census Handbooks and also socio-economic and other studies carried out by the State Government and other District authorities.

Secondary data will be supported by a field survey for which a separate questionnaire has been framed. This questionnaire is addressed to selected members of groups of informed persons of the district in order to secure their assessment of the future growth potential of the selected district, the possibility for further employment opportunities and the need for improving skills particularly for the children in the age group of 11 - 20.

This questionnaire could be addressed to the Members of Parliament from the district, MLAs, the Municipal Councillors, the Collector and the sub-Collectors, Block Development Officers, officials in the Agriculture and Industrial Departments, the Panchayat officials, the District Educational Authorities, Heads of Associations of Industry and Trade, if any, the principals of Educational Institutions, selected medical, legal and other professionals and selected heads of institutions of public service. In all 50 interviews will be conducted.

The Village Study

The village study aims at securing information similar to that secured for the district but in this case we do not expect secondary data to be very useful. The village study will, therefore, extensively depend upon field interviews.

In each of the selected districts 60 villages or clusters of villages will be selected for detailed investigation. These villages are divided into three categories viz. 'A', 'B' and 'C'.

The 'A' category of villages are those which have a population of more than 2000 and also have a high school located within the village boundary.

The 'B' category of villages are those which have a population of 1000 to 2000 and have also at least a primary school located within the village boundary.

The criteria of population as also educational facilities will be applied with reference to the 1961 Census Handbook for both the Districts of Ahmednagar and Salem, of which Dharmapuri was a part in 1961.

The selection of 'A' category of villages will be done on the basis of simple random sampling procedure and with the help of a random sample list after all such villages have been enlisted with the help of the District Census Handbooks. Likewise, the 'B' category of villages will also be selected on the

basis of simple random sampling procedure after enlisting all such villages from the Census Handbook.

In the case of selection of 'C' category of villages a modified sampling procedure will be adopted. Five talukas will first be selected from within the district on the basis of a simple random sampling procedure. The 'C' category of villages in each of these talukas will be separately enlisted. From each of these five lists, 2 'C' category villages will be selected. Thus in all 10 'C' category villages will be selected. In addition to each of the selected 'C' category villages three additional villages will be selected all of which will be in close geographical proximity of the selected village. Thus a cluster of four villages will be selected for detailed investigation. In deciding upon the four villages which will form a cluster, care will be taken to exclude all villages which appear in 'A' or 'B' category lists of villages, irrespective of whether these villages have been selected for investigation or not.

Thus in five different talukas in all 40 'C' category villages will be selected in 10 clusters. This method has been considered desirable since it has been observed that the required number of respondents proposed for 'A' and 'B' category of villages is not likely to be available in any single village in this third category.

Sample Allocation

It is planned that 20 respondents in the age group of 11-22 years be interviewed in each of the 20 'A' and 'B' category of villages and 40 from each of the 10 clusters in the 'C' category of villages. Thus in all 1200 interviews of the respondents are planned.

To recapitulate, in all 1550 interviews are planned in each of the selected district the break-up of which is as follows :

Rural youth	1200
of which 'A' category villages (20x20)	400
'B' category of villages (20x20)	400
'C' category clusters (10x40)	400
Village Leaders (60x5)	300
District Leaders	50
Total :	1550

Sample Selection of Rural Youth

After the villages and clusters of villages in categories 'A', 'B' and 'C' have been selected, a list of the out-of-school rural youth in the age group of 11-22 years will be prepared.

This primary list will be sub-divided into two parts first listing those out-of-job and second listing those who are in-job. The out-of-job will be defined as those who are willing to offer themselves for employment for more than 3 days in a week or more than 180 days in a year. The two lists will be further sub-divided to identify male and female out-of-job, and out-of-school, in job, rural youth in the age group of 11-22. The age in the case of each of the enlisted subjects will also be ascertained at the time of listing and indicated in the list.

Allocation among Male and Female Rural Youth

From the secondary data that is available, it has been observed that there are very few females in the target age group who are out-of-school and are also seeking jobs. Since the list of female out-of-school rural youth, seeking jobs or in-job is likely to be very short, it has been decided to give it adequate weightage in the sample selection.

Allocation among out-of-job and in-job Rural Youth

The interviews among the male rural youth will be further divided broadly in the proportion of 3 : 1 among those out of jobs and those in jobs. The latter provide useful information for identification of the characteristics that have helped people to secure a job when out of school or ought to be developed among those in the same age group.

Allocation by Age Group

Of the total interviews planned for each of the four out-of-school sub-groups, i.e. males unemployed, males employed, females unemployed and females employed, a fixed number of interviews will be allocated to those in the age group of 20-22 years.

These interviews among youth in the age group of 20-22 years are considered desirable in order to ascertain as to what happens to them if they complete the school course. Do they continue to remain unemployed even in post-twenty age group, or does age by itself facilitate securing a job? Or were the intervening years utilized to secure training and develop skills which helped them secure employment at the post-twenty age?

Keeping in view these requirements of the sampling design the actual selection of the sample will be made on the basis of simple random sampling procedure, the selection being made from the pre-prepared comprehensive lists of different categories of respondents.

LIST OF 'A' CATEGORY SAMPLE VILLAGES IN AHMEDNAGAR DISTRICT

S. No.	Village	Taluka
1.	Puntamba	Koparagaon
2.	Savalvihiri Bk.	Koparagaon
3.	Shirdi	Koparagaon
4.	Akola	Akola
5.	Kotul	Akola
6.	Jorve	Sangamner
7.	Ashwi Bk.	Sangamner
8.	Haregaon	Shrirampur
9.	Belapur	Shrirampur
10.	Sonai	Newasa
11.	Dahigaon	Shiogaon
12.	Jamgaon	Parner
13.	Parner	Parner
14.	Shiogaon	Shiogaon
15.	Chichondi Patil	Ahmednagar
16.	Akolnar	Ahmednagar
17.	Miri	Pathardi
18.	Belwandi Bk.	Shrigonda
19.	Kolgaon	Shrigonda
20.	Karjat	Karjat

**LIST OF 'B' CATEGORY SAMPLE VILLAGES IN
AHMEDNAGAR DISTRICT**

S. No.	Village	Taluka
1.	Chas	Koparagaon
2.	Nighoj	Koparagaon
3.	Mohonduri	Akola
4.	Rajuri	Shrirampur
5.	Hasanpur	Shrirampur
6.	Dhandarphal Bk.	Sangamner
7.	Ghevri	Shiogaon
8.	Shahartakli	Shiogaon
9.	Chapadgaon	Shiogaon
10.	Bhalswani	Parner
11.	Astagaon	Parner
12.	Dhere	Ahmednagar
13.	Vadgaon Gupta	Ahmednagar
14.	Shendi	Ahmednagar
15.	Kaudgaon	Ahmednagar
16.	Aranagaon	Ahmednagar
17.	Doulagaon	Ahmednagar
18.	Vedgaon	Ahmednagar
19.	Rui Chattishi	Ahmednagar
20.	Curwadi	Ahmednagar

**LIST OF 'C' CATEGORY SAMPLE VILLAGES IN
AHMEDNAGAR DISTRICT**

Name of the Taluka	Cluster I	Cluster II
1. Koparagaon	1. Balki 2. Ogadi 3. Anchalgaon 4. Shirasgaon	1. Nandurkhi 2. Walki 3. Dorhale 4. Kankuri
2. Shirampur	1. Fatyabad 2. Kadik Bk. 3. Mandive 4. Kuranpur	1. Rampur 2. Matulthan 3. Naygaon 4. Jafrabad
3. Parner	1. Dhotre Bk. 2. Dhoki 3. Dhotre Kh. 4. Tikholi	1. Gunore 2. Godilgaon 3. Mahase Kh. 4. Ralegao-Therpal
4. Shrigonda	1. Dhawalgaon 2. Yavti 3. Arangaon-Bumala 4. Kondegaovan	1. Koregaon 2. Mungusgaon 3. Kamathi 4. Kothul
5. Karjat	1. Kokangaon 2. Belgaon 3. Tikhi 4. Ratanjan	1. Rakshaswad 2. Kapardi 3. Taju 4. Dhalwadi

**LIST OF 'A' CATEGORY SAMPLE VILLAGES IN
DHARMAPURI DISTRICT**

S.No.	Villages	Taluks
1.	Bagalur	Hosur
2.	Keelmangalam	Hosur
3.	Thalli	Hosur
4.	Boyacotta	Hosur
5.	Gumanur	Hosur
6.	Vappanapalli	Krishnagiri
7.	Bheemandapalli	Krishnagiri
8.	Chigaraplapalli	Krishnagiri
9.	Bargur	Krishnagiri
10.	Kalavi	Krishnagiri
11.	Monasi	Harur
12.	Bommidi	Harur
13.	Pappireddipatti	Harur
14.	Karimangalam	Dharmapuri
15.	Palacode	Dharmapuri
16.	Papparapatti	Dharmapuri
17.	Indoor	Dharmapuri
18.	Pennagaram	Dharmapuri
19.	Palayampudur	Dharmapuri
20.	Thoppur	Dharmapuri

**LIST OF 'B' CATEGORY SAMPLE VILLAGES IN
DHARMAPURI DISTRICT**

S. No.	Villages	Taluks
1.	Nerigam	Hosur
2.	Venkatesapuram	Hosur
3.	Binnamangalam	Hosur
4.	Masinaickanapalli	Hosur
5.	Agarnapalli	Hosur
6.	Chudanur	Hosur
7.	Karapattu	Krishnagiri
8.	Kottapatty	Krishnagiri
9.	Kosapatti	Harur
10.	Gobinathapatti	Harur
11.	Osahalli	Harur
12.	Santhaipatti	Harur
13.	Chikkamarandahalli	Dharmapuri
14.	Marandahalli	Dharmapuri
15.	Athimuthu	Dharmapuri
16.	Hanumanthapuram	Dharmapuri
17.	Panaikulam	Dharmapuri
18.	Bandahalli	Dharmapuri
19.	Laligam	Dharmapuri
20.	Samisettipatti	Dharmapuri

**LIST OF 'C' CATEGORY SAMPLE VILLAGES IN
DHARMAPURI DISTRICT**

Villages	Taluks
1st Cluster	
(i) Koladasapuram	Hosur
(ii) Chokkapuram	Hosur
(iii) Narasapuram	Hosur
(iv) Midithopalli	Hosur
2nd Cluster	
(i) Omadepalli	Hosur
(ii) Sulepalli	Hosur
(iii) Thyagrasanapalli	Hosur
(iv) Madarasanapalli	Hosur
1st Cluster	
(i) Bathimadugu	Krishnagiri
(ii) Balanapalli	Krishnagiri
(iii) Chigralpalli	Krishnagiri
(iv) Ipiganapalli	Krishnagiri
2nd Cluster	
(i) Venkatapuram	Krishnagiri
(ii) Byyanapalli	Krishnagiri
(iii) Goolium	Krishnagiri
(iv) Bellanpalli	Krishnagiri

APPENDIX III

THE QUESTIONNAIRE AND THE SCHEDULES

The questionnaire for the field survey of the two districts Ahmednagar and Dharmapuri consists of four schedules. The first was intended to elicit answers from Headmasters and/or senior teachers of the Schools in the villages covered by the sample design. The second relates to the rural youth and consists of three parts : (a) their households; (b) personal characteristics; and (c) matters concerning education and training. The third schedule was designed to seek the opinions of village leaders and headmen and the fourth of the district authorities and prominent non-officials.

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INTERVIEW SCHEDULE I

A SURVEY OF RURAL YOUTHS

IN

MAHARASHTRA AND TAMIL NADU : 1970-71

SCHOOL HEADMASTER/SENIOR TEACHER

The purpose of this study is to assess the job opportunities for the rural youths, especially the teenage unemployed drop-outs from schools. The results will be helpful in ascertaining the scope for self-employment, new local occupations and suitable training programmes for them. To achieve a success in this task, your cooperation by way of frank and true answers is most essential. The information will be kept confidential and shall be used only for formulating proposal for training aimed at improving employment possibilities for the rural youths.

Identification data (TO BE FILLED IN CAPITAL LETTERS)

Respondent's Name :

School :

Village :Category.....

Post Office :

Tehsil :

District :

Interview No. :

Interviewer :

Date of Interview :

Supervisor's Remarks :

Supervisor's Signature :

State :

A. GENERAL

1. Where do you belong to ?

1. This Village

2. Outside the village

1a. In case you belong to a village other than this, in which year did you come ?

.....Year

2. How long have you lived here ?

1. Less than 2 years

2. 2 to 5 years

3. Over 5 years

2a. Do you find any significant improvement in the village ?

1. Yes

2. No

2b. If yes, please specify :

1. better educational facilities

2. vocational training facilities

3. more employment opportunities

4. better irrigation facilities

5. introduction of mechanised farming

6. expansion of existing or opening of new industries

7. better transport (road) facilities

8. electricity extension

9. Sanitary facilities

10. postal and communication facilities

11. Other (specify).....

2c. What steps would you suggest for creating better employment opportunities in this village ?

1.

2.

3.

4.

B. SCHOOL

2a. Year of establishment of school.....

2b. Level of school

1. Primary

2. Middle

3. High School

4. Higher Secondary

2c. Whether there is

1. Single Shift 2. Double Shift

2d. Whether it is a co-educational school ?

1. Yes 2. No

2e. Managed by :

1. Panchayat 2a. District
b. Taluka/Tehsil c. Gram
3. State Government 4. State Assisted
5. Managed by Trust 6. Self-managed unaided
7. Others (if any).....

2f. Give the following details about :

(i) Students of your school

Sl. No.	Class/Stand	Number of students			
		1968-69		1969-70	
		Male	Female	Male	Female

1. Primary
2. Middle
3. High/Higher Secondary

(ii) Teachers of your school

Category of Teachers	Number of Teachers			
	1968-69		1969-70	
	Male	Female	Male	Female

Trained

1. Post Graduates
2. Graduates
3. Under-graduates

Untrained

1. Post Graduates
2. Graduates
3. Under-graduates

2g. Number of hours, a student attends if :

First Shift from.....to.....
(Total.....Hrs.....Mts.....)

Second Shift from.....to.....
(Total.....Hrs.....Mts.....)

2h. What was/is the average expenditure per student during :

(i) 1968-69.....Rs.....per year.

(ii) 1969-70.....Rs.....per year.

2i. In which month (s), your school remains closed for more than 15 days on account of holidays ?

1.
2.
3.

2j. Please give the following details about Scheduled caste/Harijan students.

Standard	Number of Freeships available	Fees per month Rs. | P.	Remark if any
Primary			
Middle			
High School or Higher Secondary			

3. Is there any facility for technical/craft training in your school ?

1. Yes 2. No

a. If yes, specify :

- (i) its nature
(ii) whether compulsory² or optional²

b. Name and address of the school/institute in your village where technical training is imparted.

.....
.....
.....

4. Are there any drop-outs ?

1. Yes 2. No

If 'Yes'

4a. Do you think that during the past five years drop-outs are :

1. Increasing
2. Decreasing
3. Steady

If 'Increasing'

4b. How can it be checked

1. Full freeship
2. Completion of training at higher level
3. Free boarding/lodging facilities
4. Any other (specify).....

4c. Kindly specify reason(s), if any, for the increase of drop-outs.

1. Financial problems
2. Easy availability of work
3. Increasing apathy towards education because of its doubtful utility.
4. Prolonged illness
5. Others (specify).....

4d. What are the total number of drop-outs at each level ?

Standard/Class	Number of annual drop-outs in			
	1968-69		1969-70	
	Male	Female	Male	Female
(i) Primary				
(ii) Middle				
(iii) High/Higher Secondary				
(iv) Technical Craft Training				

If in Training

4e. Can you specify any craft(s) in which drop-outs are high

1.
2.

4f. Please give an approximate percentage of failure of students at the following levels :

Standard	Percentage of Failure
Primary	
Middle	
Higher Secondary or High	

5a. Is there any mid-day meal scheme in your school ?

1. Yes
2. No

If 'Yes'

5b. How many students are covered by the scheme ?

Number of students.....

6. Are there any extra curricular activities which help the students in developing their occupational goals like leadership, cooperativeness, initiative and so on.

1. Yes
2. No

If 'Yes' please specify

1. Indoor games
2. Outdoor games
3. Debating societies
4. Dramatic activities
5. Others (specify).....

7. Is there any 'occupational information service' in your school for the guidance of students ?

1. Yes
2. No

8. Is there any planned programme of 'Health and Hygiene' followed in your school ?

1. Yes
2. No

8a. If yes, specify details :

1. free distribution of milk (other food)
2. free medical check-up
3. free supply of medicine

8b. Number of students benefitted from such programmes in :

(a) 1968-69.....

(b) 1969-70.....

9. What categories of unemployed youth (s) are likely to increase faster in future in this village ?

1. Unemployed illiterates
2. Unemployed non-matriculantes
3. Unemployed with non-institutional training
4. Unemployed with institutional training
5. Others (specify).....

10. Can you specify the nature of job (s) vocation the rural youths would most likely to prefer ?

Govt. Private

1. Service (specify).....
2. Business (specify).....
3. Agriculture
4. Teaching
5. Factory Industry
6. Others (specify).....

10a Does your school maintain any of the following information about students ?

	Yes	No
Previous school (s) attended	1	2
Academic achievements	1	2
Mental ability (intelligence, interest, aptitude)	1	2
Vocational preference/development	1	2

INTERVIEW SCHEDULE II
A SURVEY OF RURAL YOUTHS
IN

MAHARASHTRA AND TAMIL NADU : 1971

UNEMPLOYED/EMPLOYED RURAL YOUTH

Identification data : (To be filled in capital Letters)

Respondent's name.....

Village

Post Office.....

District.....

Interview No.....

Date of Interview.....

Father's name.....

Category.....

Tehsil.....

State.....

Interviewer.....

Supervisor's Remarks.....

Supervisor's Signature.....

A. PERSONAL PARTICULARS

1. SEX

1. Male

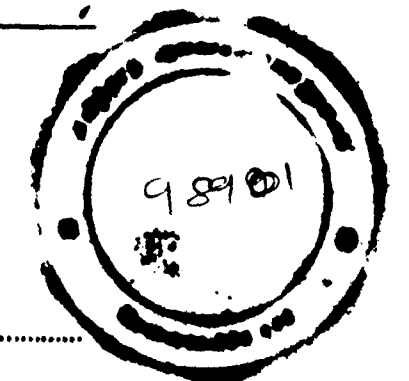
2. Female

2. AGE

(in completed years on the last birth day)
(Record verbatim and code later)

1. 11 to 12 years
3. 15 to 16 years
5. 19 to 20 years

2. 13 to 14 years
4. 17 to 18 years
6. 21 to 22 years



3. BIRTH PLACE

- (a) In this village 1
 (b) Out of this village 2
 (i) Name of the outside village.....
 (ii) Name of the District.....
 (iii) Name of State.....

4. HEALTH

1. Very good 2. Average 3. Poor
 (a) Whether fallen ill for more than 2 weeks at a time during the last five years ?
 1. Yes 2. No

IF "YES"

Kindly specify the illness, period of illness and also place of treatment.

Illness	Period	Place of Treatment
---------	--------	--------------------

5. MARITAL STATUS :

1. Married 2. Unmarried

6. If married, number of children.....

E. SOCIO-ECONOMIC STATUS

Please furnish the following information about your parents/guardians and tick mark the relevant answer on the left of a sub-item.

1. CASTE :

(Write verbatim and code later)

1. Scheduled caste 2. Lower caste
 3. Artisan caste 4. Agricultural caste
 5. Prestige caste 6. Dominant caste

2. OCCUPATION :

(Write verbatim and code later)

1. Labour 2. Caste occupation
 3. Business 4. Independent profession
 5. Cultivation 6. Service

3. EDUCATION :

1. Illiterate 2. Can read only
 3. Can read and write 4. Primary
 5. Middle 6. High School
 7. Graduate or above

4. LAND OWNED :

0. No land 1. Less than 1 acre
 2. 1-5 acres 3. 5-10 acres
 4. 10-15 acres 5. 15-20 acres
 6. More than 20 acres

5. HOUSE :

0. No home 1. Hut
 2. Katcha house 3. Mixed house
 4. Pucca house 5. Mansion

6. FARM POWERS :

0. No drought animal 1. 1-2 drought animals
 2. Tractor

7. FAMILY :

(Write verbatim and record later)

(a) Type :

1. Single 2. Joint

(b) Size :

(Write verbatim and code later)

1. Upto 5 2. Above 5

8. INCOME : (IN RUPEES)

1. 0-50 2. 51-100
 3. 101-150 4. 151-300
 5. Over 300

C. EDUCATION

1. Educational level :

- | | |
|-------------|--------------------|
| 1. Literate | 2. Primary |
| 3. Middle | 4. Non-matriculate |

2. AGE :

- (a) while joining the first school.....
- (b) while leaving the last school.....

3. Why did you leave the school ? (Record verbatim and code later).....

- (a) No interest in studies
- (b) Failed, so discontinued
- (c) Do not like the village school
- (d) Cannot cope up with the studies
- (e) Have to help parents in their occupation/cultivation
- (f) Financial difficulties
- (g) Ill health/physical handicap
- (h) Other (specify).....

4. At whose instance drop-out decision (before final completion of your education) was taken ?

1. Self
2. Parents
3. Other relations
4. Teachers
5. Any other (specify).....

5. Name(s) and address(es) of school(s)/institution(s) where you receive/
had your education/training.

Period	Name(s) and addresses of school(s)
1	
2	
3	
4	
5	
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99	
100	

(1) From.....

To.....

(2)

(3)

6. Whether your studies were discontinued for more than 3 months before final completion?

- 1. Yes** **2 No.**

IF "YES"

7. (i) How many times?.....
 (ii) Total period.....months
 (iii) Specify reasons.....

8. Are you desirous of continuing your general education/technical training, if part time educational facilities are available?

1. Yes

9a. If yes, specify :

- (i) your choice(s).....
(see Appendix "A" for list of suggestive training)

- (ii) reasons :

1. Employment possible
2. Knowledge about it
3. Respect & Status involved
4. Completion of studies
5. Parents strongly desire
6. Others (specify).....

9b. If not, give reason(s)

1. Useless from employment viewpoint
2. Not very dignified
3. Do not have time
4. Others

10. If you have studied outside the village, specify reason(s)

1. No school facilities in the village
2. Poor standard of teaching in the village
3. Free education outside
4. Others (specify)

D. EMPLOYMENT

1. Are you unemployed?

1. Are you unemployed?
1. Yes
2. No

IF "YES"

2. For how long have you been unemployed since leaving your last school ?
month(s)

- (i) Year (s).....month (s)

- (ii) What occupation/job would you like to select?
(Please see Appendix "B" for suggestive occupations)

- (iii) Reason (s) for your choice.
(Record Verbatim and Code Later)

3. Given the choice, where would you prefer to work ?
 1. Village 2. Town 3. Anywhere
4. Why do you prefer to work there ?
 1. No other alternative
 2. Family/relatives live there
 3. Own house
 4. Accustomed to it
 5. More employment opportunities
 6. More income
 7. Low cost of living
 8. More attractions/facilities
 9. Others (specify).....
5. Are you prepared to accept :
 1. A part-time job 2. A full time job
 3. Agricultural job 4. Non-agricultural job
 5. Unskilled manual job 6. Skilled (office) job
 7. Any technical job
 8. Others (specify).....
6. Are you seasonally (part-time) employed ?
 1. Yes 2. No
 If yes, specify :
 (a) your occupation/trade.....
 (b) What do you do in the vacant period (s) ?
 1. Nothing 2. Odd jobs
 3. Share the family occupation/cultivation
 4. Other (s) specify.....
 (c) How long you remain employed ?
 1. Three days per week or 100 days per year
 2. During the school holidays only
 3. Both during the harvest period and school holidays
 (d) Whether trained in the job/trade, you are seasonally engaged in ?
 1. Yes 2. No, not trained
 (e) If not, are you desirous of any occupational training ?
 1. Yes 2. No
 If yes, please specify your choice

- (f) Whether desirous of change of occupation ?
 1. Yes 2. No
 (i) If yes, to what new occupation ?.....
 (ii) Reason (s) for choice of new occupation
 1. More remunerative 2. More respectable
 3. Have better future prospects
 4. Others (specify).....
8. Whether you have any occupational skill ?
 1. Yes 2. No
 (a) If yes, what it is ?.....
 (b) Whether it is hereditary ?
 1. Yes 2. No
 (c) Whether it will secure a job of your choice if further training is imparted ?
 1. Yes 2. No
9. Are you willing to take a job in a small-scale industry by the Govt./any outside agency ?
 1. Yes 2. No
10. If yes, specify :
 (a) the kind of trade/industry you are interested in: (See Appendices C/D for suggestive trades and industries)

 (b) the reasons for your choice :

 (c) Why do you want to confine yourself to this village for a job or trade ?
 1. Parents' desire 2. Caste influence
 3. Have to look after the family occupation
 4. Cannot leave the village being head of the family
 5. Others (specify).....

11. What salary would be acceptable to you ?

	Upto Rs. 90	Rs. 100- 150	Rs. 151- 250	Rs. 251- 400	Rs. 401- 600	Rs. 601- 800	Rs. 801- 1000	Above Rs. 1000
To start with the job	1	2	3	4	5	6	7	8
After 5 year from now	1	2	3	4	5	6	7	8
After 10 years from now	1	2	3	4	5	6	7	8

12. Upto what level will you like to continue your education/training, if appropriate facilities are made available to you ?

1. Middle
2. Matric/Hr. Secondary
3. Intermediate
4. B.A./B. Sc.
5. Others (specify).....

13. If you are unemployed, specify reasons that have hindered you in getting job.

1. Lack of appropriate education/training
2. Lack of educational facilities in the village
3. No proper sources for getting a suitable job
4. Ignorance about various jobs and their availability
6. Inability to study further due to poverty
7. Poor health
8. Others (specify).....

14. If you are employed, give details that have helped you in getting a job.

1. Appropriate education/training
2. Good financial conditions
3. Parents'/relatives' help
4. Effective Sources
5. Employment exchange
6. Others (specify).....

15. If you are employed, but dissatisfied with the job, did you ever try for the better one ?

1. Yes
2. No

If "Yes", specify :

1. Nature of the job tried

16. (i) the advantages of the job you are trying for :

1. Permanent
2. Steady income
3. Independent
4. More respectful

5. Others (specify).....

(ii) the major difficulties that have led to failure

1. No vacancies
2. Corrupt practices
3. Lack of proper qualifications/experience
4. Lack of occupational information
5. Under age

6. Others (specify).....

17. FOR NON-WORKING FEMALE RESPONDENTS ONLY

(a) Are you in search of a job ?

1. Yes
2. No

(b) If yes, what sort of employment you would like to choose ?

1. Teaching
2. Midwifery/Nursing
2. Weaving/Spinning
4. Tailoring/embroidery

5. Others (specify).....

(c) If No, specify reasons :

1. Parents disapprove
2. Inability to migrate alone out of the village
3. Social problems like early marriage
4. Not interested in service
5. Others (specify).....

(d) If you are employed do you hope to :

1. Continue your service for at least five years
2. Continue even after marriage
3. Continue service and studies both if possible
4. Leave it within the next 3 years

INTERVIEW SCHEDULE II
A SURVEY OF RURAL YOUTHS IN
MAHARASHTRA AND TAMIL NADU : 1971

APPENDIX "A"	APPENDIX "B"
Suggestive List of Technical Trainings	Suggestive List of Occupations
1 Black Smithy	1 Service in Govt. organisation
2 Carpentry	2 Service in Private organisation
3 Masonary	3 Teaching
4 Plumbing	4 Engineering
5 Tailoring	5 Medical
6 Motor Mechanic	6 Clerical
7 Fitter	7 Accountancy
8 Electrician	8 Banking
9 Wireman	9 Salesmanship
10 Lineman	10 General Merchandise
11 Turner	11 Motor/Engine Driving
12 Moulder	12 Telegraphist/Operator
13 Welder	13 Postman
14 Compositor	14 Village official like Sarpanch
15 Painter	15 Craftsman
16 Pattern Maker	16 Repairing/fitting
17 Book Binder	17 Electrician/wireman
18 Switch Board Operator	18 Mason
19 Typing	19 Bus Conductor
20 Stenography	20 Tailor

APPENDIX "C"
Suggestive List of Trades
1 Dairy
2 Weaving
3 Book-binding
4 Khandsari (Gur making)
5 Basket making
6 Shoe-making
7 Lock-making
8 Toy-making
9 Black Smithy
10 Gold Smithy
11 Pottery
12 Merchandise
13 Tailoring
14 Tractor repairing
15 Tube-well fitting

APPENDIX "D"
Suggestive List of Industries
1 Textile
2 Jute
3 Hosiery
4 Paper and Pulp
5 Matchbox
6 Leather
7 Bricks/Tiles
8 Crockery
9 Printing
10 Lock-making
11 Radio Assembling
12 Automobile Servicing/repairing
13 Oil Mills
14 Flour Mills
15 Rice Mills
16 Sugar Mills
17 Ready-made garments
18 Utensils (Brass/iron) Manufacture
19 Exercise Book Manufacture
20 Fertilizer

INTERVIEW SCHEDULE III
A SURVEY OF RURAL YOUTHS
IN
MAHARASHTRA AND TAMIL NADU : 1971
VILLAGE LEADERS/HEADMEN

Identification data (TO BE FILLED IN CAPITAL LETTERS)

Respondent's Name :
 Father's Name :
 Status/Designation :
 Interview No. :
 Interviewer :
 Date of Interview :
 Supervisor's Remarks :
 Supervisor's Signature :

1. Where do you belong to ?

1. This village 2. Outside the village

(a) In case you belong to a village other than this, in which year did you come ?

..... Year

(b) In case you belong to this village :

(i) Have you lived here for more than 5 years ?

1. Yes 2. No

(ii) If yes, do you find any significant improvement in the following respects in the village ?

	Yes	No
Schools	1	2
Roads	1	2
Irrigation	1	2
Housing	1	2
Sanitation	1	2
Market	1	2
Training	1	2
Industries	1	2
Others (specify).....	1	2

(iii) If yes, are there better employment opportunities in this village ?

- 1 — Yes 2 — No

(iv) If no, what steps would you suggest for better employment opportunities in this village ?

1. Dig wells/tube wells
2. Construct Bands/Channels/Tanks
3. Start a factory
4. Others (specify).....

2. What is your opinion about :

	Very satis- factory	Satis- factory	Unsatis- factory
(a) Socio-economic and educational development of this village	1	2	3
(b) Employment opportunities in this village	1	2	3
(c) Youths upto 20 years of age of your village whether :		Yes	No
(i) Inclined towards studies		1	2
(ii) Inclined towards employment		1	2
(iii) Others (specify).....			
(d) Consumer/agricultural products likely to be in demand in your village ?			
1.	2.		
3.	4.		
(e) Starting a trade on cooperative basis in your village.			

.....
 x — Already exists in the village

3. What is the most urgent problem of your locality ?
 (Please record verbatim and code later)

- | | |
|-------------------|-----------------|
| 1. Food | 2. Housing |
| 3. Drinking water | 4. Health |
| 5. Sanitation | 6. Education |
| 7. Road | 8. Electricity |
| 9. Irrigation | 10. Delinquency |

INTERVIEW SCHEDULE IV
A SURVEY OF RURAL YOUTHS
IN

MAHARASHTRA AND TAMIL NADU : 1971

DISTRICT AUTHORITIES/PROMINENT PERSONS

Identification data (TO BE FILLED IN CAPITAL LETTERS)

Name.....
 Designation/Status.....
 Office/Institution.....
 Address.....
 Interview No.....
 Interviewer.....
 Date of Interview.....
 Supervisor's Remarks.....
 Supervisor's Signature.....

(HAND RESPONDENT CARD I AND ASK)

1. What is your opinion about this district in terms of

	<i>Advance</i>	<i>Average</i>	<i>Backward</i>
Per capita income	1	2	3
Industrial development	1	2	3
Agricultural production	1	2	3
Educational facilities	1	2	3
Vocational training facilities	1	2	3
Medical facilities	1	2	3
Employment opportunities	1	2	3
Others (specify).....			

2. Are there any backward areas/talukas in this district

1. Yes 2. No

IF 'YES'

2(a) Kindly give their names and endorse the codified reasons for their backwardness against each area/taluka (GIVE CARD II FOR REASONS)

Sl. No.	Areas Talukas	Reasons for backwardness								
		A	B	C	D	E	F	G	H	I
1.		1	2	3	4	5	6	7	8	9
2.		1	2	3	4	5	6	7	8	9
3.		1	2	3	4	5	6	7	8	9
4.		1	2	3	4	5	6	7	8	9
5.		1	2	3	4	5	6	7	8	9

REASONS FOR BACKWARDNESS

A — Inadequate irrigation facilities

B — Agricultural backwardness

C — Industrial backwardness

D — Inadequate educational facilities

E — Lack of vocational training for rural youth

F — Food shortage

G — Inadequate transport of communication facilities

H — Increasing unemployment

I — Others (specify).....

3. Is/are there any measure (s) taken for the development of this district ?

1. Yes

2. No

'IF 'YES'

3a. Which of the following measure (s) has/have been successfully attempted for the development of the district ?

(SPECIFY REASONS IN THE LAST COLUMN IN CASE ATTEMPTS WERE UNSUCCESSFUL).

Development Schemes	Success-fully attempted	Unsuccess-fully attempted	Reasons for failure
Use of fertilizer for better agricultural production	1	2	.....
Use of improved seeds for agricultural production	1	2	.....
Doing mechanised farming	1	2	.....
Better irrigation facilities	1	2	.....
Establishment of small scale industries	1	2	.....
Provision of educational facilities	1	2	.....
Provision of vocational facilities	1	2	.....
Others Specify	1	2	.....

4. Has the general public ever suggested to you any measure (s) for the general improvement of this district ?

1. Yes 2. No

IF 'YES'

4a. What are the measures suggested ?

1.
2.
3.

4b. Were these measures implemented ?

1. Yes 2. No

IF 'NOT'

4c. Specify reasons :

1. Financial difficulties
2. No assistance from State/Central Government
3. Red-tapism
4. Lack of manpower
5. Lack of necessary cooperation from local people
6. Others (specify)

Education And Training :

5. Are you satisfied or dissatisfied with the present educational and vocational training facilities ?

	Satisfied	Dissatisfied
Educational facilities	1	2
Vocational training facilities	1	2

5a. If dissatisfied, specify reasons for dissatisfaction ?

	Facilities Educational | Vocational	
Insufficient institutions to suit the requirements	1	1
Insufficient funds	2	2
Faulty system of admission	3	3
Shortage of trained staff	4	4
Education not suited to any vocation	5	5
Others (specify)	6	6

6. What type(s) of educational and technical institutions exist in the district ?

Educational	Technical
1 — Primary	1 — I.T.I.
2 — Middle	2 — Multi-purpose school
3 — High/Hr. Secondary	3 — Other (s).....
4 — College	
5 — Others (specify).....	

7. Do these educational/vocational training institutions prepare the rural youths for employment ?

	Yes	No
Educational	1	2
Vocational	1	2

If 'Yes'

7a. Would you say their number is sufficient for

		Educational	Vocational
(i) the next five years	Yes	1	1
	No	2	2
(ii) the next ten years	Yes	1	1
	No	2	2

If 'No'

7b. What type of training would you recommend to suit the requirements ?
(specify below in order of preference)

1.
2.
3.

8. What suggestions would you offer for greater employment opportunities for the local youths ?

- 1 — Free training
- 2 — More institutions
- 3 — Employment-oriented training
- 4 — Others (specify).....

Employment Prospects

9. What are the employment prospects in the agricultural and non-agricultural fields ?

	Agricultural	Non-Agricultural
Good	1	1
Average	2	2
Poor	3	3

10. What is the impact of Green Revolution in the district from

	Improved	No Effect
Agricultural view points	1	2
Employment view points	1	2

11. Have you any particular scheme (s) for providing greater employment opportunities in this area ?

1 — Yes

2 — No

If 'Yes'

11a. Specify its nature

1.
2.
3.

11b. What are the employment prospects in—

	Bright	Fair	Poor
(i) Agricultural implements factory	1	2	3
(ii) Manufacturing factory	1	2	3
(iii) Transport industry	1	2	3
(iv) Others (specify).....	1	2	3

11c. If the prospects are bright, please give the following particulars :—

	Type of Industries	Location	Approximate Number of employees required
1.			
2.			
3.			
4.			
5.			

12. What is the scope (much or little) for future employment in the following industries ? (Please specify reasons for little scope)

Sl. No.	Type of industry	Location	Scope		Reasons for little scope
			Much	Little	
1.	Oil Mills		1	2	
2.	Sugar Mills		1	2	
3.	Ink manufacturing		1	2	
4.	Particle Board manufacturing		1	2	
5.	Mixed		1	2	
6.	Automobile Servicing and Repairing		1	2	
7.	Foundry		1	2	
8.	Assembly of Radio and Trans.		1	2	
9.	Manufacturing of Exercise Books		1	2	
10.	Manufacturing of Cement Tiles		1	2	
11.	Garment Manufacturing		1	2	
12.	Manufacturing of Utensils		1	2	
13.	Small Scale Printing Press		1	2	
14.	Manufacturing of Rubber Hose Pipe		1	2	
15.	Manufacturing of Nuts, Bolts and Rivets		1	2	
16.	Manufacturing of Distilled Water and Saline		1	2	
17.	Manufacture of Cement Tiles and Jhallies		1	2	
18.	Mining Industries		1	2	

13. What is the current position of unemployment in this district ?

Category of persons	Current Position			Reasons, if any
	High	Average		
Unemployed Non-Matriculates	1	2	3	.....
Unemployed illiterates	1	2	3	.....

14. Has the local Employment Exchange succeeded in providing employment to the rural youths ?

- 1 — Yes, to a great extent
- 2 — Yes, to some extent
- 3 — No, not at all

15. Kindly give particulars about the transport facilities in this district.

	Yes	No
Available	1	2
Adequate	1	2
Steps taken to improve in the last five years	1	2

15a. If no steps have been taken to improve, please give your suggestions ?

- 1.
- 2.
- 3.

15b. Do you think that the scope for additional employment in transport industry is bright or not ?

- 1 — Yes
- 2 — No

16. Are the medical facilities adequate in the rural area of this district ?

- 1 — Yes
- 2 — No

If 'Yes'

16a. What are the facilities ?

.....
.....

16b. If the medical facilities are inadequate, can you advance any suggestion (s) ?

.....
.....

CARD I

(Ref : Interview Schedule IV/Q. 1)

CONDITION OF DISTRICT AS ADVANCE,
AVERAGE OR BACKWARD

IN TERMS OF

Per capita income

Industrial development

Agricultural production

Educational facilities

Vocational training facilities

Medical facilities

Others if any

CARD II

(Ref : Interview Schedule IV/Q. 2 a)

A. Inadequate irrigation facilities

B. Agricultural backwardness

C. Industrial backwardness

D. Inadequate educational facilities

E. Lack of vocational training for rural youth

F. Food shortage

G. Inadequate transport of communication facilities

H. Increasing unemployment

I. Others if any

APPENDIX IV
TABULATED RESULTS OF THE RURAL YOUTH SURVEY IN
DHARMAPURI AND AHMEDNAGAR DISTRICTS

List of Tables*

Tables I (A & B)	Nos. of Schools in the two districts and type of teachers.
Tables II (A to P)	Character of School Drop-outs in Dharmapuri
Tables III (A to P)	Character of School Drop-outs in Ahmednagar
Table IV (A to C)	Some features of the Matriculates in Dharmapuri
Table V (A to C)	Some features of the matriculates in Ahmednagar
Table VI (A to L)	Employment status of drop-outs and Matriculates in Dharmapuri
Table VII (A to L)	Employment status of drop-outs and Matriculates in Ahmednagar
Table VIII (A & B)	Drop-outs with occupational skills in the two districts
Table IX (A to H)	Preferences of drop-outs in the two districts for part-time Occupational Training for types and jobs
Table X (A to D)	Preferences of drop-outs for Occupational Training and General Education
Table XI	Suggestions expressed by District Leaders for improvement
Table XII	Opinions of District Leaders on shortcomings in vocational education.

*Note : In order to provide a complete profile of the drop-out or matriculates in each area, Tables II to VII are presented in an alphabetical series separately for each district, but to facilitate comparison of individual aspects of drop-outs in the two districts, identical lettering has been given to the Table on each aspect.

Table I—A
DHARMAPURI
(No. of Schools 94)

Category of Teachers	1968-69		Total	1969-70		Total
	Male	Female		Male	Female	
Trained						
Post Graduate	11	10	21	13	10	23
Graduate	111	24	135	113	33	146
Under Graduate	397	137	534	403	158	561
Total	519	171	690	529	201	730
Untrained						
Post Graduate	7	—	7	3	—	3
Graduate	23	4	27	13	1	14
Under Graduate	20	1	21	11	3	14
Total	50	5	55	27	4	31
Grand Total :	569	176	745	556	205	761
Average per School	6.1	1.9	7.9	5.9	2.2	3.1

Table I—B
AHMEDNAGAR
(No. of Schools 93)

(No. of Schools 55)

Category of Teachers	1968-69		Total	1969-70		Total
	Male	Female		Male	Female	
Trained						
Post Graduate	48	7	55	46	6	52
Graduate	79	11	90	90	12	102
Under Graduate	354	70	424	349	81	430
Total	481	88	569	485	99	584
Untrained						
Post Graduate	5	2	7	8	2	10
Graduate	34	5	39	39	4	43
Under Graduate	30	17	47	44	13	57
Total	69	24	93	91	19	110
Grand Total :	550	112	662	576	118	694
Average per School	5.9	1.2	7.1	6.2	1.3	7.5

Table II—A
DISTRIBUTION OF DROP-OUTS BY SEX AND AGE
 (At the Time of Interview)
DHARMAPURI

Age at the time of Interview (In years)	Male		Female		Total	
	No.	%	No.	%	No.	%
11—12	65	7.3	51	13.2	116	9.1
13—14	100	11.3	77	20.0	177	13.9
15—16	153	17.3	72	18.6	225	17.7
17—18	206	23.2	68	17.6	274	21.5
19—20	210	23.7	71	18.4	281	22.1
21—22	149	16.8	48	12.4	197	15.5
Unspecified	4	0.5	—	—	4	0.4
Total	887	100.0	387	100.0	1274	100.0

Table II—B
DISTRIBUTION OF DROP-OUTS
BY SEX AND LEVEL OF EDUCATION
DHARMAPURI

Educational Level	Male		Female		Total	
	No.	%	No.	%	No.	%
Literate	5	0.6	1	0.3	6	0.5
Primary	340	38.3	131	33.9	471	37.0
Middle	297	33.5	113	29.2	410	32.2
Non-Matriculate	245	27.6	142	36.7	387	30.4
Total	887	100.0	387	100.0	1274	100.0

Table II-C
DISTRIBUTION OF MALE DROP-OUTS IN DIFFERENT
AGE GROUPS BY LEVELS OF EDUCATION
DHARMAPURI

Age at the time of Interview (In years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11—12	—	—	60	92.3	4	6.2	1	1.5	65	100.0
13—14	1	1.0	69	69.0	27	27.0	3	3.0	100	100.0
15—16	2	1.3	77	50.3	66	43.1	8	5.3	153	100.0
17—18	1	0.5	69	33.5	83	40.3	53	25.7	206	100.0
19—20	—	—	42	20.0	76	36.2	92	43.8	210	100.0
21—22	—	—	21	14.1	40	26.8	88	59.1	149	100.0
Unspecified	1	25.0	2	50.0	1	25.0	—	—	4	100.0
Total	5	0.6	340	38.3	297	33.5	245	27.6	887	100.0

Table II-D
DISTRIBUTION OF MALE DROP-OUTS BY AGE GROUPS IN
DIFFERENT LEVELS OF EDUCATION
DHARMAPURI

Age at the time of Interview (In years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11—12	—	—	60	17.6	4	1.4	1	0.4	65	7.3
13—14	1	20.0	69	20.3	27	9.1	3	1.2	100	11.3
15—16	2	40.0	77	22.6	66	22.2	8	3.3	153	17.2
17—18	1	20.0	69	20.3	83	27.9	53	21.6	206	23.2
19—20	—	—	42	12.4	76	25.6	92	37.6	210	23.7
21—22	—	—	21	6.2	40	13.5	88	35.9	149	16.8
Unspecified	1	20.0	2	0.6	1	0.3	—	—	4	0.5
Total	5	100.0	340	100.0	297	100.0	245	100.0	887	100.0

Table II-E
DISTRIBUTION OF FEMALE DROP-OUTS IN DIFFERENT AGE GROUPS BY LEVELS OF EDUCATION

DHARMAPURI										
Age at the time of Interview (In years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%
11—12	—	—	45	88.2	6	11.8	—	—	51	100.0
13—14	—	—	43	55.8	34	44.2	—	—	77	100.0
15—16	—	—	24	33.3	42	58.4	6	8.3	72	100.0
17—18	—	—	10	14.7	16	23.5	42	61.8	68	100.0
19—20	1	1.4	5	7.0	10	14.1	55	77.5	71	100.0
21—22	—	—	4	8.4	5	10.4	39	81.2	48	100.0
Total	1	0.3	131	33.8	113	29.2	142	36.7	387	100.0

Table II-F
DISTRIBUTION OF FEMALE DROP-OUTS BY AGE GROUPS IN DIFFERENT LEVELS OF EDUCATION

DHARMAPURI										
Age at the time of Interview (In years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%
11—12	—	—	45	34.4	6	5.3	—	—	51	13.2
13—14	—	—	43	32.8	34	30.1	—	—	77	19.9
15—16	—	—	24	18.3	42	37.2	6	4.2	72	18.6
17—18	—	—	10	7.6	16	14.2	42	29.6	68	17.6
19—20	1	100.0	5	3.8	10	8.8	55	38.7	71	18.3
21—22	—	—	4	3.1	5	4.4	39	27.5	48	12.4
Total	1	100.0	131	100.0	113	100.0	142	100.0	387	100.0

Table II-G
DISTRIBUTION OF DROP-OUT BY SEX AND AGE
(At the Time of Leaving School)
DHARMAPURI

Age at the time of leaving school (in years)	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
Below 12	198	22.3	101	26.1	299	23.5
12—14	272	30.7	104	26.9	376	29.5
15—16	144	16.2	55	14.2	199	15.6
17—19	193	21.8	95	24.6	288	22.6
Above 19	26	2.9	14	3.6	40	3.1
Unspecified	54	6.1	18	4.6	72	5.7
Total	887	100.0	387	100.0	1274	100.0

Table II-H
DISTRIBUTION OF DROP-OUTS IN DHARMAPURI BY SEX AND STATE OF HEALTH

DHARMAPURI						
	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
State of Health						
Very good	304	34.3	145	37.5	449	35.3
Average	523	58.9	225	58.1	748	58.7
Poor	60	6.8	17	4.4	77	6.0
Total	887	100.0	387	100.0	1274	100.0
Whether fallen ill for more than 2 weeks at a time during the last five years?						
Yes	41	4.6	30	7.8	71	5.6
No	846	95.4	357	92.2	1203	94.4
Total	887	100.0	387	100.0	1274	100.0

Table II-I
DISTRIBUTION OF DROP-OUTS BY CASTE
DHARMAPURI

Caste	Male		Female		Total	
	No.	%	No.	%	No.	%
Scheduled caste	139	15.7	24	6.2	163	12.8
Lower caste	262	29.7	90	23.3	353	27.7
Artisan caste	33	3.7	26	6.7	59	4.6
Agricultural caste	245	27.6	109	28.2	354	27.8
Prestige caste	50	5.6	76	19.6	126	9.9
Dominant caste	97	10.9	33	8.5	130	10.2
Non-Hindu	20	2.3	11	2.8	31	2.4
Unspecified	40	4.5	18	4.7	58	4.6
Total	887	100.0	387	100.0	1274	100.0

Table II-J
DISTRIBUTION OF DROP-OUTS ACCORDING TO THE EDUCATIONAL
BACKGROUND OF PARENT/GUARDIAN
DHARMAPURI

Education	Male		Female		Total	
	No.	%	No.	%	No.	%
Illiterate	488	55.0	124	32.0	612	48.1
Can read only	60	6.8	4	1.0	64	5.0
Can read and write	96	10.8	44	11.4	140	11.0
Primary	164	18.5	105	27.1	269	21.1
Middle	45	5.1	63	16.3	108	8.5
High School	28	3.2	46	11.9	74	5.8
Graduate or above	2	0.2	1	0.3	3	0.2
Unspecified	4	0.4	—	—	4	0.3
Total	887	100.0	387	100.0	1274	100.0

Table II-K
DISTRIBUTION OF DROP-OUTS ACCORDING TO OCCUPATION OF
PARENT/GUARDIAN
DHARMAPURI

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Cultivation	507	57.2	155	40.1	662	52.0
Labour	169	19.0	62	16.0	231	18.1
Caste occupation	83	9.4	28	7.2	111	8.7
Business	46	5.2	32	8.3	78	6.1
Independent profession	40	4.5	27	7.0	67	5.3
Service	34	3.8	67	17.3	101	7.9
Unspecified	8	0.9	16	4.1	24	1.9
Total	887	100.0	387	100.0	1274	100.0

Table II-L
DISTRIBUTION OF DROP-OUTS ACCORDING TO EXTENT OF LAND
OWNED BY PARENT/GUARDIAN
DHARMAPURI

Land owned (in acres)	Male		Female		Total	
	No.	%	No.	%	No.	%
Nil	306	34.5	176	45.5	482	37.8
Less than one	69	7.8	16	4.1	85	6.7
1—5	358	40.3	118	30.5	476	37.3
6—10	81	9.1	46	11.9	127	10.0
11—15	30	3.4	10	2.6	40	3.1
16—20	15	1.7	10	2.6	25	2.0
More than 20	28	3.2	11	2.8	39	3.1
Total	887	100.0	387	100.0	1274	100.0

Table II-M

**DISTRIBUTION OF DROP-OUTS ACCORDING TO INCOME OF
PARENT/GUARDIAN
DHARMAPURI**

Income (in Rupees per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
Upto 50	267	30.1	86	22.2	353	27.7
51 to 100	407	45.9	148	38.3	555	43.6
101 to 150	118	13.3	64	16.5	182	14.3
151 to 300	61	6.9	73	18.9	134	10.5
Above 300	18	2.0	9	2.3	27	2.1
Unspecified	16	1.8	7	1.8	23	1.8
Total	887	100.0	387	100.0	1274	100.0

Table II-N

**REASONS GIVEN BY DROP-OUTS FOR LEAVING SCHOOL
DHARMAPURI**

Reasons	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
Financial difficulties	483	54.4	212	54.8	695	54.6
Need to help parents in their occupation/ cultivation	244	27.5	84	21.7	328	25.8
Discontinuance due to failure	192	21.6	95	24.6	287	22.5
No interest in studies	176	19.8	48	12.4	224	17.6
Inability to cope with the studies	11	1.2	9	2.3	20	1.6
Ill health/physical handicap	88	0.9	6	1.6	14	1.1
No liking for the village school	—	—	2	0.5	2	0.2
Others	33	3.7	54	14.0	87	6.8
Unspecified	2	0.2	2	0.5	4	0.3
Base	887	*	387	*	1274	*

*Note: No check : Provision for multiple answers.

Table II-O

**PERSONS RESPONSIBLE FOR DROP-OUTS LEAVING SCHOOL
DHARMAPURI**

	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
Parents	593	66.8	320	82.7	913	70.8
Self	281	31.7	60	15.5	341	26.4
Other relations	11	1.2	3	0.8	14	1.1
Teachers	—	—	—	—	—	—
Others	7	0.8	7	1.8	14	1.1
Unspecified	4	0.4	3	0.8	7	0.5
Total	887	*	387	*	1274	*

Note : No check : Provision for multiple answers. *

Table II-P

**SALARY ASPIRATIONS OF DROP-OUTS
DHARMAPURI**

Starting Salary (In Rs. per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%
Upto 100	204	23.0	154	39.8	358	28.1
101-150	493	55.6	138	35.6	631	49.5
151-250	123	13.8	33	8.5	166	12.3
251-400	13	1.5	1	0.3	14	1.1
Above 400	3	0.3	—	—	3	0.2
Unspecified	51	5.8	61	15.8	112	8.8
Total	887	100.0	387	100.0	1274	100.0

Table III-A
DISTRIBUTION OF DROP-OUTS BY SEX AND AGE
(At the time of Interview)

AHMEDNAGAR

Age at the time of Interview (in years)	Male		Female		Total	
	No.	%	No.	%	No.	%
11-12	19	2.2	2	1.0	21	2.0
13-14	64	7.4	—	—	64	6.0
15-16	158	18.4	2	1.0	160	15.0
17-18	196	22.8	113	54.0	309	28.9
19-20	204	23.8	60	28.7	264	24.7
21-22	218	25.4	31	14.8	249	23.3
Above 22	—	—	1	0.5	1	0.1
Total	859	100.0	209	100.0	1068	100.0

Table III-B

DISTRIBUTION OF DROP-OUTS BY SEX AND LEVEL OF EDUCATION

AHMEDNAGAR

Educational Level	Male		Female		Total	
	No.	%	No.	%	No.	%
Literate	50	5.8	7	3.4	57	5.3
Primary	326	38.0	94	45.0	420	39.3
Middle	194	22.6	49	23.4	243	22.8
Non-matriculate	289	33.6	59	28.2	348	32.6
Total	859	100.0	209	100.0	1068	100.0

Table III-C
DISTRIBUTION OF MALE DROP-OUTS IN DIFFERENT AGE GROUPS
BY LEVELS OF EDUCATION
AHMEDNAGAR

Age at the time of Interview (in years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11-12	4	21.1	15	78.9	—	—	—	—	19	100.0
13-14	8	12.5	44	68.7	9	14.1	3	4.7	64	100.0
15-16	13	8.2	92	58.2	24	15.2	29	18.4	158	100.0
17-18	10	5.1	64	32.7	59	30.1	63	32.1	196	100.0
19-20	7	3.4	59	28.9	51	25.0	87	42.7	204	100.0
21-22	8	3.7	52	23.8	51	23.4	107	49.1	218	100.0
Total	50	5.8	326	38.0	194	22.6	289	33.6	859	100.0

Table III-D

DISTRIBUTION OF MALE DROP-OUTS BY AGE GROUPS IN DIFFERENT LEVELS OF EDUCATION

AHMEDNAGAR

Age at the time of Interview (in year)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11-12	4	8.0	15	4.6	—	—	—	—	19	2.2
13-14	8	16.0	44	13.5	9	4.6	3	1.0	64	7.4
15-16	13	26.0	92	28.2	24	12.4	29	10.0	158	18.4
17-18	10	20.0	64	19.6	59	30.4	63	21.8	196	22.8
19-20	7	14.0	59	18.1	51	26.3	87	30.1	204	23.8
21-22	8	16.0	52	16.0	51	26.3	107	37.1	218	25.4
Total	50	100.0	326	100.0	194	100.0	289	100.0	859	100.0

Table III-E

DISTRIBUTION OF FEMALE DROP-OUTS IN DIFFERENT AGE GROUPS BY LEVELS OF EDUCATION
AHMEDNAGAR

Age at the time of Interview (in years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11-12	—	—	2	100.0	—	—	—	—	2	100.0
13-14	—	—	—	—	—	—	—	—	—	—
15-16	—	—	2	100.0	—	—	—	—	2	100.0
17-18	3	2.6	53	46.9	29	25.7	28	24.8	113	100.0
19-20	3	5.0	17	28.3	16	26.7	24	40.0	60	100.0
21-22	1	3.2	20	64.5	3	9.7	7	22.6	31	100.0
Above 22	—	—	—	—	1	100.0	—	—	1	100.0
Total	7	3.4	94	45.0	49	23.4	59	28.2	209	100.0

Table III-F

DISTRIBUTION OF FEMALE DROP-OUTS BY AGE GROUPS IN DIFFERENT LEVELS OF EDUCATION
AHMEDNAGAR

Age at the time of Interview (in years)	Literate		Primary		Middle		Non-Matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
11-12	—	—	2	2.1	—	—	—	—	2	1.0
13-14	—	—	—	—	—	—	—	—	—	—
15-16	—	—	2	2.1	—	—	—	—	2	1.0
17-18	3	42.9	53	56.4	29	59.2	28	47.5	113	54.1
19-20	3	42.9	17	18.1	16	32.7	24	40.7	60	28.6
21-22	1	14.2	20	21.3	3	6.1	7	11.8	31	14.8
Above 22	—	—	—	—	1	2.0	—	—	1	0.5
Total	7	100.0	94	100.0	49	100.0	59	100.0	209	100.0

Table III-G

DISTRIBUTION OF DROP-OUTS BY SEX AND AGE AT THE TIME OF LEAVING SCHOOL
AHMEDNAGAR

Age at the time of leaving school (in years)	Male		Female		Total	
	No.	%	No.	%	No.	%
Below 12	103	12.0	28	13.4	131	12.1
12-14	212	24.7	61	29.2	273	25.6
15-16	125	14.6	38	18.2	163	15.3
17-19	221	25.7	43	20.6	264	24.7
Above 19	18	2.1	2	0.9	20	1.8
Unspecified	180	20.9	37	17.7	217	20.3
Total	859	100.0	209	100.0	1068	100.0

Table III-H

DISTRIBUTION OF DROP-OUTS BY SEX AND STATE OF HEALTH
AHMEDNAGAR

	Male		Female		Total	
	No.	%	No.	%	No.	%
<i>State of Health</i>						
Very good	344	40.1	90	43.1	434	40.7
Average	490	57.0	119	56.9	609	57.0
Poor	25	2.9	—	—	25	2.3
Total	859	100.0	209	100.0	1068	100.0
<i>Whether fallen ill for more than 2 weeks at a time during the last five years?</i>						
Yes	80	9.3	10	4.8	90	8.4
No	779	90.7	199	95.2	978	91.6
Total	859	100.0	209	100.0	1068	100.0

Table III-I
DISTRIBUTION OF DROP-OUTS BY CASTE
AHMEDNAGAR

	Male		Female		Total	
	No.	%	No.	%	No.	%
Scheduled caste	159	18.5	27	12.9	186	17.4
Lower caste	154	17.9	27	12.9	181	17.0
Artisan Caste	57	6.7	13	6.2	70	6.5
Agricultural caste	37	4.3	12	5.7	49	4.6
Prestige caste	26	3.0	29	13.9	55	5.2
Dominant caste	378	44.0	90	43.1	468	43.8
Non-Hindu	24	2.8	6	2.9	30	2.8
Unspecified	24	2.8	5	2.4	29	2.7
Total	859	100.0	209	100.0	1068	100.0

Table III-J
DISTRIBUTION OF DROP-OUTS ACCORDING TO THE EDUCATIONAL
BACKGROUND OF PARENT/GUARDIAN
AHMEDNAGAR

Education	Male		Female		Total	
	No.	%	No.	%	No.	%
Illiterate	303	35.3	39	18.7	342	32.0
Can read only	34	4.0	9	4.3	43	4.0
Can read and write	117	13.6	38	18.2	155	14.5
Primary	213	24.8	70	33.5	283	26.5
Middle	69	8.0	23	11.0	92	8.6
High School	116	13.5	28	13.4	144	13.5
Graduate or above	3	0.4	2	0.9	5	0.5
Unspecified	4	0.4	—	—	4	0.4
Total	859	100.0	209	100.0	1068	100.0

Table III-K
DISTRIBUTION OF DROP-OUTS ACCORDING TO OCCUPATION OF
PARENT/GUARDIAN
AHMEDNAGAR

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Cultivation	332	38.6	94	45.0	426	39.9
Labour	263	30.6	31	14.8	294	27.5
Caste occupation	122	14.2	26	12.5	148	13.9
Business	27	3.2	8	3.8	35	3.3
Independent profession	26	3.0	8	3.8	34	3.2
Service	62	7.2	33	15.8	95	8.9
Unspecified	27	3.2	9	4.3	36	3.3
Total	859	100.0	209	100.0	1068	100.0

Table III-L
DISTRIBUTION OF DROP-OUTS ACCORDING TO EXTENT OF
LAND OWNED BY PARENT/GUARDIAN
AHMEDNAGAR

Land Owned (in acres)	Male		Female		Total	
	No.	%	No.	%	No.	%
Nil	282	32.8	51	24.4	333	31.2
Less than 1	32	3.7	5	2.4	37	3.5
1 — 5	241	28.1	61	29.2	302	28.3
6 — 10	133	15.5	36	17.2	169	15.8
11 — 15	78	9.1	21	10.1	99	9.3
16 — 20	54	6.3	17	8.1	71	6.6
More than 20	39	4.5	17	8.1	56	5.2
Unspecified	—	—	1	0.5	1	0.1
Total	859	100.0	209	100.0	1068	100.0

Table III-M
DISTRIBUTION OF DROP-OUTS ACCORDING TO INCOME OF PARENT/GUARDIAN

AHMEDNAGAR

Income (In rupees per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
Upto 50	265	30.8	43	20.6	308	28.8
51—100	352	41.0	77	36.8	429	40.2
101—150	128	14.9	34	16.3	162	15.2
151—300	70	8.2	40	19.1	110	10.3
Above 300	36	4.2	12	5.8	48	4.5
Unspecified	8	0.9	3	1.4	11	1.0
Total	859	100.0	209	100.0	1068	100.0

Table III-N
REASONS GIVEN BY DROP-OUTS FOR LEAVING SCHOOL

AHMEDNAGAR

Reasons	Male		Female		Total	
	No.	%	No.	%	No.	%
Financial difficulties	579	67.4	85	40.7	664	62.2
Need to help parents in their occupation/cultivation	129	15.0	31	14.8	160	15.0
Discontinuance due to failure	150	17.5	32	15.3	182	17.0
No interest in studies	115	13.4	42	20.1	157	14.7
Inability to cope with the studies	13	1.5	5	2.4	18	1.7
No liking for the village school	9	1.0	7	3.4	16	1.5
Ill health/physical handicap	9	1.1	1	0.5	10	0.9
Others	16	1.9	31	14.8	47	4.4
Unspecified	2	0.2	1	0.5	3	0.3
Base :	859	*	209	*	1068	*

Note : No check : Provision for Multiple Answers. *

Table III-O
PERSONS RESPONSIBLE FOR DROP-OUTS LEAVING SCHOOL
AHMEDNAGAR

	Male		Female		Total	
	No.	%	No.	%	No.	%
Parents	514	59.8	162	77.5	676	63.3
Self	337	39.2	41	19.6	378	35.4
Other relations	3	0.4	1	0.5	4	0.4
Teachers	3	0.4	—	—	3	0.3
Others	12	1.4	3	1.4	15	1.4
Unspecified	5	0.6	3	1.4	8	0.8
Base	859	*	209	*	1068	*

Note : No check : Provision for multiple answers.

Table III-P
SALARY ASPIRATIONS OF DROP-OUTS
AHMEDNAGAR

Starting salary (in rupees per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
Upto 100	302	35.2	70	33.5	372	34.8
101—150	449	52.3	79	37.8	528	49.5
151—250	89	10.3	17	8.1	106	9.9
Above 250	1	0.1	—	—	1	0.1
Unspecified	18	2.1	43	20.6	61	5.7
Total	859	100.0	209	100.0	1068	100.0

Table IV-A
DISTRIBUTION OF MATRICULATES BY CASTE
DHARMAPURI

Caste	Male		Female		Total	
	No.	%	No.	%	No.	%
Scheduled caste	10	6.9	1	1.4	11	5.2
Lower caste	49	34.0	23	33.3	72	33.8
Artisan caste	9	6.3	3	4.3	12	5.6
Agricultural caste	37	25.7	9	13.1	46	21.6
Prestige caste	19	13.2	22	31.9	41	19.2
Dominant caste	12	8.3	1	1.4	13	6.1
Non-Hindu	6	4.2	5	7.3	11	5.2
Unspecified	2	1.4	5	7.3	7	3.3
Total	144	100.0	69	100.0	213	100.0

Table IV-B
DISTRIBUTION OF MATRICULATES ACCORDING TO OCCUPATION
OF PARENT/GUARDIAN
DHARMAPURI

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Cultivation	21	14.6	4	5.8	25	11.7
Labour	18	12.5	3	4.3	21	9.9
Caste occupation	15	10.4	5	7.3	20	9.4
Business	6	4.1	9	13.1	15	7.0
Independent Profession	58	10.3	15	21.7	73	34.3
Service	23	16.0	27	39.1	50	23.5
Unspecified	3	2.1	6	8.7	9	4.2
Total	144	100.0	69	100.0	213	100.0

Table IV-C
SALARY ASPIRATIONS OF MATRICULATES
DHARMAPURI

Starting salary (in Rs. per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
Upto 100	5	3.5	2	2.9	7	3.3
101-150	74	51.4	41	59.4	115	54.0
151-250	55	38.2	23	33.3	78	36.6
251-400	7	4.8	2	2.9	9	4.2
Above 400	1	0.7	—	—	1	0.5
Unspecified	2	1.4	1	1.5	3	1.4
Total	144	100.0	69	100.0	213	100.0

Table V-A
DISTRIBUTION OF MATRICULATES BY CASTE
AHMEDNAGAR

Caste	Male		Female		Total	
	No.	%	No.	%	No.	%
Schedule caste	12	11.9	2	8.3	14	11.2
Lower caste	23	22.7	—	—	23	18.4
Artisan caste	2	2.0	1	4.2	3	2.4
Agricultural caste	13	12.9	2	8.3	15	12.0
Prestige caste	5	5.0	11	45.8	16	12.8
Dominant caste	37	36.6	6	25.0	43	34.4
Non-Hindu	1	1.0	1	4.2	2	1.6
Unspecified	8	7.9	1	4.2	9	7.2
Total	101	100.0	24	100.0	125	100.0

Table V-B
DISTRIBUTION OF MATRICULATES ACCORDING TO OCCUPATION
OF PARENT/GUARDIAN
AHMEDNAGAR

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Cultivation	30	29.7	5	20.8	35	28.0
Labour	22	21.8	3	12.5	25	20.0
Caste occupation	10	9.9	3	12.5	13	10.4
Business	8	8.0	—	—	8	6.4
Independent profession	6	5.9	1	4.2	7	5.6
Service	19	18.8	11	45.8	30	24.0
Unspecified	6	5.9	1	4.2	7	5.6
Total	101	100.0	24	100.0	125	100.0

Table V-C
SALARY ASPIRATIONS OF MATRICULATES
AHMEDNAGAR

Starting salary (in Rs. per month)	Male		Female		Total	
	No.	%	No.	%	No.	%
Upto 100	9	8.9	4	16.7	13	10.4
101 — 150	52	51.5	17	70.8	69	55.2
151 — 250	31	30.7	2	8.3	33	26.4
251 — 400	5	4.9	—	—	5	4.0
Unspecified	4	4.0	1	4.2	5	4.0
Total	101	100.0	24	100.0	125	100.0

Table VI—A

**DISTRIBUTION OF MALE DROP-OUTS IN DIFFERENT
AGE GROUPS BY EMPLOYMENT STATUS**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed Part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
11—12	41	63.1	21	32.3	3	4.6	65	100.0
13—14	54	54.0	41	41.0	5	5.0	100	100.0
15—16	68	44.4	76	49.7	9	5.9	153	100.0
17—18	85	41.3	104	50.5	17	8.2	206	100.0
19—20	90	42.9	100	47.6	20	9.5	210	100.0
21—22	62	41.6	79	53.0	8	5.4	149	100.0
Unspecified	2	50.0	1	25.0	1	25.0	4	100.0
Total	402	45.3	422	47.6	63	7.1	887	100.0

Table VI-B

**DISTRIBUTION BY AGE OF MALE DROP-OUTS IN DIFFERENT
EMPLOYMENT CATEGORIES**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
11—12	41	10.2	21	5.0	3	4.8	65	7.3
13—14	54	13.4	41	9.7	5	7.9	100	11.3
15—16	68	16.9	76	18.1	9	14.3	153	17.2
17—18	85	21.1	104	24.6	17	27.0	206	23.2
19—20	90	22.4	100	23.7	20	31.8	210	23.7
21—22	62	15.4	79	18.7	8	12.7	149	16.8
Unspecified	2	0.5	1	0.2	1	1.6	4	0.5
Total	402	100.0	422	100.0	63	100.0	887	100.0

Table VI-C

**DISTRIBUTION OF FEMALE DROP-OUTS IN DIFFERENT
AGE GROUPS BY EMPLOYMENT CATEGORIES**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
11—12	39	76.5	7	13.7	5	9.8	51	100.0
13—14	64	83.1	9	11.7	4	5.2	77	100.0
15—16	56	77.8	10	13.9	6	8.3	72	100.0
17—18	61	89.7	6	8.8	1	1.5	68	100.0
19—20	66	93.0	3	4.2	2	2.8	71	100.0
21—22	42	87.5	4	8.3	2	4.2	48	100.0
Total	328	84.7	39	10.1	20	5.2	387	100.0

Table VI-D

**DISTRIBUTION BY AGE OF FEMALE DROP-OUTS IN DIFFERENT
EMPLOYMENT CATEGORIES**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
11—12	39	11.9	7	18.0	5	25.0	51	13.2
13—14	64	19.5	9	23.1	4	20.0	77	19.9
15—16	56	17.1	10	25.6	6	30.0	72	18.6
17—18	61	18.6	6	15.4	1	5.0	68	17.6
19—20	66	20.1	3	7.7	2	10.0	71	18.3
21—22	42	12.8	4	10.2	2	10.0	48	12.4
Total	328	100.0	39	100.0	20	100.0	387	100.0

Table VI-E

**DISTRIBUTION OF UNEMPLOYED* MALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS BY DURATION OF
UNEMPLOYMENT**

DHARMAPURI

Duration of unemployment (since leaving school) (in years)	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Upto 1	—	—	51	15.0	32	10.8	61	24.9	144	16.2
1-2	2	40.0	56	16.5	77	25.9	88	35.9	223	25.1
2-3	—	—	39	11.5	61	20.5	42	17.2	142	16.0
3-5	1	20.0	63	18.5	55	18.5	25	10.2	144	16.2
Above 5	1	20.0	91	26.7	37	12.5	5	2.0	134	15.1
Unspecified	1	20.0	17	5.0	9	3.0	10	4.1	37	4.2
Employed full time	—	—	23	6.8	26	8.8	14	5.7	63	7.2
Total	5	100.0	340	100.0	297	100.0	245	100.0	887	100.0

Table VI-F

**DISTRIBUTION OF UNEMPLOYED* FEMALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS BY DURATION OF
UNEMPLOYMENT**

DHARMAPURI

Duration of unemployment (since leaving school).	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
upto 1 year	—	—	17	13.0	23	20.4	40	28.1	80	20.7
1-2 years	1	100.0	27	20.6	33	29.2	52	36.6	113	29.2
2-3 "	—	—	19	14.5	19	16.8	27	19.1	65	16.8
4-5 "	—	—	24	18.3	17	15.0	17	12.0	58	15.0
Above 5 years	—	—	19	14.5	9	8.0	2	1.4	30	7.7
Unspecified	—	—	13	9.9	5	4.4	3	2.1	21	5.4
Not applicable- employed full time	—	—	12	9.2	7	6.2	1	0.7	20	5.2
Total	1	100.0	131	100.0	113	100.0	142	100.0	387	100.0

*Includes those who are employed only part-time.

Table VI-G

**DISTRIBUTION OF MATRICULATES (MALE) IN DIFFERENT AGE
GROUPS BY EMPLOYMENT STATUS**

DHARMAPURI

Age at the time of Interview (in years)	Wholly un-employed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	—	—	1	100.0	—	—	1	100.0
15-16	3	100.0	—	—	—	—	3	100.0
17-18	29	82.9	5	14.3	1	2.8	35	100.0
19-20	39	65.0	20	33.3	1	1.7	60	100.0
21-22	27	60.0	16	35.6	2	4.4	45	100.0
Total	98	68.0	42	29.2	4	2.8	144	100.0

Table VI-H

**DISTRIBUTION BY AGE OF MATRICULATES (MALE) IN DIFFERENT
EMPLOYMENT CATEGORIES**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	—	—	1	2.4	—	—	1	0.7
15-16	3	3.1	—	—	—	—	3	2.1
17-18	29	29.6	5	11.9	1	25.0	35	24.3
19-20	39	39.8	20	47.6	1	25.0	60	41.7
21-22	27	27.5	16	38.1	2	50.0	45	31.2
Total	98	100.0	42	100.0	4	100.0	144	100.0

Table VI-I

**DISTRIBUTION OF MATRICULATES (FEMALE) IN DIFFERENT
AGE GROUPS BY EMPLOYMENT STATUS**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	—	—	—	—	—	—	—	—
15-16	2	100.0	—	—	—	—	2	100.0
17-18	17	94.4	1	5.6	—	—	18	100.0
19-20	29	90.6	2	6.3	1	3.1	32	100.0
21-22	15	88.2	2	11.8	—	—	17	100.0
Total	63	91.3	5	7.3	1	1.4	69	100.0

Table VI-J

**DISTRIBUTION BY AGE OF MATRICULATES (FEMALE) IN DIFFERENT
EMPLOYMENT CATEGORIES**

DHARMAPURI

Age at the time of Interview (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	—	—	—	—	—	—	—	—
15-16	2	3.2	—	—	—	—	2	2.9
17-18	17	27.0	1	20.0	—	—	18	26.1
19-20	29	46.0	2	40.0	1	100.0	32	46.4
21-22	15	23.8	2	40.0	—	—	17	24.6
Total	63	100.0	5	100.0	1	100.0	69	100.0

Table VI-K

**DISTRIBUTION OF MATRICULATES (MALE) BY DURATION OF
UNEMPLOYMENT**

DHARMAPURI

Duration of Un- employment (since leaving school) (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
Upto 1	47	48.0	13	39.9	—	—	60	41.7
1-2	34	34.7	16	38.1	—	—	50	34.7
2-3	11	11.2	7	16.7	—	—	18	12.5
4-5	6	6.1	4	9.5	—	—	10	6.9
Above 5	—	—	1	2.4	—	—	1	0.7
Unspecified	—	—	1	2.4	—	—	1	0.7
Not applicable— Employed full-time	—	—	—	—	4	100.0	4	2.8
Total	98	100.0	42	100.0	4	100.0	144	100.0

Table VI-L

**DISTRIBUTION OF MATRICULATES (FEMALES) BY DURATION OF
UNEMPLOYMENT**

DHARMAPURI

Duration of Unemployment (since leaving school) (in years)	Wholly Unemployed		Employed part time		Employed full time		Total	
	No.	%	No.	%	No.	%	No.	%
Upto 1	26	41.2	1	20.0	—	—	27	39.1
1-2	17	27.0	2	40.0	—	—	19	27.5
2-3	10	15.9	1	20.0	—	—	11	15.9
3-5	9	14.3	—	—	—	—	9	13.0
Above 5	1	1.6	—	—	—	—	1	1.5
Unspecified	—	—	1	20.0	—	—	1	1.5
Not applicable— Employed full time	—	—	—	—	1	100.0	1	1.5
Total	63	100.0	5	100.0	1	100.0	69	100.0

Table VII-A
DISTRIBUTION OF MALE DROP-OUTS IN DIFFERENT AGE
GROUPS BY EMPLOYMENT STATUS
AHMEDNAGAR

Age at the time of Interview (in years)	Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
11-12	10	52.6	9	47.4	—	—	19	100.0
13-14	54	84.4	10	15.6	—	—	64	100.0
15-16	117	74.1	38	24.0	3	1.9	158	100.0
17-18	133	67.8	47	24.0	16	8.2	196	100.0
19-20	105	51.5	36	17.6	63	30.9	204	100.0
21-22	94	43.1	39	17.9	85	39.0	218	100.0
Total	513	59.8	179	20.8	167	19.4	859	100.0

Table VII-B
DISTRIBUTION BY AGE OF MALE DROP-OUTS IN DIFFERENT
EMPLOYMENT CATEGORIES
AHMEDNAGAR

Age at the time of Interview (in years)	Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
11-12	10	2.0	9	5.0	—	—	19	2.2
13-14	54	10.5	10	5.6	—	—	64	7.5
15-16	117	22.8	38	21.2	3	1.8	158	18.4
17-18	133	25.9	47	26.3	16	9.6	196	22.8
19-20	105	20.5	36	20.1	63	37.7	204	23.7
21-22	94	18.3	39	21.8	85	50.9	218	25.4
Total	513	100.0	179	100.0	167	100.0	859	100.0

Table VII-C
DISTRIBUTION OF FEMALE DROP-OUTS IN DIFFERENT AGE
GROUPS BY EMPLOYMENT STATUS
AHMEDNAGAR

Age at the time of Interview (in years)	Unemployed		Employed Full time		Employed Part time		Total	
	No.	%	No.	%	No.	%	No.	%
11-12	2	100.0	—	—	—	—	2	100.0
13-14	—	—	—	—	—	—	—	—
15-16	1	50.0	1	50.0	—	—	2	100.0
17-18	56	49.6	36	31.8	21	18.6	113	100.0
19-20	25	41.7	29	48.3	6	10.0	60	100.0
21-22	12	38.7	16	51.6	3	9.7	31	100.0
Above 22	—	—	1	100.0	—	—	1	100.0
Total	96	45.9	83	39.7	30	14.4	209	100.0

Table VII-D
DISTRIBUTION BY AGE OF FEMALE DROP-OUTS IN DIFFERENT
EMPLOYMENT CATEGORIES
AHMEDNAGAR

Age at the time of Interview (in years)	Unemployed		Employed Full time		Employed Part time		Total	
	No.	%	No.	%	No.	%	No.	%
11-12	2	2.1	—	—	—	—	2	1.0
13-14	—	—	—	—	—	—	—	—
15-16	1	1.1	1	1.2	—	—	2	1.0
17-18	56	58.3	36	43.4	21	70.0	113	54.0
19-20	25	26.0	29	34.9	6	20.0	60	28.7
21-22	12	12.5	16	19.3	3	10.0	31	14.8
Above 22	—	—	1	1.2	—	—	1	0.5
Total	96	100.0	83	100.0	30	100.0	209	100.0

Table VII-E
DISTRIBUTION OF UNEMPLOYED* MALE DROP-OUTS OF DIFFERENT
EDUCATIONAL LEVELS BY DURATION OF UNEMPLOYMENT
AHMEDNAGAR

Duration of unemployment since leaving school (in years)	Literate		Primary		Middle		Non-Matriculate		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Upto 1	3	6.0	32	9.8	31	16.0	34	11.8	100	11.6
1-2	10	20.0	67	20.5	44	22.7	85	29.4	206	24.0
2-3	7	14.0	54	16.6	32	16.5	43	14.9	136	15.8
3-5	7	14.0	63	19.3	22	11.3	25	8.6	117	13.6
above 5	5	10.0	47	14.4	14	7.2	5	1.7	71	8.3
Unspecified	10	20.0	22	6.8	7	3.6	23	8.0	62	7.3
Not applicable employed full time	8	16.0	41	12.6	44	22.7	74	25.6	167	19.4
Total	50	100.0	326	100.0	194	100.0	289	100.0	859	100.0

Table VII-F
DISTRIBUTION OF UNEMPLOYED* FEMALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS BY
DURATION OF UNEMPLOYMENT
AHMEDNAGAR

Duration of unemployment since leaving School (in years)	Literate		Primary		Middle		Non-Matriculate		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Upto 1 year	—	—	3	3.3	3	6.1	11	18.7	17	8.1
1-2 years	—	—	10	10.6	7	14.3	16	27.1	33	15.8
2-3 years	1	14.2	11	11.6	6	12.2	9	15.2	27	12.9
3-5 years	—	—	8	8.5	3	6.1	3	5.1	14	6.7
Above 5	2	28.6	12	12.8	2	4.1	—	—	16	7.6
Unspecified	2	28.6	10	10.6	2	4.1	5	8.5	19	9.1
Not applicable employed full time	2	28.6	40	42.6	26	53.1	15	25.4	83	39.8
Total	7	100.0	94	100.0	49	100.0	59	100.0	209	100.0

* Includes those who are employed only part-time.

Table VII-G
DISTRIBUTION OF MATRICULATES (MALE) IN DIFFERENT
AGE GROUPS BY EMPLOYMENT STATUS
AHMEDNAGAR

Age at the time of Interview (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	1	100.0	—	—	—	—	1	100.0
15-16	5	83.3	1	16.7	—	—	6	100.0
17-18	12	80.0	2	13.3	1	6.7	15	100.0
19-20	17	47.2	8	22.2	11	30.6	36	100.0
21-22	17	39.5	8	18.6	18	41.9	43	100.0
Total	53	51.5	19	18.8	30	29.7	101	100.0

Table VII-H
DISTRIBUTION BY AGE OF MATRICULATES (MALE) IN
DIFFERENT EMPLOYMENT CATEGORIES
AHMEDNAGAR

Age at the time of Interview (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
13-14	1	1.9	—	—	—	—	1	1.0
15-16	5	9.6	1	5.3	—	—	6	5.9
17-18	12	23.1	2	10.5	1	3.3	15	14.9
19-20	17	32.7	8	42.1	11	36.7	36	35.6
21-22	17	32.7	8	42.1	18	60.0	43	42.6
Total	52	100.0	19	100.0	30	100.0	101	100.0

Table VII-I
DISTRIBUTION OF MATRICULATES (FEMALE) IN DIFFERENT
AGE GROUPS BY EMPLOYMENT STATUS
AHMEDNAGAR

Age at the time of Interview (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
17-18	3	50.0	2	33.3	1	16.7	6	100.0
19-20	7	58.3	—	—	5	14.7	12	100.0
21-22	3	50.0	—	—	3	50.0	6	100.0
Total	13	54.2	2	8.3	9	37.5	24	100.0

Table VII-J
DISTRIBUTION BY AGE OF MATRICULATES (FEMALE) IN
DIFFERENT EMPLOYMENT CATEGORIES
AHMEDNAGAR

Age at the time of Interview (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
17-18	3	23.1	2	100.0	1	11.1	6	25.0
19-20	7	53.8	—	—	5	55.6	12	50.0
21-22	3	23.1	—	—	3	33.3	6	25.0
Total	13	100.0	2	100.0	9	100.0	24	100.0

Table VII-K
DISTRIBUTION OF MATRICULATES (MALE) BY
DURATION OF UNEMPLOYMENT
AHMEDNAGAR

Duration of un- employment since leaving school (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
Upto 1	15	28.9	1	5.3	—	—	16	15.8
1—2	26	50.0	6	31.6	—	—	32	31.7
2—3	8	15.4	4	21.0	—	—	12	11.9
3—5	—	—	1	5.3	—	—	1	1.0
Unspecified	3	5.7	7	36.8	—	—	10	9.9
Not applicable employed full time	—	—	—	—	30	100.0	30	29.7
Total	52	100.0	19	18.8	30	29.7	101	100.0

Table VII-L
DISTRIBUTION OF MATRICULATES (FEMALE) BY
DURATION OF UNEMPLOYMENT
AHMEDNAGAR

Duration of un- employment since leaving school (in years)	Wholly Unemployed		Employed Part time		Employed Full time		Total	
	No.	%	No.	%	No.	%	No.	%
Upto 1	4	30.8	—	—	—	—	4	16.6
1—2	8	61.5	1	50.0	—	—	9	37.5
2—3	—	—	—	—	—	—	—	—
3—5	1	7.7	—	—	—	—	1	4.2
Unspecified	—	—	1	50.0	—	—	1	4.2
Not applicable— employed full time	—	—	—	—	9	100.0	9	37.5
Total	13	100.0	2	100.0	9	100.0	24	100.0

Table VIII-A
REPLIES BY DROP-OUTS WITH OCCUPATIONAL SKILLS
DHARMAPURI

	Male		Female		Total	
	No.	%	No.	%	No.	%
Whether the drop-out has any occupational skill ?						
Yes*	286	32.3	94	24.3	380	29.8
No	601	67.7	293	75.7	894	70.2
Total	887	100.0	387	100.0	1274	100.0
Whether it is hereditary ?						
Yes	201	22.7	43	11.1	244	19.1
No	83	9.4	47	12.2	130	10.2
Unspecified	2	0.2	4	1.0	6	0.5
No occupational skill	601	67.7	293	75.7	894	70.2
Total	887	100.0	387	100.0	1274	100.0
Whether it will secure a job of his/her choice if further training is imparted ?						
Yes	104	11.7	46	11.9	150	11.8
No	178	20.1	44	11.4	222	17.4
Unspecified	4	0.5	4	1.0	8	0.6
No occupational skill	601	67.7	293	75.7	894	70.2
Total	887	100.0	387	100.0	1274	100.0

*A skill-wise break-up of those answering 'yes' is given in the next two tables.

Table VIII B
REPLIES BY DROP-OUTS WITH OCCUPATIONAL SKILLS
AHMEDNAGAR

	Male		Female		Total	
	No.	%	No.	%	No.	%
Whether the drop-out has occupational skill ?						
Yes*	167	19.4	40	19.1	207	19.4
No	692	80.6	169	80.9	861	80.6
Total	859	100.0	209	100.0	1068	100.0
Whether it is hereditary ?						
Yes	87	10.1	14	6.7	101	9.5
No	75	8.7	26	12.4	101	9.5
Unspecified	5	0.6	—	—	5	0.4
No occupational skill	692	80.6	169	80.9	861	80.6
Total	859	100.0	209	100.0	1068	100.0
Whether it will secure a job of his/her choice if further training is imparted ?						
Yes	111	12.9	17	8.1	128	12.0
No	49	5.7	23	11.0	72	6.7
Unspecified	7	0.8	—	—	7	0.7
No occupational skill	692	80.6	169	80.9	861	80.6
Total	859	100.0	209	100.0	1068	100.0

*A skill-wise break-up of those answering 'yes' is given in the next two tables.

Table IX-A

**PART-TIME OCCUPATIONAL TRAINING : DISTRIBUTION OF
MALE DROP-OUTS OF DIFFERENT EDUCATIONAL LEVELS
ACCORDING TO THEIR PREFERENCES**

DHARMAPURI

Occupation of	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Blacksmith	—	—	4	1.2	1	0.3	—	—	5	0.6
Carpenter	—	—	10	2.9	4	1.4	2	0.8	16	1.8
Mason	—	—	6	1.8	1	0.3	1	0.4	8	0.9
Plumber	—	—	2	0.6	1	0.3	—	—	3	0.3
Tailor	1	20.0	55	16.2	26	8.8	11	4.5	93	10.5
Motor mechanic	1	20.0	110	32.4	104	35.2	83	33.9	298	33.6
Fitter	—	—	10	2.9	13	4.4	8	3.3	31	3.5
Electrician	1	20.0	40	11.8	36	12.1	36	14.7	113	12.7
Wireman	1	20.0	30	8.8	34	11.5	20	8.2	85	9.6
Lineman	1	20.0	9	2.7	13	4.4	7	2.9	30	3.4
Turner	—	—	4	1.2	6	2.0	6	2.5	16	1.8
Moulder	—	—	—	—	2	0.7	—	—	2	0.2
Welder	—	—	9	2.7	7	2.4	3	1.2	19	2.1
Compositor	—	—	2	0.6	—	—	—	—	2	0.2
Painter	—	—	—	—	2	0.7	—	—	2	0.2
Pattern maker	—	—	1	—	1	0.3	—	—	2	0.2
Book binder	—	—	2	0.6	2	0.7	2	0.8	6	0.7
Switch board operator	—	—	1	—	—	—	1	0.4	2	0.2
Typist	—	—	1	—	4	1.4	15	6.1	20	2.2
Stenographer	—	—	—	—	—	—	6	2.5	6	0.7
Others	—	—	31	9.1	23	7.7	17	6.9	71	8.0
Unspecified	—	—	2	0.6	1	0.3	1	0.4	4	0.4
Not applicable*	—	—	28	8.2	26	8.8	35	14.3	89	10.0
Total	5	*	340	*	297	*	245	*	887	*

*Those who expressed no desire for part-time occupational training

Note : No check : Provision for multiple answers.

Table IX-B

**PART-TIME OCCUPATIONAL TRAINING : DISTRIBUTION OF
FEMALE DROP-OUTS OF DIFFERENT EDUCATIONAL LEVELS
ACCORDING TO THEIR PREFERENCES**

DHARMAPURI

Occupation of	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Tailor	—	—	80	61.1	89	78.8	36	25.4	205	53.0
Electrician	—	—	—	—	—	—	4	2.8	4	1.0
Lineman	—	—	—	—	1	0.9	—	—	1	0.2
Compositor	—	—	1	0.8	—	—	—	—	1	0.2
Painter	—	—	—	—	1	0.9	—	—	1	0.2
Typist	—	—	5	3.8	3	2.7	37	26.1	45	11.6
Stenographer	—	—	—	—	1	0.9	4	2.8	5	1.3
Others	1	100.0	28	21.4	11	9.7	54	38.0	94	24.3
Unspecified	—	—	—	—	—	—	1	0.7	1	0.2
Not applicable*	—	—	17	13.0	8	7.1	8	5.6	33	8.5
Base	1	*	131	*	113	*	142	*	387	*

* Those who expressed no desire for part-time occupational training.

Note : No check : Provision for multiple answers.

TABLE IX-C
PART-TIME OCCUPATIONAL TRAINING : DISTRIBUTION OF MALE
DROP-OUTS OF DIFFERENT EDUCATIONAL LEVELS ACCORDING
TO PREFERENCES

AHMEDNAGAR

Occupation of	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Blacksmith	—	—	3	0.9	—	—	—	—	3	0.3
Carpenter	—	—	8	2.5	3	1.6	5	1.7	16	1.9
Mason	1	2.0	1	0.3	2	1.0	—	—	4	0.5
Plumber	—	—	2	0.6	—	—	1	0.4	3	0.3
Tailor	6	12.0	30	9.2	12	6.2	14	4.8	62	7.2
Motor mechanic	2	4.0	30	9.2	26	13.4	36	12.5	94	10.9
Fitter	8	16.0	50	15.3	24	12.4	29	10.0	111	12.9
Electrician	1	2.0	14	4.3	13	6.7	30	10.4	58	6.8
Wireman	4	8.0	22	6.8	26	13.4	24	8.3	76	8.8
Lineman	5	10.0	14	4.3	9	4.6	9	3.1	37	4.3
Turner	1	2.0	11	3.4	10	5.2	6	2.1	28	3.3
Moulder	—	—	1	0.3	1	0.5	1	0.4	3	0.3
Welder	—	—	10	3.1	2	1.0	2	0.7	14	1.6
Compositor	—	—	1	0.3	2	1.0	1	0.4	4	0.5
Painter	—	—	3	0.9	—	—	—	—	3	0.3
Book binder	3	6.0	4	1.2	—	—	—	—	7	0.8
Switch board operator	—	—	—	—	—	—	3	1.0	3	0.3
Typist	5	10.0	7	2.2	12	6.2	30	10.4	54	6.3
Stenographer	—	—	1	0.3	1	0.5	5	1.7	7	0.8
Others	1	2.0	19	5.8	9	4.6	12	4.2	41	4.8
Unspecified	2	4.0	3	0.9	3	1.6	1	0.4	9	1.0
Not Applicable*	11	22.0	102	31.3	44	45.4	88	30.5	245	28.5
Base :	50	*	326	*	194	*	289	*	859	*

*Those who expressed no desire for part-time occupational training.

Note : No check : Provision for multiple answers.

Table IX-D

PART-TIME OCCUPATIONAL TRAINING : DISTRIBUTION OF
(FEMALE) DROP-OUTS OF DIFFERENT EDUCATIONAL LEVELS
ACCORDING TO THEIR PREFERENCES

AHMEDNAGAR

Occupation of	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mason	—	—	—	—	—	—	2	3.4	2	1.0
Tailor	4	57.1	32	34.0	18	36.8	11	18.6	65	31.1
Fitter	—	—	—	—	1	2.0	—	—	1	0.5
Wireman	—	—	—	—	—	—	1	1.7	1	0.5
Lineman	—	—	—	—	—	—	1	1.7	1	0.5
Typist	5	71.4	8	8.5	3	6.1	17	28.8	33	15.8
Stenographer	—	—	—	—	1	2.0	4	6.8	5	2.4
Others	1	14.3	1	1.1	1	2.0	6	10.2	9	4.3
Unspecified	—	—	—	—	—	—	2	3.4	2	1.0
Not applicable*	2	28.6	53	56.4	25	51.1	18	30.5	98	46.9
Base	7	*	94	*	49	*	59	*	209	*

*Those who expressed no desire for part-time occupational training.

Note : No check : Provision for multiple answers.

Table IX-E
DISTRIBUTION OF UNEMPLOYED MALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS ACCORDING
TO THEIR JOB PREEFERENCES

DHARMAPURI

Job Preference	Literate		Primary		Middle		Non-Matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Service in government organisation	—	—	3	0.9	11	3.7	20	8.2	34	3.8
Service in private organisation	—	—	—	—	—	—	2	0.8	2	0.2
Teaching	—	—	—	—	3	1.0	13	5.3	16	1.8
Engineering	—	—	8	2.4	3	1.0	7	2.9	18	2.0
Medical	—	—	2	0.6	1	0.3	1	0.4	4	0.4
Clerical	—	—	2	0.6	2	0.7	25	10.2	29	3.3
Banking	—	—	1	0.3	2	0.7	—	—	3	0.3
Salesmanship	—	—	2	0.6	—	—	1	0.4	3	0.3
General merchandising	—	—	—	—	2	0.7	—	—	2	0.2
Motor/engine driving	1	20.0	67	19.6	72	24.2	36	14.7	176	19.8
Work of telegraphist	—	—	2	0.6	3	1.0	4	1.6	9	1.0
Job of postman	—	—	3	0.9	3	1.0	4	1.6	10	1.1
Work of craftsman	—	—	13	3.8	3	1.0	2	0.8	18	2.0
Repairing/fitting	1	20.0	38	11.2	33	11.1	26	10.6	98	11.0
Electrician/wireman	2	40.0	60	17.6	68	23.0	43	17.6	173	19.5
Masonry	—	—	6	1.7	2	0.7	—	—	8	0.9
Job of bus conductor	—	—	22	6.5	17	5.7	20	8.2	59	6.6
Tailoring	1	20.0	52	15.3	23	7.7	10	4.1	86	10.0
Service-organisation not specified	—	—	—	—	3	1.0	3	1.2	6	0.7
Others	—	—	21	6.2	12	4.0	10	4.1	43	4.8
Unspecified	—	—	15	4.4	8	2.7	4	1.6	27	3.0
Not applicable*	—	—	23	6.8	26	8.8	14	5.7	63	7.1
Base :	5	100.0	340	100.0	297	100.0	245	100.0	887	100.0

*Those who are already employed full-time.

Table IX-F
DISTRIBUTION OF UNEMPLOYED MALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS ACCORDING
TO THEIR JOB PREFERENCES

AHMEDNAGAR

Job Preference	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Service in govt. organisation	3	6.0	31	9.5	23	18.6	37	12.8	94	10.9
Service in private organisation	6	12.0	7	2.2	5	2.6	6	2.1	24	2.8
Teaching	2	4.0	10	3.1	10	5.2	18	6.2	40	4.6
Engineering	—	—	9	2.8	6	3.1	11	3.8	26	3.0
Medical	—	—	4	1.2	1	0.5	1	0.4	6	0.7
Clerical	1	2.0	3	0.9	6	3.1	31	10.7	41	4.8
Accounting	—	—	1	0.3	—	—	1	0.4	2	0.2
Banking	—	—	1	0.3	—	—	4	1.4	5	0.6
Salesmanship	1	2.0	8	2.4	1	0.5	2	0.7	12	1.4
General merchandising	—	—	—	—	1	0.5	3	1.0	4	0.5
Motor/engine driving	—	—	26	8.0	14	7.2	11	3.8	51	5.9
Work of telegraphist	—	—	—	—	1	0.5	4	1.4	5	0.6
Job of postman	6	12.0	31	9.5	15	7.7	12	4.1	64	7.4
Job of village official	—	—	2	0.6	—	—	—	—	2	0.2
Work of craftsman	1	2.0	8	2.4	1	0.5	2	0.7	12	1.4
Repairing/fitting	5	10.0	34	10.4	8	4.1	8	2.8	55	6.4
Work of electrician/wireman	1	2.0	16	4.9	20	10.3	10	3.4	47	5.5
Masonry	—	—	5	1.5	—	—	—	—	5	0.6
Job of bus conductor	—	—	14	4.3	14	7.2	24	8.3	52	6.0
Tailoring	12	24.0	38	11.6	13	6.7	4	1.4	67	7.8
Service—organisation not specified	—	—	2	0.6	4	2.1	9	3.1	15	1.8
Others	—	—	6	1.8	—	—	1	0.4	7	0.8
Unspecified	4	8.0	29	8.9	7	3.6	16	5.5	56	6.6
Not applicable*	8	16.0	41	12.6	44	22.7	74	25.6	167	19.5
Total	50	100.0	326	100.0	194	100.0	289	100.0	859	100.0

*Those who are already employed full-time.

Table IX-G

**DISTRIBUTION OF UNEMPLOYED FEMALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS ACCORDING TO THEIR
JOB PREFERENCES**

DHARMAPURI

Job Preference	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Service in government organisation	—	—	2	1.5	—	—	7	5.0	9	2.3
Service in private organisation	—	—	—	—	—	—	2	1.4	2	0.5
Teaching	1	100.0	2	1.5	3	2.6	22	15.5	28	7.2
Medical	—	—	6	4.6	2	1.8	6	4.2	14	3.6
Clerical	—	—	—	—	1	0.9	32	22.5	33	8.5
Work of telegraphist	—	—	—	—	—	—	6	4.2	6	1.6
Job of postman	—	—	—	—	—	—	1	0.7	1	0.3
Job of village official	—	—	—	—	—	—	1	0.7	1	0.3
Work of craftsman	—	—	7	5.3	—	—	—	—	7	1.8
Work of electrician/wireman	—	—	—	—	—	—	1	0.7	1	0.3
Job of bus conductor	—	—	1	0.8	—	—	—	—	1	0.3
Tailoring	—	—	77	58.8	84	74.3	38	26.7	199	51.4
Service-organisation not specified	—	—	—	—	2	1.8	11	7.8	13	3.4
Others	—	—	14	10.7	5	4.4	11	7.8	30	7.7
Unspecified	—	—	10	7.6	9	8.0	3	2.1	22	5.6
Not applicable*	—	—	12	9.2	7	6.2	1	0.7	20	5.2
Total	1	100.0	131	100.0	113	100.0	142	100.0	387	100.0

*Those who are already employed full-time.

Table IX-H

**DISTRIBUTION OF UNEMPLOYED FEMALE DROP-OUTS OF
DIFFERENT EDUCATIONAL LEVELS ACCORDING TO THEIR
JOB PREFERENCES**

AHMEDNAGAR

Job preference	Literate		Primary		Middle		Non-matric		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Service in government organisation	—	—	1	1.1	2	4.1	6	10.2	9	4.3
Service in private organisation	—	—	3	3.2	—	—	—	—	3	1.4
Teaching	2	28.6	8	8.5	3	6.1	10	17.0	23	11.0
Medical	—	—	1	1.1	—	—	3	5.1	4	1.9
Clerical	—	—	2	2.1	3	6.1	4	6.8	9	4.3
Salesmanship	—	—	—	—	1	2.0	—	—	1	0.5
Work of craftsman	—	—	—	—	—	—	1	1.7	1	0.5
Tailoring	2	28.6	21	22.3	10	20.4	7	11.8	40	19.1
Service—organisation not specified	—	—	—	—	1	2.0	1	1.7	2	1.0
Others	—	—	—	—	—	—	1	1.7	1	0.5
Unspecified	1	14.2	18	19.2	3	6.1	11	18.6	33	15.8
Not applicable*	2	28.6	40	42.5	26	53.2	15	25.4	83	39.7
Total	7	100.0	94	100.0	49	100.0	59	100.0	209	100.0

*Those who are already employed full-time.

Table X-A
OCCUPATIONAL TRAINING : PREFERENCES OF EMPLOYED
AND UNEMPLOYED DROP-OUTS

DHARMAPURI

Occupation of	Male			Female		
	Em- plo- yed	Not em- ployed	Total	Em- plo- yed	Not em- ployed	Total
	No.	No.	No.	No.	No.	No.
Blacksmith	—	—	5	—	—	—
Carpenter	—	16	16	—	—	—
Mason	—	8	8	—	—	—
Plumber	—	3	3	—	—	—
Tailor	3	90	93	5	199	205
Motor mechanic	11	287	298	—	—	—
Fitter	3	28	31	—	—	—
Electrician	5	108	113	—	4	4
Wireman	1	84	85	—	—	—
Lineman	1	29	30	—	1	1
Turner	—	16	16	—	—	—
Moulder	—	2	2	—	—	—
Welder	—	19	19	—	—	—
Compositor	—	2	2	—	1	1
Printer	—	2	2	—	1	1
Pattern maker	—	2	2	—	—	—
Book binder	—	6	6	—	—	—
Switch board operator	—	2	2	—	—	—
Typist	1	19	20	—	45	45
Stenographer	—	6	6	—	5	5
Others	5	66	71	4	90	94
Unspecified	—	4	4	1	1	1
Total	30	804	834	10	347	357

Note : No check : Provision for multiple answers.

Table X-B
OCCUPATIONAL TRAINING : PREFERENCES OF EMPLOYED AND
UNEMPLOYED DROP-OUTS

AHMEDNAGAR

Occupation of	Male			Female		
	Em- plo- yed	Not Em- ployed	Total	Em- plo- yed	Not Em- ployed	Total
Blacksmith	—	3	3	—	—	—
Carpentry	1	15	16	—	—	—
Masonry	1	3	4	—	2	2
Plumbing	1	2	3	—	—	—
Tailoring	9	53	62	27	38	65
Motor mechanic	10	84	94	—	—	—
Fitter	15	96	111	1	—	1
Electrician	14	44	58	—	—	—
Wireman	14	62	76	1	—	1
Lineman	5	32	37	—	1	1
Turner	4	24	28	—	—	—
Moulder	—	3	3	—	—	—
Welder	3	11	14	—	—	—
Compositor	—	4	4	—	—	—
Printer	—	3	3	—	—	—
Book binder	—	7	7	—	—	—
Switch board operator	2	1	3	—	—	—
Typing	7	47	54	6	27	33
Stenography	2	5	7	3	2	5
Others	5	36	41	2	7	9
Unspecified	3	6	9	1	1	2
Total	96	541	637	41	78	119

Note : No check—provision for multiple answers.

Table X-C
DISTRIBUTION OF DROP-OUTS DESIRING GENERAL EDUCATION
DHARMAPURI

Age Group	Employed				Unemployed				
	Pri- mary	Middle	Non- matri- culate	Total	Lite- rate	Pri- mary	Middle	Non- matri- culate	Total
MALE									
11-14	1	1	—	2	1	117	28	3	149
15-22	7	12	9	28	3	186	229	198	616
Unspecified	—	—	—	—	1	1	1	—	3
Total	8	13	9	30	5	304	258	201	768
FEMALE									
11-14	3	3	—	6	—	75	33	—	108
15-22	2	1	1	4	1	34	68	133	236
Total	5	4	1	10	1	109	101	133	344

Table X-D
DISTRIBUTION OF DROP-OUTS DESIRING GENERAL EDUCATION
DHARMAPURI

Age Group	Employed					Unemployed				
	Lite- rate	Pri- mary	Middle	Non- matri- culate	Total	Lite- rate	Pri- mary	Middle	Non- matri- culate	Total
MALE										
11-14	—	—	—	—	—	9	40	7	1	57
15-22	7	23	26	39	95	23	161	117	161	462
Total	7	23	26	39	95	32	201	124	162	519
FEMALE										
15-22	1	18	12	9	40	4	23	12	32	71

Table XI-A
PROPORTIONS OF DISTRICT LEADERS VIEWING THEIR DISTRICT
AS ADVANCED, AVERAGE OR BACKWARD

	Dharmapuri		Ahmednagar	
	No.	%	No.	%
Q. What is your opinion about this district in terms of				
(i) Per Capita Income				
Advanced	—	—	5	6.5
Average	3	3.2	31	40.3
Backward	90	96.8	41	53.2
Total	93	100.0	77	100.0
(ii) Industrial Development				
Advanced	—	—	5	6.5
Average	3	3.2	31	40.3
Backward	90	96.8	41	53.2
Total	93	100.0	77	100.0
(iii) Agricultural Production				
Advanced	2	2.2	19	24.7
Average	55	59.1	38	49.4
Backward	36	38.7	20	25.9
Total	93	100.0	77	100.0
(iv) Educational Facilities				
Advanced	2	2.2	13	16.9
Average	53	56.9	60	77.9
Backward	38	40.9	4	5.2
Total	93	100.0	77	100.0

Contd./Table VI-9

	Dharmapuri		Ahmednagar	
	No.	%	No.	%
(v) Vocational Training Facilities				
Advanced	—	—	4	5.2
Average	6	6.5	11	14.3
Backward	87	93.5	62	80.5
Total	93	100.0	77	100.0
(vi) Medical Facilities				
Advanced	1	1.1	2	2.6
Average	24	25.8	46	59.7
Backward	68	73.1	29	37.7
Total	93	100.0	77	100.0
(vii) Employment Opportunities				
Advanced	—	—	3	3.9
Average	2	2.2	22	28.6
Backward	91	97.8	52	67.5
Total	93	100.0	77	100.0

Table XI-B

PROPORTIONS OF DISTRICT LEADERS CONFIRMING PUBLIC SUGGESTIONS FOR IMPROVEMENT OF THEIR DISTRICT

	Dharmapuri		Ahmednagar	
	No.	%	No.	%
Q. Has the general public ever suggested to you any measures for the general improvement of this district ?	65	69.9	67	87.0
Yes	28	30.1	10	13.0
No	93	100.0	77	100.0
Total				
If yes—what are the measures suggested ?				
Irrigation facilities	20	21.5	34	44.2
Loans to villagers	7	7.5	5	6.5
Electricity extension	9	9.7	6	7.8
Percolation tanks/other tanks—water supply	5	5.4	18	23.4
Small—scale industries	26	28.0	18	23.4
Large—scale industries	30	32.3	24	31.2
Poultry farming/dairy farming	8	8.6	5	6.5
Opening of school/college Vocational training centres	3	3.2	5	6.5
Improved Roads/Transport communication facilities	7	7.5	11	14.3
Educational facilities	8	8.6	6	7.8
Medical facilities	4	4.3	2	2.6
Others	14	15.1	17	22.1
Not applicable	28	30.1	10	13.0
Base	93	*	77	*

Note : No check : Provision for multiple answers.

Contd./Table VI-II

	Dharmapuri		Ahmednagar	
	No.	%	No.	%
Q. Were these measures implemented ?				
Yes	16	17.2	27	35.1
No	49	52.7	40	51.9
Not applicable	28	30.1	10	13.0
Total	93	100.0	77	100.0
Q. If not—reasons therefor :				
Financial difficulties	37	39.8	28	36.4
No assistance from State/Central Government	35	37.6	16	20.8
Red-tapism	12	12.9	20	26.0
Lack of trained manpower	2	2.2	1	1.3
Lack of co-operation from local people	18	19.4	8	10.4
Others*	6	6.5	13	16.9
Not applicable	44	47.3	37	48.1
Base	93	*	77	*

Note : No check : provision for multiple answers.

*Others : No proper planning; lack of agricultural equipment; lack of honest co-operative workers.



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Table XII

REASONS GIVEN BY DISTRICT LEADERS FOR THEIR
DISSATISFACTION WITH THE EXISTING FACILITIES
FOR VOCATIONAL EDUCATION

Reasons	Dharmapuri		Ahmednagar	
	No.	%	No.	%
Insufficient number of institutions	71	76.3	58	75.3
Insufficient funds	46	49.5	32	41.6
Faulty system of admission	11	11.8	20	26.0
Shortage of trained staff	18	19.4	41	53.2
Education not suited to any vocation	28	30.1	35	45.5
Others	8	8.6	4	5.2
Not applicable for satisfied persons	6	6.5	12	15.6
Base	93	*	77	*

*Note : No check; provision for multiple answers.

