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Study of Girl Child Enrolment & Retention in Rural Schools in Madhya Pradesh

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Study of Girl Child Enrolment & Retention in Rural Schools in Madhya Pradesh

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List of Abbreviations

EBB	Educationally Backward Blocks
FGDs	Focus Group Discussions
GoI	Government of India
GoMP	Government of Madhya Pradesh
GER	Gross Enrolment Rate
IMM	Mott MacDonald India
IMR	Infant Mortality Rate
MMR	Maternal Mortality Rate
MP	Madhya Pradesh
NPEGEL	National Programme for Education of Girls at Elementary Level
NER	Net Enrollment Rate
PMPSUS	Poverty Monitoring & Policy Support Unit
PPS	Population Proportionate Sampling
PRI	Panchayati Raj Institution
SC	Scheduled Caste
ST	Scheduled Tribe
SSA	Sarva Shiksha Abhiyan
UEE	Universalisation of Elementary Education

Executive Summary

S1.1 Introduction

Madhya Pradesh has universalized access to primary and upper primary education. Primary school facility is available within a distance of one km radius of each habitation while the upper primary schools are now available within a reach of 3kms. However, the retention rate (69 percent) is a serious concern, girls retention rate is still poor (67.7 percent). Thus, only 60-65 percent children complete 8 years of schooling in Madhya Pradesh.

There exists a significant gender gap in enrolment at the elementary level, which is more acute for schedule caste and scheduled tribe girls, for whom the gender gap is almost 30 percent at the primary level and 26 percent at upper primary stage. The reduction of this gender gap has now reached a plateau and further reduction would require a concerted focus on the hard-to-reach groups. Therefore, it is necessary to include certain interventions addressing the specific needs of girl children.

S1.2 Study Objectives

The aim of the assignment was to carry out a comprehensive study of the Girl Child enrolment and retention in the rural schools in Madhya Pradesh with special focus to identify the causes of dropout. The major objectives of the assessment study are to:

- Assess the existing status of girls enrolment and retention in School education for both elementary and high schools in rural areas (tribal and non-tribal districts) of the state
- Identify gaps and problems both in the demand and supply side for ensuring retention and enrolment of girl child in the elementary and high schools
- Ascertain the efficacy of inter-linkages between school education, Sarva Shiksha Abhiyan, and bridge courses for ensuring retention of girl child
- Draw appropriate lessons, identify the bottlenecks, framework and approach for the improvement in design, implementation for enrolment and retention of girl child in school education

S1.3 Approach and Methodology

A multi-disciplinary team of appropriate personnel with experience in the relevant area and field research were deployed for undertaking this assignment. The project implementation team comprised of Project Director, Project Manager and key Researchers. The core team included professionals with expertise in the fields of education, statistics, social development and evaluation experts. Apart from the core team members/researchers, field investigators having the basic comprehension of field survey in social and health sector, were also identified for data collection in the field.

Inception Meeting

A kick-off meeting was organised with PMPSUS (the client) on 19th December 2008. In this meeting, the key team members of Mott MacDonald (the consultant) presented their understanding and requirements for the proposed assignment and also discussed the progress of work so far. The consultant also shared and discussed with the client, the sampling procedure as well as the tools, comprising In-depth interviews, Focus group discussion guidelines and Household questionnaire. The consultant received feedback on the tools and sampling framework from the client, based on which the Inception report and the research tools were finalised.

Another meeting (Inception meeting) was organised with PMPSUS on 9th January 2009 for discussing the Inception report submitted by Mott MacDonald. In this meeting, comments on Inception report which were provided by the PMPSUS team, particularly on the Sampling and the Study tools/Questionnaires were discussed and finalised.

Secondary & Primary Survey

The assignment was carried out in three major stages, viz.: (1) Secondary/Desk Research; (2) Field Survey, *i.e.*, Primary Data Collection; and (3) Data Collation, Analysis and Report preparation.

On the basis of information gathered through secondary research, the survey/research tools have been developed, pre-tested and finalised for collecting relevant information from the field sites. A mixed methodology comprising of an extensive household survey based on standard data collection instruments (questionnaires), as well as key-informant interviews (semi-structured interviews) with village level teachers/influencers/leaders/facilitators (based on interactive techniques/tools) and focus group discussions with the girl children (at middle and high school level) have been used for the data collection. The primary research was conducted through a combination of the following methods:

- **Functionaries Interviews/In-depth Interviews:** In-depth Interview Schedules are basic and most important instruments to be used during the qualitative data collection. In the present study, in-depth interviews were conducted with the concerned functionaries of education at State level, District level, and Block level. This part of discussions enabled us to understand the details of the education schemes, its organisational and management structure, implementation mechanism and other relevant aspects of girl child education, its importance, their vision and mission towards enrolment and retention of girls in schools and problems they are facing and efforts they are making towards achieving it.
- **Key-Informant Interviews/Semi-Structured Interviews:** Semi-Structured Schedules are the instrument used for collecting both quantitative and qualitative data. In the present study, Semi-structured interviews were conducted with key stakeholders at the village level, including school principal/head master/teacher, community elders, *Panchayat* representatives, local influential persons, etc. to understand their perspectives regarding education of girls. These interactions also aimed at studying the innovations in design of the education programme for ensuring an increase in the retention and enrolment of girl child in the community.

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- **Household Survey:** Extensive household survey was conducted in rural areas for collecting data from households at each level (ST, SC, OBC & Other). Parents were contacted in each household for assessing their perception regarding girl child education, its importance, available facilities in the vicinity, enrolment and retention of girls in schools and reasons for non-retention (if at all), and also for getting their feedback for enhancing the retention rate. These interactions also aimed at identifying the key issues, challenges that restrain the girls from gaining elementary education. The household schedule had been developed consisting of close-ended multiple response questions, and a few open-ended questions. The questions had been pre-coded to facilitate the generation of output tables.
 - **Focus Group Discussions (FGDs):** FGD were conducted with the girl children studying in middle or high school to collect their perceptions regarding girl child education, and their point of view towards its importance, available facilities in the vicinity, the factors that had helped them in retention and the factor that can be a cause of non-retention. Attempts were also made to get their feedback for enhancing the retention rate.

The tools designed for school head teacher, PRI/PTAs and the households (parents) were translated to Hindi, since these had to be canvassed in the local language. These translated questionnaires were checked by our project team members and finalised for printing. These translated questionnaires were referred by the project team, during data collection and data analysis. All the above research tools designed for data collection are attached as Annex 1.

Subsequently, field visits were undertaken to check the relevance and accuracy of each and every question posed in the data collection tools. *Fanda* Block of Bhopal District (non-sample district) was randomly selected for Pilot-testing of all the tools – both quantitative and qualitative questionnaires/tools. In-depth interviews were conducted with the Project Coordinator of Sarva Shiksha Abhiyan and District education officer at Bhopal. The pre testing for household and school level questionnaires were done at *Fanda* block. Similarly, discussions were also organised with the girl children studying in the middle school. After field-testing, some of the questions were reorganised and a few were modified and/or re-worded accordingly, in consultation with the client.

Sampling methodology and sample Size

As per the RFP document issued by PMPSUS, 18 districts were to be selected for the primary survey from 6 regions of Madhya Pradesh based on female literacy rate. Further, in these selected districts, 144 villages were to be selected and in these 144 villages, 288 PRIs, 144 schools and 26,000 households were to be contacted for the primary research. On the award of the work and interaction of the study team with the PMPSUS during inception phase, it was requested that the data be collected from 26,000 households to be selected from 200 villages in 18 districts. It was also decided that 144 FGDs to be conducted with the PTA and PRIs in the selected villages.

For the study, field work was carried out in 200 villages from 36 blocks and 18 districts; covering approximately 130 households in each village. Thus, about 26,000 households were contacted in the state. A Multistage stratified sampling method has been used. The state is divided in six regions namely Central, Malwa, Northern, South, South-Western and Vindhya. The district falling in a particular region has been stratified on the basis of female literacy rate in rural area. Apart from these 144 schools, 144 PRIs and PTAs were also consulted. Further 2 FGDs with the girl child studying in or above Class VIII was also conducted in each district. The detailed break-up of the sample size for the primary survey is given in the following table.

Table S.1: Sample districts for Primary Survey

Region	District	Block	Selected Villages		Total Sample						
			No.	Name	Functionaries		Village				
					District	Block	PRI /PTA	School teacher	FGD	HH	
Vindhya- chal	Sidhi	Chitrangi	6	Pondi, Shivpurwa, Padri, Kudainiya (Sherwa), Pipra, Piparkhad	1	1	8	4	1	1560	
		Rampur Naikin	6	Amilai, Gadahara Raghobhan Singh, Naudhiya, Hanumangarh, Gujred, Dhanaha			8	4	1		
	Tikamgarh	Niwari	5	Baghat, Dhawa Bangra, Thona, Basoba, Churara	1	1	8	4	1	1300	
		Palera	5	Bari, Tagedi, Bamhaurikalan, Chhevla, Budaur			8	4	1		
	Rewa	Sirmour	5	Bhamra, Beerkham, Bhatigawan, Sansar Pur, Dewara	1	1	8	4	1	1300	
		Teonthar	5	Dabhaura, Chaur, Puranikpurwa, Baretikhurd, Manika			8	4	1		
	North	Bhind	Ater	5	Khaderi, Maghora, Anurudhapura, Dulhagan, Chachar	1	1	8	4	1	1300
			Gohad	5	Fatehpur, Chharenta (Ano), Birkhadi, Rampura, Baroli			8	4	1	
Guna		Ishagarh	5	Dungasara, Raishri, Chhapra, Shankarpur, Saras Khedi	1	1	8	4	1	1300	
		Raghogarh	5	Bamooriya, Bhera Khedi, Barsat, Patan, Mahua Kheda			8	4	1		
Sheopur		Vijayapura	7	Sukhwasi, Dhori Bawadi, Birpur, Sunwai, Aroda, Binega, Rawatpura	1	1	8	4	1	1820	
		Karahal	7	Sarari Khurd, Kelor, Sarjpura, Govarda Khurd, Silpuri, Kurachor Kalan, Kanar Kheda			8	4	1		
Central		Vidisha	Sironj	5	Nekan, Deopur, Paikoli, Dignakheda, Siyalpur	1	1	8	4	1	1300
			Nateran	5	Shahpura, Jamanyai, Dafaryai Kalan, Pipariya, Somwara			8	4	1	
	Raisen	Raisen	5	Khoha, Muktapur, Raipur Ramasiya, Birholi, Nasiruddin Kheda	1	1	8	4	1	1300	
		Baraily	5	Intkhedi, Chandwar, Bamanwada, Silwah, Maheshwar			8	4	1		
	Shore	Nasrullaganj	5	Muhai, Magaria, Bhadakui, Nahar Kheda, Kalwana	1	1	8	4	1	1300	
		Shore	5	Kasar Khedi, Shyampur, Jatakheda, Sherpur, Patni			8	4	1		

Region	District	Block	Selected Villages		Total Sample					
			No.	Name	Functionaries		Village			
					District	Block	PRI /PTA	School teacher	FGD	HH
Malwa	Neemuch	Jawad	5	Bahoda, Umar, Niliya, Athana, Sarwaniya Maharaj	1	1	8	4	1	1300
		Neemuch	5	Chainpura, Jawi, Bhadwa, Pipalyavyas, Cheeta Kheda			8	4	1	
	Mandasur	Bhanpura	5	Paronya, Lotkhedi, Dhabla Madhosingh, Borda, Gandhi Sagar Haidel Col	1	1	8	4	1	1300
		Mandasur	5	Sabakheda, Piplyakaradiya, Dhundhadaka, Fatehgarh, Khajuriya Sarang			8	4	1	
	Rajgarh	Jirapur	5	Bhagora, Peepalya Kulmi, Goriya Kheda, Barman Khedi, Dupadiya	1	1	8	4	1	1300
		Biaora	5	Lodhipura, Panali, Malawar, Umred, Newaj			8	4	1	
South Western	Barwani	Barwani	7	Kasrawad, Rehgun (Sajwani), Pati, Pokhaliya, Silawad, Bhadal, Borchapada	1	1	8	4	1	1820
		Niwali	7	Niwalikhurd, Niwali Buzurg, Mansur, Ghodlya Gawadi Pani, Dondwada, Chatli, Gawadi			8	4	1	
	West Nimar	Barwaha	7	Sailda, Kodwar Bujurg, Pidhay Bujurg, Ali Bujurg, Dabhad, Jirawat, Khangwara	1	1	8	4	1	1820
		Bhikangaon	7	Daudwa, Bilkhed Khurd, Chhirwa, Surwa, Saikhedi, Piprad, Lalkheda			8	4	1	
	Betul	Bhainsdehi	6	Mahadpur Jawara(Mahatpur), Kundab Kajan, Chunalohma, Lalkhedi, Bothiya, Dhamori	1	1	8	4	1	1560
		Shahpur	6	Chikhli Ryt, Kesiya, Pawarjhanda, Dhodaramohar Alias Bhoura, Kotmi, Silpati			8	4	1	
South	Katni	Murwara	6	Barhata, Majhgawan, Matwari, Banahra, Basadi, Kanor	1	1	8	4	1	1560
		Dhimar Kheda	6	Madhana, Umariyapan, Rojhan, Thirri, Ghana, Guda			8	4	1	
	Narsimhapur	Gotegaon	5	Mohas, Karakbel, Noni, Raja Kachhar, Bamhani	1	1	8	4	1	1300
		Gadarwara	5	Bohani, Barhata, Pachama, Manakwara,			8	4	1	

Region	District	Block	Selected Villages		Total Sample					
			No.	Name	Functionaries		Village			
					District	Block	PRI /PTA	School teacher	FGD	HH
				Baghora						
	Jabalpur	Jabalpur	6	Badkheri, Richai, Tewar, Saliwada, Gaganda, Bamhani	1	1	8	4	1	1560
		Sihora	6	Pola, Simariya, Dundi, Siluwa, Dhangawan, Kiwlari			8	4	1	
Total			200		18	18	288	144	36	26000

S1.4 Inter-Linkages between School Education

There are various Departments responsible for imparting education in Madhya Pradesh and there exists inter-linkages between them.

Existing Framework

The major Departments responsible for imparting education in the state include State School Education Department, Sarva Shiksha Abhiyan and Tribal Welfare Department. Sarva Shiksha Abhiyan takes care of the pre-primary to middle (up to class VIII) level education and is managed through Central Government nodal agency. Education from class IX to XII is being taken care of by two State Government departments, viz. School Education Department and Schedule Tribe & Schedule Caste Welfare Department. The School Education Department is operational in non-tribal areas and Schedule Tribe & Schedule Caste Welfare Department is in tribal areas. Apart from this, the Department of Backward Classes also have some schemes which take care of the Education in some of the backward districts in the State Thus, the Departments that area taking care of education in the state

State School Education Department, Sarva Shiksha Abhiyan and Tribal Welfare Department.State School Education Department

The School Education Department is responsible for provision of formal and Non formal Education in the State, for providing grant-in-aid to private schools, for arranging training for the teachers, for improving quality in teaching and teacher training etc. To assure this few Education Schemes under implementation in Madhya Pradesh, which can be categorised into State Government Supported Schemes and Central Government Supported Schemes. Free Bicycle Distribution Scheme to the girls studying in class 9 and Free Text Books Distribution Scheme are among the schemes which are sponsored by Central government and Modernisation Scheme of Madarsa Education and Special Scheme for Sanskrit Language Development are sponsored by the State Government.

The Schemes of State Education Department has adopted a bottom-up approach for providing the benefits under the designed schemes and they also performed well in the ground. However, few schemes like modernisation of Madarsa and Maqtab is being duplicated by SSA and State School Education which can be merged into one so that more number of such institutions can be benefited. Further, the scheme on Prematric Scholarship for children whose parents are engaged in unclean occupation is implemented at district and state level separately, which could be combined for maximising its benefits. However, this scheme is not apparent during our field visits, it maybe because of the social stigmatisation issue that is associated with the profession.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, the programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. *SSA has special focus on girl's education and children with special needs.* SSA also seeks to provide computer education to bridge the digital divide. To achieve this objective, a separate Department of School Education and Literacy in Madhya Pradesh has been created for improvement of Education in the State. In order to facilitate convergence and a holistic perspective, a Bureau of Elementary Education (SSA) has been constituted.

The schemes of SSA which performed very well in field includes; Free Of Cost Distribution Scheme of Text Books, Free of Cost School Uniform Scheme, Bridge Courses for Out of School Children, National Programme for Education of Girls at Elementary Level (NPEGEL Free Bicycle to the girls studying in class 6, Free Uniform to the girl studying in class 1 to 8, Integrated Education for Disabled Children, Kasturba Gandhi Balika Vidyalaya (KGBV) etc.

SSA has introduced a remarkable management structure from school level to state level including Parent Teacher Association (PTA), Jan Shiksha Kendra (JSK), Janpad Shiksha Kendra (JPSK), Zila Shiksha Kendra (ZSK) and Rajya Shiksha Kendra (RSK) and decentralised the education system. Due importance has been given to each and every level and the education programme has been implemented and managed in close and system based monitoring.

This Abhiyan has created mass awareness about education and has made the people at grassroots' level responsible for development of their new generation. Many innovations have been conceptualised and are being implemented by SSA project officers for enhancing enrolment and decreasing the rate of dropouts especially in Girls. For example; organising awareness programme for sensitizing common people/villagers for enrolling their child in school is being done each year in most of the villages, School Chale Hum, Pravesh Utsav, Road Shows, which are the means by which awareness about girl's education is spread among the villagers.

While assessing the scheme performance in terms of popularity among the beneficiaries, we have seen that the scheme of free test books , midday meal, free uniform distribution to the girls studying up to VIII and free bicycle are perceived as the best schemes by the parents whose girls are schools going.

Schedule Caste & Schedule Tribe Welfare Department

This Department has three wings; Tribal Development Department, Schedule Caste Department and Backward Classes Department. The Tribal Development Department is an institution running parallel to School Education Department in Tribal districts, thus in Tribal districts they are responsible for providing all the educational facilities, 89 blocks of 22 districts in Madhya Pradesh.

The schemes of which performed very well in field includes; Schools, Sports Complex, Residential Schools, Utkristha Viddalaya Scheme, Scholarship for ST/SC Students studying in Non Government Institutions, Examination Fee Scheme, Training-cum-Production Center Scheme, Grants to Non Government Organisations, Mid Day Meal Programme, Food for Education Programme, Library Scheme for Hostel

While assessing scheme performance in terms of popularity among the beneficiaries we have seen that the scheme of free test books, food for education, midday meal, free uniform distribution to the girls studying in higher Classes and free bicycle are perceived as the best schemes by the parents whose girls are schools going. However, incentives to Girls of Class VI and Scholarship to girls (1 to 5) are the two schemes, which is being run by the Tribal Welfare Department and the same are SSA schemes for ST/SC girls. Thus, these can be merged into one so that more number of such students could be benefited.

Status of Enrolment

The schools run by government institutions include about 82435 Primary schools, out of which 25968 Education Guarantee Schools (EGS) are being upgraded to Primary Schools, 55561 Government Primary School and 906 Government aided primary schools. Further, there are 26209 upper primary schools including 25884 governments run and 325 Government aided schools. Apart from this, 1764 high and 2019 higher secondary schools are also run by government (*Source: SSA and School Education Department, Madhya Pradesh*). The Table 3.5 details the number of students that have been enrolled at the primary level, which is 84,56,533; and that at the secondary level is 2,25,96,900; while those in the elementary level is 1,10,53,433. The student teacher ratio in Madhya Pradesh ranges from 31 to 44 at the different levels.

S1.5 Socio Economic Profile of Household

It is very interesting to note that a little more than three-fourth (76 percent) of the households which were contacted, were living in nuclear family, about three-fifth (61 percent) belong to BPL category and 95 percent were Hindus. *So far as the caste of the respondents contacted in the study districts is concerned, 27 percent of each belonged to Scheduled Castes and Other Backward Caste, followed by one-fourth (25 percent) belonging to General caste and about one-fifth (19percent) belonging to the Scheduled Tribe. However as per 2001 census, the Scheduled Tribes population of the state is 20.27percent and Scheduled Caste population is 15.17percent. This difference in data of census and our survey data is justified because while sampling more number of villages were selected from the districts having higher ST female population*

An attempt was made to understand the proportion of households who owned agricultural land, relatively higher proportion of households in rural areas were land owners (58percent). But most of them (87.5percent) have land less than 5 acres; while about 8 percent of landowners have land ranging from 5-10 acres.

The occupational categories were designed based on the Census of India's categorisation of occupation, about 90 percent of the households were engaged in agricultural activity (33.6 percent in farming and 56.2 percent as agriculture labour). Only about 7 percent were involved in livestock/forestry/fishing/orchards/allied activities and 2 percent can be classified in the occupational category of 'Others'. It has emerged that the main activities under this included the people working in unorganised sector, such as – rickshaw pullers, people who were taking tuitions, home maids etc., which could not be captured in any of the classified categories.

Education and illiteracy (with no formal qualification) of the parents has direct impact on the enrolment and retention of girl children, and hence we have assessed the education level of the respondents, who were generally the parents. Analysis of the data collected from the 18 sample districts reveal that about half (49.5 percent) of the respondents are illiterates, followed by one-fifth were educated up to primary level (19.5 percent), 17 percent upto secondary level and 11 percent educated up to Higher Secondary. However as per 2001 census, rural illiteracy rate is 42.2 percent- the difference in data (sampled and census) is mainly due to the sampling, wherein for the study more number of villages were selected from the districts having higher ST female population.

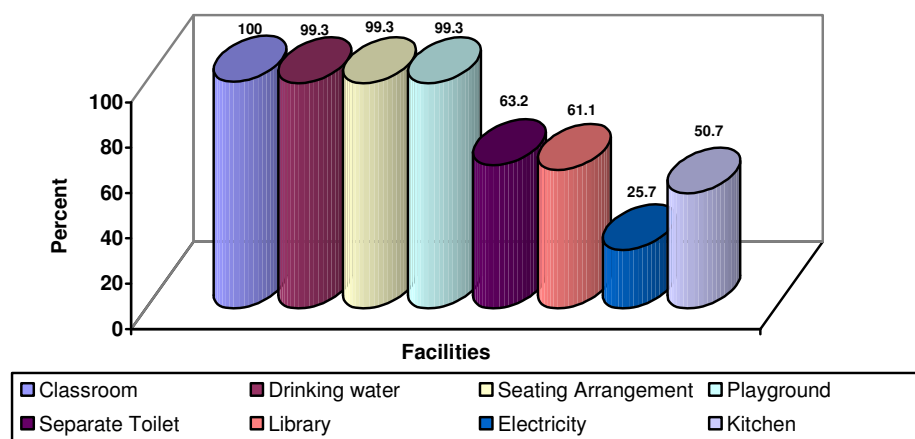
S1.6 Profile of Sampled Schools

During the primary research, our team has visited 144 schools, out of which about two-third were Secondary co-educational schools (66 percent), followed by slightly less than one-fifth Primary Co-educational schools (17.4 percent), one-seventh secondary girls school (13.2 percent) and remaining 3.5 percent High schools (2.8 percent High Co-educational school and 0.7 percent High Girls school) The schools that were contacted during the study, which were mostly government funded (99.3 percent).

So far coverage of schools is concerned, slightly less than three-fourth of the contacted schools (72.2 percent) are catering up to two villages, followed by one-fifth of the schools (20.1 percent) catering to three to five villages. About 6 percent of the schools are catering to six to eight villages and only two percent schools are catering to more than eight villages.

A total of 17711 students and 445 teachers were found in 144 contacted schools. Thus, the student teacher ratio is 1:39.8, which is slightly better than the suggested government norms i.e. 1:40 as reported in previous section

Information was collected regarding facilities available at the schools contacted in terms of teachers, classrooms, drinking water, seating arrangement, separate toilet for girls, library, Electricity and Kitchen. The Figure S.1 shows that more than 90 percent of the schools contacted have classrooms (93.8 percent) and seating arrangement (92.4 percent). However, slightly more than three-fourth of the schools have drinking water (78.5 percent) and playground (76.4 percent). The availability of other facilities like, separate toilet for girls in co-educational schools (63.2 percent), kitchen (51.4 percent), library (55.6 percent) and electricity (27.8 percent) is further low.

Figure S.1: Facilities Available in the Schools contacted

During the visit, our study team found that most of the facilities are poorly managed and are not in a good condition. However teachers perceived it in a different way; about 89 percent of the teachers perceived that the quality of infrastructure available at school as fair and adequate and 11 percent opined them to be of good quality and adequate .

Moreover, in one of the schools we found the toilets to be locked during school working hours (*Middle School at Pawarjhandra Village, Block Shahpur, District Betul*).

S1.7 Status of Educational Schemes for Girl Child Enrolment & Retention

By and large they were found to be aware of all the listed schemes. However, more number of PRIs (97.1 percent) and PTAs (98.5 percent) were found aware of the free bicycle scheme, which is being provided to the girls who have passed Class V and are continuing their studies in a school in the nearby village because of unavailability of school in their own village. The same benefit is provided to the girls studying in class IX.

Similar kind of awareness was found regarding NPEGEL scheme (National Programme for Education of Girls at Elementary Level), however awareness level regarding other schemes was found to be slightly low.

Further, we have collected information regarding implementation of the schemes in the schools. This is based on the contacts with the head teacher. We found that except for 'Hostel scheme', the other schemes are universally implemented in the schools contacted during the primary research

It was observed that about 3101 students have been benefited by the free uniform scheme, followed by the other schemes, like - scholarship scheme (1011), NPEGEL (426), free bicycle (649) and hostel facility (137).

S1.8 Status of Enrollment & Retention of Girl Child

Profile of Population Contacted

The study aimed at collecting information about the population below 16, thus the household profile collected is divided into two parts i.e. age group upto 16 years and above 16 years. Table S.2 presents the gender profile of the population and according to this, the total rural population of Madhya Pradesh is 43.4 million and as per Census 2001, the state had a population of 60.34 Million, which is about 6percent of the country's total population, out of which , 15.96 million was urban and 43.4 Million rural. Analysis shows that our data is close to the census 2001 data considering migration from Rural to Urban, which is a common phenomenon.

Table S.2: Gender Profile of Population

Age in Years	Gender of Population				Total	
	Male		Female			
	n	percent	n	percent	N	percent
0-05	2254798	10.1	2239470	10.6	4494268	10.3
05-14	5633346	25.2	5591002	26.5	11224348	25.8
15-18	2250486	10.1	1981749	9.4	4232235	9.7
19-24	1728796	7.7	1737343	8.2	3466139	8.0
25-30	2600770	11.6	3150578	14.9	5751348	13.2
31-40	3975907	17.8	3446034	16.4	7421941	17.1
41-50	2066890	9.2	1527353	7.2	3594243	8.3
51-60	1008284	4.5	826986	3.9	1835270	4.2
61 and above	847158	3.8	574595	2.7	1421753	3.3
Total	22366435	100	21075110	100.0	43441545	100.0

The sex ratio works out to 932 females in each 1000 males however, as per 2001 census the sex ratio for the State was 919. This slight variation may have been due to the sampling procedure adopted wherein as have considered more number of villages in tribal dominated villages (Table S.2).

Status of Education

The Table S.3 provides information about the educational status of the population upto 16 years. It was analysed that about 71percent (73.6 percent female and 68.8 percent male) of population of age group upto 16 years is going to school followed by 21 percent having never gone to school and 7 percent dropouts(8.4 percent female and 5.9 percent male).

Table S.3: Education Status of the Population of age group of upto 16 years

Particulars	Male up to 16		Female up to 16		Total up to 16	
	N	percent	N	percent	N	percent
Never gone to school	2177562	25.3	1721280	17.9	3898842	21.4
Going to school	5917788	68.8	7072739	73.6	12990527	71.4
Dropouts	503741	5.9	809831	8.4	1313572	7.2
Total	8599091	100.0	9603847	100.0	18202938	100.0

Never Gone to School-Reasons for not sending Girls to School

The parents of girl children who had never gone to school were asked the reasons for not sending their daughters to the school. The most common response was sibling care reported by 27.6 percent of the respondents, followed by unawareness about the importance of education (25.2 percent) and 16.2 percent girls are below school going age. About 9 percent of the parents did not want to comment on this matter (Table S.4).

Table S.4: Reasons for not sending Girls to school (never gone to school) (percent)

Responses	General Caste	Schedule caste	Schedule tribe	Total
Unawareness	69.5	16.5	14.1	25.2
Social pressure	7.9	0.7	2	1.2
Poverty	9	3	4.9	4.9
Household chores	3	2.2	3.6	1.9
Distance of school	3.4	1.2	3.2	2.1
Attitude of teacher	1.9	3.1	0.9	1.3
Childs some health related problem	4.9	1.3	1.7	2.2
Sibling care	104.9	47.6	41.4	27.6
Do not want to comment	24.1	3	2.3	9.4
No interest	18	6.6	8.3	6.6
Migration	3.2	0.4	0.4	1.5
Below School Going age	50.1	14.3	17.1	16.2
Total Number	1141894	241122	338261	1721277

School Going Girls- Status of Gross Enrolment Ratio(GER)

In general GER in category II i.e. Class VI to X (98.1percent) is found best among other three categories however, a sharp decline in GER has been noticed in category III i.e. Class XI. Looking at gender wise difference, GER is better in females as compared to their counterparts (males) in category I (class I to V) but declines sharply in category II may be because to sibling pressure. SSA has reported similar trends in female GER rates in Upper Primary Levels (Male 96.1percent and Female 94.4percent) (*refer table 3.13 of this report*)

While looking at analysis of GER in different social class, Other Backward Class students are found better than other social groups in Class I to V (101.1percent) and Class VI to X (102.9percent) but decreases sharply in Class XI (22.6percent) (Table S.5).

Table S.5: Gross Enrolment Rate in Rural Madhya Pradesh

Caste	Class I to V (in percent)			Class VI to X (in percent)			Class XI (in percent)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
General Caste	97.6	98.63	98.1	101.1	94.7	97.9	24.9	27.7	26.1
Other Backward Caste	100.5	101.63	101.1	106.2	99.5	102.9	21.5	24.0	22.6
Schedule caste	93.7	94.68	94.2	98.7	92.4	95.6	23.1	25.7	24.3
Schedule tribe	98.1	99.14	98.6	98.4	92.2	95.3	22.9	25.5	24.1
Total	97.4	98.4	97.9	101.3	94.9	98.1	23.1	25.7	24.3

** Percent may exceed 100percent because 2001 census is the base period.*

School Going Girls- Type of Schooling & Facilities at School

Parents whose daughters are going to school were further asked about the status of their education and these are presented in this section, almost all the girls (98.1percent) who are going to school are perusing education by regular schooling.

More than 90 percent of the schools contacted have appropriate school timing (99.2percent), classrooms (96.3 percent), drinking water (96.5percent), seating arrangement (96.1percent), and teachers (94.2percent). However, slightly more than two-third of the schools has appropriate teacher student ratio (66.0percent). The availability of other facilities like, separate toilet for girls in co-educational schools (30.2percent), electricity (48.2percent) and library (3.4percent) is further low.

Further, the parents were asked about the condition of the facilities at school and its level was recorded in three point scale – good, fair and poor, 80percent of parents have rated the condition of class rooms, their seating arrangements and open space under good category. Further, about 60 percent have rated good for the involvement of teachers in education. Only 40 percent have rated the condition of separate toilets in co-educational toilets as good.

The respondent's awareness of health checkups in schools has been assessed. About 38 percent mentioned that it is being done once in two years or so, followed by 30 percent who mentioned that it is being done once in a year.

While visiting the households our study team also asked the parents about use of teaching aid facilities like map, charts, globe and reference books in their daughter's school, about 56 percent reported use of such aids, however about 42 percent told us that they have never heard about use of such facilities from their daughter.

While interacting with the parents, it was found that 95 percent of the parents felt that teachers in the nearby school were present regularly in the school.

During conversation with the parents our study team tried to know whether parents would like to send their daughters to school if their will be no facilitation and motivation from the Government or other

organisation, it was very interesting to note that about 90 percent of parents said that they will continue sending their daughters irrespective of caste, even if there is no motivation.

Drop Out- Reason for Dropout

During our interaction with various stakeholders like parents at household level and girl children during FGDs, we came across a few reasons, which were found to be main reasons enhancing the drop out rates (Table S.6). The reasons are as follows:

- Sibling Care and Household Chores (60.2percent)
- Weak Financial condition and Earning for the household, such as daily wage labour work (20.2percent)
- Migration (2.2percent)
- Social and gender discrimination due to which parents are reluctant to educate children (2.8percent)
- Poor condition of school infrastructure, such as unavailability of separate toilet for girls even in co-educational Middle & High schools. We have also seen that toilets have been locked during the school working hours (0.1percent)
- Lack of attention due to absence of teachers in schools(0.4percent)

Table S.6: Causes of Dropout (percent)

Causes of Drop outs	General Caste	Schedule caste	Schedule tribe	Total
Insufficient achievement or failed in exams	2.2	4.3	3.7	2.8
Social reason	2.9	2.3	3.2	2.8
Cultural reason	1.9	1.2	0.5	1.5
System does not suits for sending girls to school, may be in	0.9	2.0	1.1	1.1
Distance of school	6.5	6.4	8.2	6.7
Lack of facilities at school like separate toilet for girls	0.1	0.2	0.0	0.1
Attitude of teacher towards the students	0.4	0.0	0.7	0.4
Family pressure	1.8	0.8	1.0	1.5
Individuals any problem, lack of motivation	0.4	0.4	0.6	0.4
Financial reason	19.2	24.4	19.8	20.2
They are needed at home for household chores or sibling care	61.4	56.9	58.8	60.2
They are earning for the family	2.4	1.1	2.4	2.2
Total	550197	137120	122514	809831

The parents of drop-out girl child were probed about their awareness of the programmes being conducted for promoting girl education in their area, as high as 88 percent of the parents whose girls are drop out were found to be aware of educational schemes being run by government organisations.

During our visit we tried to contact the girls, who are drop outs and asked them their willingness to continue education, we were shocked to know that slightly less than three fifth (56.2percent) of the girls do not want to continue their schooling, followed by 27 percent who want to continue their studies. The remaining 16 percent girls had not answered this question. The girls who wanted to continue studies were asked r the reason behind this, about 33 percent said that studies would provide them better life style followed by 29 percent who want to be engaged in some jobs.

Perception of Education among Girl Children

The girls were asked about their perception on Education and their ambitions in life. Most of the girls who were interacted with feel that being educated would help them to understand many things in life, they will become more knowledgeable, and nobody will call them illiterate. They are quite satisfied and feel secure in attending school. On being asked, what they aspire from education; most of them want to take up a bright career after studies. While asked about career, most of them talked about jobs in different areas like being a teacher, a lawyer, a professor or a police officer. A few also want to become a doctor.

Further, for assessing their awareness our team had asked them to name the course or the degree which a doctor has to complete, and we were amazed to see that a student of class VIII studying in rural area (village Chatli, block Niwali of District Barwani) talked about MBBS course after completing XII. This shows the level of awareness and the ambition in some of the Girl Children in the villages that we had visited.

Quality of Education

For assessing the quality of education we have carried out an assessment test of the students contacted for Focus Group Discussion. For this, our study team had provided few questions of general knowledge and from respective subjects like; Hindi, English, Maths, Social science and General Science.

After assessing the test result we found that the general knowledge of the girls contacted is very low, nobody scored above 35 percent. Moreover the girls studying in class VIII and IX are not able to read chapters from their English course book.

We agree that quality of education is a relative term but we tried to assess quality of education being imparted in different schools in rural Madhya Pradesh through following indicators;

Access to school

- During household survey, it was revealed that most of the villages and/or households had an easy access to the nearby school (91.3 percent), be it primary or secondary.
- Similar results have been found while interacting with the PRI and PTA members, as well as the Head Teachers of the schools with whom our team had interacted with. It has been revealed that most of the villages had a primary school, or that 96 percent of the primary schools were catering to either one or two adjoining villages.

- In general, the number of villages a school is catering to is found to be increasing with the higher level of school; for example as high as 96 percent of the primary co-educational schools are catering to the village they are located in and adjoining village while, the secondary and high schools are catering to more than two villages. This also complies with the school education norms.

Implementation status of government schemes at school level

- National Programme for Education of Girls at Elementary Level (NPEGEL), a scheme of Sarva Shiksha Abhiyan (SSA) – This scheme was found to be implemented in most of the Backward and Tribal dominated Blocks that we had visited during the study like; in the schools in Jawad (Neemuch), Niwali (Barwani), Bhikangaon and Barwaha (West Nimar), Bhainsdehi and Shahpur (Betul) etc. The scheme is providing benefits to the under privileged/ disadvantaged girls from Class I to VIII and helping them to achieve Universalisation of Elementary Education (UEE).
- Primary Schools by SSA – In most of the villages, we found primary schools at a distance of about 1 km from the village and middle schools at a distance of 3-5 km from the village.
- Bridge courses/Model Cluster Schools for out of school children – In some of the districts (Neemuch and Bhanpura), our team was informed about the residential and non-residential bridge courses which are being managed by SSA (Kasturba Gandhi Balika Yojana) and Tribal Development Department, depending upon area of jurisdiction.

Provisions like food, lodging, classrooms, books, teaching materials and teachers are made available under these residential bridge courses. The main idea behind this scheme is mainstreaming the girl child. Vocational trainings are also conducted for girl children at the model cluster schools to enhance their talent in other areas like embroidery, computer skills etc.

- Our team was informed about Maa-Beti Mela in Sarwania Maharaj village (Block Jawad, District Neemuch), as one of the awareness programme wherein a platform is created to discuss various issues relating to education of girl child. This platform gives an opportunity to interact with prominent personalities especially successful women in different streams of life. The students get to know the rich experience of the visiting personalities and their successful career path; in other words, inspiration is being derived from such meetings.
- Apart from education, the girl child is given vocation training in embroidery, computer application etc. Study tours are also conducted to new and historical places which are better known as *Khoj Yatra* (as reported by the District Project Coordinator, Neemuch).
- Awareness Generation for better enrolment – We have seen that various awareness programmes are being organised by the DPC and schools, like ‘*Pravesh Mela/Ganwesh*’ (mostly on 15th August every year) and ‘*School Challe Hum*’ (during July-August every year) in the villages to promote enrolment and improve retention. During this occasion, uniforms and books are provided to the children. Apart from this, woollen clothes, shoes & socks, and school bags are also provided to the ST/SC children.
- Initiatives have been undertaken to create awareness among the girl children by introducing a book named as ‘*Jeevan Koshal Siksha*’ for girls. This book educates about the health and hygiene,

education and development of girls for all stages of life. It is specially distributed to the girl children who are out of school.

- Free school Uniform Scheme – Two sets of uniforms are being provided to each and every girl child studying in classes I to VIII.
- Free Bicycle Distribution to the ST/SC girls studying in class VI & VIII, who have to travel at least 2 Km for school.
- Free Lunch – Mid-day meal is being provided to every girl child studying in classes I to VIII.
- Free Books – Free books are being provided to each and every girl studying in schools.
- Scholarship – A scholarship of Rs. 300/- every year is being provided to each poor girl who wants to continue her studies. Under *Kanya Shaksharta Protshan Yojana*, the girls who take admission in class XI after clearing her class X examination have been given a prize money of Rs. 3000/- (this amount was Rs. 2000/- up to the year 2006-07).
- Satellite schools are opened to target those children who reside in remote habitations with no schools. The maximum number of children to be enrolled here is 40. If more than 40 children are identified in any habitation, then it becomes necessary to open a primary school and a middle school in those locations.
- Girls who do not have a middle schooling facility within a distance of 3 km have been provided residential facilities. In 4 middle level schools in rural Jabalpur, Sihora, Sahapura & Majholi & Kundam, 210 girls have been admitted to hostels. These 4 girls hostels have been functioning for strengthening the skills for better boarding and educational facilities for 210 girls. These hostels are increasing learning abilities, creating awareness about hygiene, developing understanding about physical changes in adolescent and to create awareness about social evils and to work for their eradication. The total numbers of girls covered are 210. It is interesting to note that parents are reluctant to send their daughters to girls hostels and KGVB. Some attitudinal shift in the community has been possible due to dedicated work of hostel staff and teachers.

Basic facility at school including midday meal, school infrastructure etc.

Head Teachers with whom our team had interacted reported that Teaching aids are being used in the school; the same was endorsed by only 52 percent PRI members and only one-fourth of the PTA members (25 percent). However, as high as 38 percent PRIs and only 17 percent PTA members were not aware of any teaching aids/ facilities.

More than 90 percent of the schools contacted have appropriate school timing (99.2percent), classrooms (96.3 percent), drinking water (96.5percent), seating arrangement (96.1percent), and teachers (94.2percent). However, slightly more than two-third of the schools has appropriate teacher student ratio (66.0percent). The availability of other facilities like, separate toilet for girls in co-educational schools (30.2percent), electricity (48.2percent) and library (3.4percent) is further low.

Further, the parents were asked about the condition of the facilities at school and its level was recorded in three point scale – good, fair and poor, 80percent of parents have rated the condition of class rooms, their seating arrangements and open space under good category. Further, about 60 percent have rated good for the involvement of teachers in education. Only 40 percent have rated the condition of separate toilets in co-educational toilets as good.

Teacher student ratio, school time, teacher’s involvement

A total of 15221 students and 434 teachers were found in 144 contacted schools. Thus, the teacher student ratio is 1:35, which is much better than government norms i.e. 1:40

Regularity of Teachers

While interacting with the PRI and PTA members, it was revealed that 89 percent of the PRIs felt that teachers in the nearby school were present regularly in the school; while as high as 72 percent of the PTA members did not want to comment on the same and hence replied as ‘do not know’, and only 27 percent mentioned that teachers were regular in the school. Similarly about 95 percent of the parents felt that teachers in the nearby school were present regularly in the school.

However, during FGD we probed with the girls on regularity of teachers to school and found that most of the teachers do not come to school regularly; moreover they come late and leave the school early. In most of the cases we have seen that the teachers teaching in rural schools are living in the nearby block or district headquarter and they commute to the school on daily basis. They mostly reach late and leave the school early as they require the travel time to go back to home. We have also seen that most of the schools have less number of teachers, thus when somebody goes on leave it become impossible for the others to manage all the classes.

S1.9 NGO Partners in Education

To meet the challenges of UEE, the convergence of all resources is important. A number of NGOs are working in different areas of education. The details of the partners working in the state to achieve the goals of SSA are given below.

- Mamidipudi Venkatarangaiya Foundation
- Microsoft- Project Shiksha
- United Nations Children's Fund
- SAMAVESH: Community Based Participatory Programme for strengthening_Elementary Education

- Naandi Foundation: Ensuring Children Learn
- Madhya Pradesh Consultancy Organization Limited
- Pratham

S1.10 Achievements and Best Practices for Ensuring Girl Child Retention

The existing status of girls retention in School education for both elementary and high schools in districts Neemuch, Mansaur, Rajgarh, West Nimar and Barwani is low but efforts are being made to enhance it. The Block Education officer reported to us that they are pulling up their resources in making emphasis on creating a general awareness on value of girl's education.

In the districts like Jabalpur, Katni (Dhimarkheda block), Narsimhapur (Gotegown block), Sihore, Betul (Bhaisdehi block), Education Department is trying to make people aware about the benefits which are being provided free of cost for education for example -Text book, Mid day meal and two sets uniforms, Bicycle to the girls studying in class 6 and 9. Some other best practices are as follows.

"Meena" Week

Meena week will be celebrated in all model cluster school to generate net awareness about the importance of girls education During Meena week, PTA meetings are being held to discuss the importance of girls' education, painting competitions with themes on girls' education are also organized. Bal sabhas are held wherein out of school and in-school children exchange views and share their experiences. It has been seen that many out-of-school children are fascinated and motivated by the experiences of in school children and frequently express their desire to get enrolled in school. Such children are enrolled immediately.

Schooling for Adolescent girls

Strategy to provide education to the adolescent girls, who have never been to school or dropped very early was observed in every study district. The completion rate at upper primary level is very poor, there are large numbers of out of school adolescent girls in the upper primary classes who are over age and are reluctant to come back to school and are married off at an early age. To overcome this problem, strategy titled "**UDAN**" will be setup in the pockets where gender gap is higher. Objective of "**UDAN**" is to provide schooling facility and preparing extra coaching classes for board exams. For this, coaching camps will be established in the every block of the district. These girls will be enrolled in open school and will appear in board exams. The initial objective is to expose these girls to upper primary school facility and basic life skills.

Pull and Push Strategy Adopted

Two strategies are adopted to ensure 100 percent retention of girls enrolled in schools. They are Pull Strategy and Push strategy. Pull strategy includes providing economic support to villagers, building awareness about girl child education to the villagers, supporting handicrafts and physically and mentally, easy access to school and child care at house. Various intervention programme includes

organising PTA Meeting, mobilizing and motivation of Teachers and PTA, Free educational benefits like free text books, free uniforms, free mid day meal for all and free bicycles for ST/SC girls studying at 6th and 9th standard and coming from distant place. Monetary benefits like scholarships to girls belonging to ST/SC and even OBC group. "Protsahan Rashi" is particularly given to ST and SC girls.

Push Strategy includes infrastructure support, school contingencies support like furniture, chairs, fan etc, building maintenance support, teacher contingency support like Rs 500 per year per teacher for Training and Learning Materials purpose, teacher training support through DIET and monthly and monitoring mechanism.

S1.11 Achievements and Best Practices for Ensuring Girl Child Enrollment

Specific Interventions

Jabalpur (Urban) block has lower retention rate at primary level, Wards of lower retention rate were identified and calendar has been made accordingly for regular monitoring. Special focus was paid to one cluster of each block for 100percent girls enrolment, retention and completion. The cluster was identified on the basis of high dropout rate or high gender gap. Specific interventions provided to the cluster are listed below:

- Maintain regular contact
- Intensive monitoring of progress
- Sensitizing teachers
- Bridge camps
- Flexible school timings
- Development of mother teacher association
- Coaching classes for open school examination of 8th class for girls

Creating demand for Girl child education

In many of our study districts, we have seen that the community mobilization activities are under way for creating demand for girl child education. Some of them are given below: -

- Training of female PTA members: In PTA training programme extra focus is given to female PTA members so that all the women of village take interest towards girl's education.
- Formation of Gender Groups: Gender groups are being formed at cluster level so that awareness about education will increase.
- Maa Beti Mela: Maa Beti Mela is being organized in July and December months at cluster level so that demand for girl's education is created.
- Motivation camps for girls and parents: Motivation camps are organized in villages where concentration of out of schoolgirls is more. Camps are organized for such girls and especially for those belonging to socially and economically weaker section. Activities like creative poetry writing, painting, drama, story writing, toy making games and sports are organized.

Intervention for Making Education System More Gender Sensitive

The training were organized in most of the study districts for BRC, CRC, and DIET persons and teachers for gender sensitization for making class room processes more supportive and responsive to the girls. Training was based on-

- Enabling recognition of personal bias
- Concept building of gender
- Understanding of issues related to girls education
- Understandings of Do's & Don'ts towards gender perspective.

Awareness Programs

Awareness programme for sensitizing common people/villagers for enrolling their girl child in school was done in last one year. Rally Programme (School Chale Hum), Pravesh Utsav, Road Shows are the means by which awareness about girl 's education is spread among the villagers. During Pravesh Utsav newly admitted children in schools are welcomed with free facilities like text books, free uniforms for girl child etc by the DPC, BEO's

S1.12 Bottlenecks and Key Issues

The girl child education has always been a social issue for villagers. However with awareness about girl child education being developed and initiated by Education Department, the perception has started changing. Villagers who are illiterate have begun sending their girl child to school. People have started thinking about the importance of girl child education. Education has more importance in case of Boys in rural context and girls are not considered in same light. But if girl child is educated, after school she would lead a family & society, the whole family can get the benefit. The major bottlenecks are as follows:

- **Involvement of teachers:** adequate involvement of teachers for raising enrolment and retention of girl child is not available.
- **Illiteracy of parents:** Most of the parents we had interacted with were illiterates; they don't understand the value of education. Still they have been enrolling their daughters to school because the teacher comes and motivates them and also provides them the benefit of educational schemes but most of the girls are irregular and do not come to school during examination time.
- **Interest of Parents:** Parents are the partners of education and it becomes difficult if this partnership does not compensate each other, most places we have seen that parents are not properly aware of their daughter's education status and do not showing desired interest in their daughter's education.
- **Issue of insecurity:** Insecurity is a major issue for the girls who have to travel to nearby villages for middle or high school education and is a major cause of drop out at this level. Due to insecurity, the enrolment status is somehow being maintained but retention is low.

- **Poverty and Child abuse:** Poverty and child abuse is the next major issue highlighted during the

primary research. Most of the girls who had never gone to school, were not sent because they were required at home for sibling care and household chores.



- **Poor Condition of Facilities:** The necessary facilities like school building, teaching aids (Maps, Charts, Globes etc), seating arrangements (most of the schools have “durrries” strips which are dirty and soiled in most cases are not found in good condition). The same has been reported by the PRIs and PTAs. Separate toilets for girls are not available in all the schools, even if it is available it is not being maintained properly and sometimes closed during school hours. In some cases, our study team was informed that during special days girls never come to school and they were even encouraged by the teachers for not coming to school on those days. Similarly the classrooms and drinking water facilities are not hygienic.

- **Social belief:** At upper primary level gender gap in most of the blocks is significant. It clearly shows that social value continues to hold back the enrolment of girls in schools. The perception of daughters as: "Paraya Dhan" seems to be common. It reveals there is no reason to send their girls to schools, as the girl has to get married. Some parents also report educating a daughter makes it harder to find suitable match for her. Early child marriage is also one of the problems for girls' education in Shahapura, Kundam & Jabalpur (Rural) blocks. The girls above 10 years age are married off.



- **Insignificant Role of PTAs:** The executive body of the PTA is supposed to consist of the Chairperson, Secretary (Head of the school), and 10 other members of the PTA, which is only in paper in most of the schools visited. During our visit to schools we have seen that the PTA comprises of two or three parents. It was also observed that the PTAs are those parents whose wards are toppers. This PTA executive body is expected to act as the management and take necessary decisions & actions in the interest of the school which is not happening in rural Madhya Pradesh because most of the parents representing PTAs are illiterates, unaware of their role and the have some vested interest (their wards are toppers of their respective classes). Thus, the PTA which can play a very significant role in improvement of education system is more or less ineffective in rural Madhya Pradesh.

Thus, we can conclude that the major factors responsible for low or non-retention of Girl Child are: non involvement of teachers, Poverty, taking care of household chores, Care for siblings, Poor condition of facilities etc.

S1.13 Recommendation

Enhancement of role of Sarva Shiksha Abhiyan

SSA is a new window which can be used for empowering the marginalized groups through education. We know that Child Rights Education should be included in the present curriculum so that child who comes to school become aware about his/her rights and can fight with the society as well as his/her parents for continuing her education.

SSA is doing its job very well in Madhya Pradesh but it is only taking care of elementary education only as of date. We would like to recommend that SSA should take care of education at all the levels up to class XII and ensure child protection and social protection of the disadvantaged groups.

Enhancement of the Role of Panchayati Raj Institutions

Panchayats can be involved in a greater way by making them part of the process to build accountability in the education system. They should be involved for each and every budgetary allocation in school. They should monitor the financial as well as physical performance of the schools including quality of school infrastructure, quality of education being imparted, teachers absence, steps to be taken up for improving enrolment and retention. They should be consulted for minimising the drop-out rate especially in case of girl child. Social audit can be made compulsory for each and every school and PRIs should be given this job.

There are Instances of Panchayats making budgetary allocations for development of schools in other States of our country. Due to CINI's initiatives in Murshidabad district of West Bengal, the Panchayats in this district are intervening to improve the enrolment of Girl Child by the making Girl Child friendly community approach. The motive is to look at education in the larger context of child protection , specially the marginalized at- risk children.

Reforms in Education Programme Management

Success of any programme depends upon the quality of management. Structures have been formed by integration of academic and administrative structures of elementary education into composite entities for better planning and management. This gives it the strength and authority of a government structure and flexibility and autonomy of a society. This institutional reform is based on the belief that community empowerment processes need facilitating structures that are oriented towards the needs of the learning community. This also enabled cost effective choices because it taps the rich synergies of resources within the government and within the community. Few suggestions in better management of Education Programme in Madhya Pradesh are as follows;

- **Strengthening Zila Shiksha Kendra (ZSK):** All the appointments should be done as per SSA norms and instructions given by Rajya Shiksha Kendra.
- **Strengthening ZSK Personnel:** The districts headquarter is the key point of the Sarva Shiksha Abhiyan. At this level the diversified tasks are being done viz. teachers training, research studies, Monitoring, Fund Management, MIS management, Administrative tasks, and management of

various programmes launched by the State. All these tasks require the skilled persons particularly the persons having managerial skill. Therefore, the ZSK staff should be given following training that would be helpful in the implementation of the Abhiyan:

- **Orientation Programme** - Two day SSA Orientation programme to the Mission Director, Project Director, and Additional Project Director.
- **Management Training** – Five- ten days training programme on Management to the DPC, DIET Principal, APCs, AE, JEs, Programmer.
- **Skill Development Training**- Trainings on financial management, procurement, Stores purchase rules, government procedures and Accounts as per needs.
- **Workshop on Stress Reduction**- A Workshop should be conducted on " how to organise the data and how to monitor closely”
- **Computer Training**– A comprehensive package of Operational knowledge of Computers should be given to each staff member of Zila Shiksha Kendra and DIET.

- **Exposure Visit**

Exposure visit of the district and Block level officials should be conducted to other better States/UTs (like Kerala, Andhra Pradesh, Chandigarh, Tamil Nadu etc) for understanding the working culture and the management of other districts as well. The visit will be helpful to gain the new ideas, innovation etc done by the people of other districts/State.

- **Strengthening Management Information System (MIS)**

The data and information availability of various programs/schemes is not there in the state. Proper assessment of the data requirements and the MIS design thereon should be worked out. In the modern age of knowledge and information, the MIS is a vital component of each organization. MIS is nothing but a cell of an organization that collects, analyses and provide the necessary data/information to the immediate management as well as the top-level management.

In other aspect, Management Information Systems (MIS) is the set of computer based systems and procedures, designed to improve the managerial decision making process that involve collection, organisation, distribution and storage of information for analysis and control.

- **Strengthening MIS Personnel**

MIS may play a vital role in successful implementation of the SSA if its staff is competent professional and aware of the new technologies. Therefore it seems to be a must to give necessary trainings based on the new technologies. This will help to develop some district specific computer based monitoring tools. In this regard, following trainings are proposed for the MIS staff:

- **Training on Oracle** – A monitoring software tool DISE based on Oracle has been implemented in the district. This software has been developed and provided by the Government of India. The MIS staff needs a detailed training on Oracle. This can be done by outsourcing a training agency.

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- **Advanced Training on LINUX** – In the district, the Computer Aided Learning (CAL) programme named "Headstart" has been implemented. There are 65 Headstart centres functional in the district. The Open Source Operating System "LINUX" has been provided and installed in the computers under this project. The MIS staff should be given an advanced training on LINUX for smooth functionality of these headstart centres. The training can be conducted by outsourcing the agency.
 - **Training on Web Technologies** - The current world needs web based information system, which provides the word wide access of the information of an organization. It also facilitates the sharing of information within a minimum time of span. The district will be developing a web enabled information system that will require a skilled team of technical personnel. A short-term training on Web Technologies is proposed to be given to the MIS staff so that the desired in-house production can be done as per need of the district.

- **Strengthening of DIET**

At the ZSK level, DIET is the key institution. The DIET as part of the Zilla Shiksha Kendra is expected to develop an academic perspective plan for the district. This requires capacity development for teacher-needs assessment, pupil needs assessment, development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation for curriculum analysis and context specific interventions. The administrative and planning capabilities of DIET personnel also need upgradation. A comprehensive plan for professional development of DIET personnel is proposed. A special professional programme should be undertaken for personnel chosen from among those who have demonstrated ability and initiative from the district. This will comprise of educational administrators, DIET members and a group of teachers from district. These can be undertaken from professional institutions like IIM, IRMA.

- **Strengthening Janpad Shiksha Kendra (JSPK) by training BACs, HMs and Janshikshaks**

The JPSK will also need to be strengthened both through capacity development initiatives and the addition of infrastructure support. The administrative personnel at the Block level need to be trained in new methods of management, planning and monitoring and would have to be oriented into academic support. The blocks particularly need academic strengthening because of a historical gap between the DIET and the school. A team consisting of 4 Persons (BRCC+BAC), who will be subject specialist in Language, Science, Maths & Social Science should be developed from among the existing teachers for intensive academic support. One of them will be the BRC coordinator. The Janpad Panchayat Shiksha Samiti should be oriented towards educational issues.

- **Strengthening Jan Shiksha Kendra (JSK/CRC)**

The Cluster head or Jan Shiksha Prabhari should be developed as a competent school manager. A team of resource persons should be trained to facilitate quality processes in schools in addition to the Jan Shikshak or the Cluster Academic Co-ordinator. The idea is to move from a single Jan Shikshak to gradually building the entire Jan Shiksha Kendra as an academic team. Because, it was felt that just one resource teacher is found to be inadequate in managing the tasks of school-visit and academic discussions and acting as a link between the school and units above the JSK. The infrastructure available with the JSK would need upgradation to cater to the increasing requirements of the Upper primary sector. Educational material, books have been additionally proposed. Funds have also been earmarked for the recurring contingent needs of the JSK.

There is a need for facilitating a cluster level interface between teachers, community and panchayat representatives. Mobilisation activities like "Shiksha - Panchayats", Balsabha, Balmelas will provide a forum for interaction to come together and discuss ways and means for improving the educational status of the cluster. It will also address teacher grievances and help to develop the community outreach to the school cluster. In addition, Gram panchayat members will be oriented towards educational issues.

- **Strengthening of Parent Teacher Association**

The stakeholders for school are parents of the students of a school. For this a Parent Teachers Association (PTA) has been formed in each school. The PTA is the local monitor for the school and should implement decisions for improvement of school. The executive body of the PTA is supposed to consist of the Chairperson, Secretary (Head of the school), and 10 other members of the PTA, which is only in paper in most of the schools visited. The PTA Executive Body should act as the management and take necessary decisions & actions in the interest of the school.

As role of PTA is very important in order to make education system more accountable and decentralisation of system, we strongly suggest appointing a PTA committee for each school with proper representation of local community and each social stratum. This committee should be involved before making budgetary allocation for the school. They should monitor and be responsible for the financial as well as physical performance of the schools including quality of school infrastructure, quality of education being imparted, teachers absence, steps to be taken up for improving enrolment and retention. They should be consulted for minimising the drop out rate especially in case of girl child.

In order to equip the PTA to work efficiently for the school, we suggest organising a one-day orientation programme immediately after its formation. This training should be conducted at their doorstep at regular intervals, i.e. at school level, which is a dream of **Jan Shiksha Yojna**.

Improvement in Facilities

The availability and condition of facilities should be improved especially condition of school building, teaching aids (Maps, Charts, Globes etc), seating arrangements, safe & hygienic drinking water, separate toilet facility for girls studying in co-educational schools.

Strengthening Anganwadis and Balwadis

As mentioned in earlier sections, mostly drop-out happen because of sibling care. Thus, we strongly recommend strengthening of existing balwadis/anganwadis and construction of more such facilities within school premises so that Girl child can attend her class and can also take care of their siblings. This system will also help in enhancing enrolment of small children who will be the future students due to easy transition from anganwadi or balwadi to primary school.

Developing a Holistic Programme for Promoting Meritorious Girls Children

During our field visit we have interacted with at least 10 girls (one case study mentioned in the report) who are dropouts but had good performance while in school, they are also interested in pursuing their studies. Thus, we would recommend the State Government to come up with a holistic programme for overall development of meritorious Girl Child. This could be done in some pockets by designing a special programme in such a way that such meritorious but drop-out girls could be identified at

grassroot level and could not only be financed for their studies but also provision of their other basic needs. This could be in lines of the existing Programme named 'Super 30' being implemented by an NGO managed by Mr. Anand Kumar and Mr. Abhaya Nand I Bihar, wherein they identify 30 poor students who has pass XII from the Bihar State through tough examination. These students are then kept in a hostel and trained for qualifying IIT JEE examination- it is interesting to report that this year all of the 30 students of this program have qualified IIT JEE and one is within 10th JEE rank

Similar type of programmes could be implemented in some districts/pockets of Madhya Pradesh through identified NGOs or CBOs (Community based Organisations) for supporting meritorious Girl childs who are drop-outs. This programme could be replicated if found effective.

Reforming Education System

Education must be seen an interlinked domain of integrated response. Without a comprehensive approach, no significant and sustainable impact can be made in the education sector. This is rooted in the context of participatory planning and action processes taken forward by communities, service providers and local self-government. There is an urgent need to redesign the education strategy by bringing synergy with protection of vulnerable children. Hence, education and protection programmes should be combined into a single window programme (as against too many institutions being operational in the State). PMPSUS should support the policy dialogues with the Government and civil society organisations to develop a framework for continued and coherent actions to ensure quality early childhood education and full course of elementary education up to 16 years through a Robust Institutional system.

1 INTRODUCTION

1.1 Study Area - Madhya Pradesh

Madhya Pradesh (MP) is the second largest Indian state in size with an area of 308,254 sq. kms, having a total population of 60.35 million (2001 Census), the rural to urban ratio being approximately 73:27. As per the 2001 Census, the percentage of Scheduled Caste (SC) population was 15.2 while the Scheduled Tribe (ST) population was 20.27 percent.

Madhya Pradesh had 45 districts as per 2001 Census and six divisions, but recently the state have been divided into 50 districts, which are grouped into eight divisions: Bhopal, Chambal, Gwalior, Indore, Jabalpur, Rewa, Sagar and Ujjain. There are 55,393 villages grouped under 23,051 *Gram Panchayats* and 313 *Janpad* or Block *Panchayats*. The average rural population under the purview of a *Zilla*, *Janpad* and *Gram Panchayat* is 984000, 142000 and 2010, respectively. A revenue village consists of a number of separate habitations known as *tola* or *falia* especially in tribal areas. The total number of such habitations in Madhya Pradesh is estimated to be about 85,149. The urban sector falls under the purview of 334 urban local bodies, out of which there are 237 *Nagar Panchayats*, 85 *Nagar Palikas* and 14 Municipal Corporations.

Madhya Pradesh is a medley of races and tribes, castes and communities; which includes primitive aborigines, as well as highly educated and modern societies. They belong mainly to two racial groups. The people of northern area and Narmada Valley are mostly of the Aryan race, while a large portion of tribal people are residing in the south and east Madhya Pradesh. According to Census 2001, 91.1 percent are Hindus while others are Muslims (6.40 percent), Jain (0.9 percent), Christians (0.30 percent), Buddhists (0.30 percent), and Sikhs (0.20 percent). The scheduled castes and scheduled tribes comprise a significant proportion of the population of the State. The scheduled castes are 15.17 percent while scheduled tribes were 20.27 percent. Tribals in Madhya Pradesh include Baiga, Bhariya, Bhils, Gondi, Halba, Kaul, Korku, Malto, Mariya, and Sahariya.

1.2 Education Status - Madhya Pradesh

Successful implementation of Sarva Shiksha Abhiyan (SSA) has created an urge in society to have secondary education facilities near their habitation. As reported by Sarva Shiksha Abhiyan, there are 81,529 Government primary schools in Madhya Pradesh. Further, 906 aided and 16,028 unaided primary schools are also in operation in the state. There are 25,884 Government upper primary schools, 11,898 private upper primary schools and 325 aided upper primary schools in Madhya Pradesh (Source: <http://www.ssa.mp.gov.in/educationalprofile.htm>). There are 4,325 high schools and 4,140 higher secondary schools in M.P. Out of these, 2,123 high schools and 2,104 higher secondary schools are in the private sector (Source: MP Planning Commission).

The state has universalized access to primary and upper primary education. Primary school facility is available within a distance of one km radius of each habitation while the upper primary schools are now available within a reach of 3kms. The school education schemes in Madhya Pradesh are being implemented through three departments, viz. School Education, Tribal Welfare Departments and Scheduled Caste Welfare Department. Table 1 shows the status of literacy pertaining to different categories in the State:

Table 1: Vital Education Statistics of Madhya Pradesh

Category	Literacy rate (2001)	
	Madhya Pradesh (percent)	National (percent)
SC Female	43.28	41.90
SC Male	72.33	66.64
Total SC	58.57	54.69
ST Female	28.44	34.76
ST Male	53.55	59.17
Total ST	41.16	47.10

Source: <http://www.ssa.mp.gov.in/educationalprofile.htm>

From the above table, it can be seen that the educational statistics for Madhya Pradesh for ST is below the Indian average. The State literacy rate presently is 64.11 percent (*Source: Census 2001*), which is close to the national literacy rate of 64.8 percent. While the female literacy has considerably improved over the last decade, a great disparity persists in the literacy rates of males and females. Some blocks such as Alirajpur, Jobat (district Jhabua), Karahal (district Sheopur), Jhirniya (district Khargaon), Sendhwa (district Badwani), and Bajna (district Ratlam) have literacy rates below 35 percent. The female literacy is below 20 percent in two blocks i.e. Karahal (15.1 percent) of Sheopur district and Alirajpur (19.9 percent) of Jhabua district.

The retention rate was 69 percent for all the children in 2005-06 (71 percent for boys and 67.7 percent for girls). Only 60-65 percent children complete 8 years of schooling in Madhya Pradesh. The figures for 2003-04 show that the average students per primary and middle schools in Madhya Pradesh were 132 and 102 respectively as compared to the National average ratio of 180-185. These figures are much lower in tribal dominated districts of Madhya Pradesh (*Source: Sarva Shiksha Abhiyan*).

One of the key important goals in the Eleventh Plan is to bridge the gender and social category educational gaps at primary stage by 2007 and at elementary education level by 2010.

When girls are enrolled, they are less likely than boys to complete their schooling. The outcome of these gender disparities is that most of the illiterate citizens in the state are women. Studies and interventions related to ensuring enrolment and retention of girl child for completion of education is closely linked to reduction in IMR and MMR as well as other developmental backlogs.

There exists a significant gender gap in enrolment at the elementary level, which is more acute for schedule caste and scheduled tribe girls, for whom the gender gap is almost 30 percent at the primary level and 26 percent at upper primary stage. The reduction of this gender gap has now reached a plateau and further reduction would require a concerted focus on the hard-to-reach groups. Therefore, it is necessary to include certain interventions addressing the specific needs of girl children.

1.3 The Client - Poverty Monitoring and Policy Support Unit

The Poverty Monitoring and Policy Support Unit Society (PMPSUS) is anchored within the **Madhya Pradesh State Planning Commission (MPSPC)**. The unit is involved in development work in various sectors. It undertakes studies in the field of poverty, livelihood, health, education etc.

1.4 Project Brief

The Poverty Monitoring and Policy Support Unit Society (PMPSUS) had proposed to hire the services of a consultant firm to undertake a Study of Girl Child Enrolment and Retention in rural schools in Madhya Pradesh with special reference to draw appropriate lessons, identify the bottlenecks, framework and approach for the improvement in design, implementation for enrolment and retention of girl child in school education. In this regard, Mott MacDonald was entrusted the assignment to conduct this study.

1.5 Brief Detail of Study conducted by ASER

The Annual Status of Education Report (ASER) is a unique large scale effort undertaken annually by citizens of India to understand and help in improving the status of elementary education in the country. ASER is the largest household survey of children done in India each year by people outside the government. ASER is facilitated by Pratham. Using a common set of tools and a common sampling frame, ASER is carried out by a local organization or institution in each rural district in the country. In 2008, ASER reached over 7, 04,000 children in 16,198 villages in 564 rural districts of India including the districts of Madhya Pradesh.

The purpose of the ASER's 2008 rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year.

Over the last four years, ASER has created major national policy impact by bringing the issue of basic learning in the centre of discussions on elementary education. ASER has become an important policy input at the national level. It was referred in the Planning Commission's Approach Paper to the 11th Five Year Plan 2007-12.

The all-India study of ASER 2008 reported that even though most children are enrolled in school, they do not appear to be learning very much. In general, learning levels appear to be stagnant or declining. For instance, only 41 percent across Grades 1 to 8 were able to read simple stories in 2008 as opposed to 43.6 percent in 2005. However, the study indicates that Madhya Pradesh tops the ASER scale of reading among all states including Kerala and Himachal where 73-74percent children in Std V can read a Std II text in government schools. Madhya Pradesh, Kerala, Maharashtra, Chhattisgarh, and Himachal Pradesh are states that lead the country in terms of children's basic reading fluency. In these states children who can read letters or more in Std I are over 85percent and those who can read Std II text or more in Std V is over 75percent (*source: ASER Report 2008*).

2 THE ASSIGNMENT

2.1 Study Objectives

The overall objective of the assignment was to carry out a comprehensive study of the Girl Child enrolment and retention in the rural schools in Madhya Pradesh. The major objectives of the assessment study are to:

1. Assess the existing status of girls enrolment and retention in School education for both elementary and high schools in rural areas (tribal and non-tribal districts) of the state
2. Assess the perceptions of various stakeholders to understand the existing status of girls enrolment and retention in school as well as possible innovations/strategies in ensuring 100percent retention and enrolment of girls in schools
3. Identify gaps and problems both in the demand and supply side for ensuring retention and enrolment of girl child in the elementary and high schools
4. Identify key issues and challenges that constrain targeted groups from accessing schools, both at the household and community level, as well as the supply side in relation to the quality of education, time, infrastructure, teachers and access
5. Ascertain the efficacy of inter-linkages between school education, Sarva Shiksha Abhiyan, and bridge courses for ensuring retention of girl child
6. Document innovative design and practices in the education programme, managed by Government and NGOs, for ensuring retention of girl child in selected few pockets of the state
7. Draw appropriate lessons, identify the bottlenecks, framework and approach for the improvement in design, implementation for enrolment and retention of girl child in school education

2.2 Scope of the Present Study

Following is the scope of work for the present assignment:

- Analyze available data to create an updated profile related to retention and enrolment of girl child across the specific locations in rural areas
- Study the difference in rural, tribal, dalit pockets where government schools are run
- Identify locations for undertaking a mix of quantitative and qualitative primary research, including engagement with targeted beneficiary groups, households, community and village education committee of the Panchayats on the above theme
- Based on the identified locations and sample, a tracking of this issue from the state to the district, block and Panchayat and the beneficiary households
- To study innovations in design of the education programme for ensuring that retention and enrolment of girl child in the community increases

- Provide clear recommendations on the way forward with respect to the issues and challenges reported

2.3 Approach and Methodology

In the present study both qualitative and quantitative research methods have been used. An efficient and effective plan has been formulated for collection of primary and secondary information, analysis of data and report preparation. In this study we have used two terms ,viz, retention and quality of education, which are defined as;

Retention of Girl child: Girl child enrolled in primary class completes her primary education followed by enrolment in secondary class and completing it.

Quality of education: Although it is a relative term but we have assessed this in terms of following:

- Access to school
- Implementation status of government schemes at school level
- Basic facility at school including midday meal, school infrastructure etc.
- Teacher student ratio, school time, teacher's involvement
- Attitude of teacher towards girl child

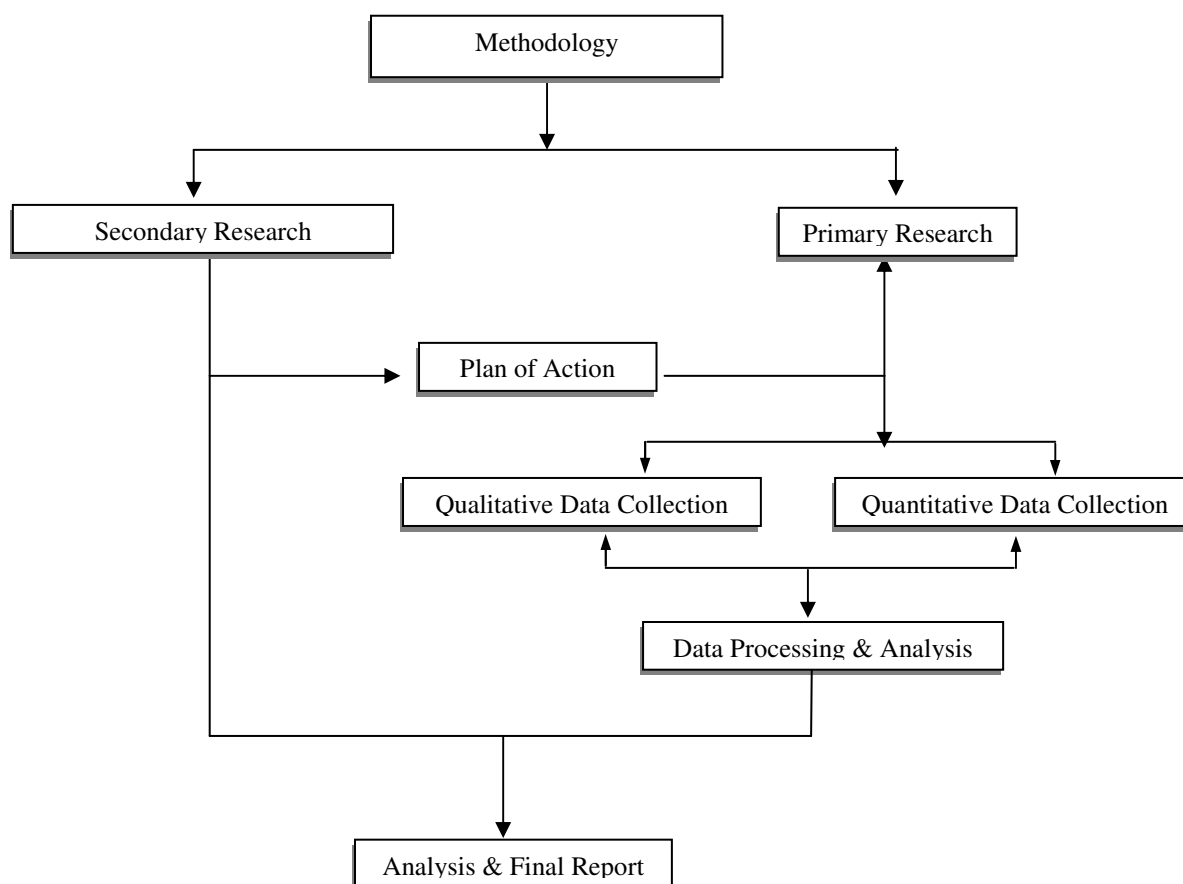
The detailed methodology adopted for the study is described below:

2.4 Team Mobilisation

A multi-disciplinary team of appropriate personnel with experience in the relevant area and field research were deployed for undertaking this assignment. The project implementation team comprised of Project Director, Project Manager and key Researchers. The core team included professionals with expertise in the fields of education, statistics, social development and evaluation experts. Apart from the core team members/researchers, field investigators having the basic comprehension of field survey in social and health sector, were also identified for data collection in the field.

A kick-off meeting was organised with PMPSUS (the client) on 19th December 2008. In this meeting, the key team members of Mott MacDonald (the consultant) presented their understanding and requirements for the proposed assignment and also discussed the progress of work so far. The consultant also shared and discussed with the client, the sampling procedure as well as the tools, comprising In-depth interviews, Focus group discussion guidelines and Household questionnaire. The consultant received feedback on the tools and sampling framework from the client, based on which the Inception report and the research tools were finalised.

Another meeting (Inception meeting) was organised with PMPSUS on 9th January 2009 for discussing the Inception report submitted by Mott MacDonald. In this meeting, comments on Inception report which were provided by the PMPSUS team, particularly on the Sampling and the Study tools/Questionnaires were discussed and finalised.

Figure 2.1: Methodology

The assignment was carried out in three major stages, viz.: (1) Secondary/Desk Research; (2) Field Survey, *i.e.*, Primary Data Collection; and (3) Data Collation, Analysis and Report preparation.

2.4.1 Secondary Research

An attempt was made to collect all the relevant secondary data from various sources including the internet. In the inception phase, an attempt was made to collect the relevant secondary documents and information related to the education system and Sarva Shiksha Abhiyan in the State and its guidelines, intended coverage, the present progress status, as well as the district and block wise details of rural and tribal areas etc.

Our study team reviewed the collected literature from various sources including the internet. From the State Sarva Shiksha Abhiyan, we have collected information on the following aspects:

- Female literacy rates in rural areas of all the districts in the state
- Female tribal population of all the districts in the state
- District-wise details of female literacy, status of enrolment and retention of girl child

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- District-wise status of and/or girl child education, schemes being operational and facilities being provided for improving enrolment.
 - Village wise number of households in all the villages in the selected study districts

2.4.2 Primary Research

The primary research intended to collect data and information on the existing status of the girl child education system related to retention and enrolment of girls in rural areas of the state, as well as differences in the rural, tribal and dalit pockets (if any).

On the basis of information gathered through secondary research, the survey/research tools have been developed, pre-tested and finalised for collecting relevant information from the field sites. A mixed methodology comprising of an extensive household survey based on standard data collection instruments (questionnaires), as well as key-informant interviews (semi-structured interviews) with village level teachers/influencers/leaders/facilitators (based on interactive techniques/tools) and focus group discussions with the girl children (at middle and high school level) have been used for the data collection. The primary research was conducted through a combination of the following methods:

- **Functionaries Interviews/In-depth Interviews:** In-depth Interview Schedules are basic and most important instruments to be used during the qualitative data collection. In the present study, in-depth interviews were conducted with the concerned functionaries of education at State level, District level, and Block level. This part of discussions enabled us to understand the details of the education schemes, its organisational and management structure, implementation mechanism and other relevant aspects of girl child education, its importance, their vision and mission towards enrolment and retention of girls in schools and problems they are facing and efforts they are making towards achieving it.
- **Key-Informant Interviews/Semi-Structured Interviews:** Semi-Structured Schedules are the instrument used for collecting both quantitative and qualitative data. In the present study, Semi-structured interviews were conducted with key stakeholders at the village level, including school principal/head master/teacher, community elders, *Panchayat* representatives, local influential persons, etc. to understand their perspectives regarding education of girls. These interactions also aimed at studying the innovations in design of the education programme for ensuring an increase in the retention and enrolment of girl child in the community.
- **Household Survey:** Extensive household survey was conducted in rural areas for collecting data from households at each level (ST, SC, OBC & Other). Parents were contacted in each household for assessing their perception regarding girl child education, its importance, available facilities in the vicinity, enrolment and retention of girls in schools and reasons for non-retention (if at all), and also for getting their feedback for enhancing the retention rate. These interactions also aimed at identifying the key issues, challenges that restrain the girls from gaining elementary education. The household schedule had been developed consisting of close-ended multiple response questions, and a few open-ended questions. The questions had been pre-coded to facilitate the generation of output tables.
- **Focus Group Discussions (FGDs):** FGD were conducted with the girl children studying in middle or high school to collect their perceptions regarding girl child education, and their point of view towards its importance, available facilities in the vicinity, the factors that had helped them in retention and the factor that can be a cause of non-retention. Attempts were also made to get their feedback for enhancing the retention rate.

The tools designed for school head teacher, PRI/PTAs and the households (parents) were translated to Hindi, since these had to be canvassed in the local language. These translated questionnaires were checked by our project team members and finalised for printing. These translated questionnaires were referred by the project team, during data collection and data analysis. All the above research tools designed for data collection are attached as Annex 1.

2.4.3 Pre-testing of the Tools

After the finalisation of the tools and FGD guidelines, the same were pre-tested in the field to ensure the validity of each question posed in these tools. This was essential as it helped in fine-tuning and finalising the tools and ensuring continuity and efficiency in smooth flow from one issue to another during the data collection process.

Subsequently, field visits were undertaken to check the relevance and accuracy of each and every question posed in the data collection tools. *Fanda* Block of Bhopal District (non-sample district) was randomly selected for Pilot-testing of all the tools – both quantitative and qualitative questionnaires/tools. In-depth interviews were conducted with the Project Coordinator of Sarva Shiksha Abhiyan and District education officer at Bhopal. The pre testing for household and school level questionnaires were done at *Fanda* block. Similarly, discussions were also organised with the girl children studying in the middle school.

After field-testing, some of the questions were reorganised and a few were modified and/or re-worded accordingly, in consultation with the client.

The whole process of data collection was not very easy during pre-testing. The main reason for this was the busy schedule of the respondents, as most of them leave their houses very early for work and some of the girls were in schools.

2.4.4 Sampling

As per the RFP document issued by PMPSUS, 18 districts were to be selected from 6 regions of Madhya Pradesh based on female literacy rate. Further, in these selected districts, 144 villages were to be selected and in these 144 villages, 288 PRIs, 144 schools and 26,000 households were to be contacted for the primary research. On the award of the work and interaction with the PMPSUS during inception phase, we were requested to collect the data from 26,000 households to be selected from 200 villages in 18 districts. It was also decided that 144 IDIs each with the PTA and PRIs in the selected villages were to be done.

As per changes made during inception phase by PMPSUS, the State is divided into six regions, viz, Central, Malwa, Northern, South, South-Western, and Vindhya and as per study requirement (as in the revised RFP), we have selected three districts from each division for the assignment – one with high female literacy rate, another with medium female literacy rate and the third with low female literacy rate. The details of the divisions, districts and sample blocks are mentioned in Table 2.1.

Table 2.2: Selected Sample Districts and Blocks in each Division of Madhya Pradesh for the Study

S.No	Divisions	Districts	Sample Districts	Sample Blocks
1	Central	Bhopal, Vidisha, Damoh, Sagar, Raisen, Sehore	Vidisha	Sironj, Nateran
			Raisen	Raisen, Baraily
			Sehore	Nasrullaganj, Sehore
2	Malwa	Neemuch, Shajapur, Ratlam, Indore, Ujjain, Rajgarh, Dewas, Dhar, Mandasaur, Jhabua	Neemuch	Jawad, Neemuch
			Mandasur	Bhanpura, Mandasur
			Rajgarh	Jirapur, Biaora
3	Northern	Bhind, Shivpuri, Datia, Guna, Gwalior, Sheopur, Morena, Ashoknagar	Bhind	Ater, Gohad
			Guna	Ishagarh, Raghogarh
			Sheopur	Vijayapura, Karahal
4	South	Seoni, Dindori, Narsimhapur, Jabalpur, Mandla, Katni, Chhindwara, Balaghat	Katni	Murwara, Dhimar Kheda
			Narsimhapur	Gotegaon, Gadarwara
			Jabalpur	Jabalpur, Sihora
5	South-Western	Harda, Burhanpur, Barwani, East Nimar, Hoshangabad, Betul, West Nimar	Barwani	Barwani, Niwali
			West Nimar	Barwaha, Bhikangaon
			Betul	Bhainsdehi, Shahpur
6	Vindhya	Sidhi, Shahdol, Satna, Tikamgarh, Chhatarpur, Panna, Rewa, Umaria, Anuppur	Sidhi	Chitrangi, Rampur Naikin
			Tikamgarh	Niwari, Palera
			Rewa	Sirmour, Teonthar

(i) Sampling Criteria

The following sampling criteria were outlined by PMPSUS for various tiers of selection- district, block and villages. In some strata purposive sampling has been done.

Stage I: Selection of Districts

The female literacy rate for each district was calculated using the 2001 Census data. Then, the districts were arranged separately for each division and grouped into three, based on their female literacy rate. This range was dependant on the female literacy rates in each division; e.g. in South division, the range used for district sampling was 30-40 percent female literacy rate; 40-50 percent female literacy rate; and over 50 percent female literacy rate.

After arranging the districts into the appropriate ranges, one district was selected from each literacy range category, using PPS. Table 2.1 provides the list of selected districts.

Stage II: Selection of Blocks

Two blocks from each of the selected districts were selected for the field survey using PPS method, thus 36 blocks have been selected. The 2001 Census data for total female population has been used for this purpose. Table 2.1 provides the list of selected blocks.

Stage III: Selection of Villages

Within each sample block, rural areas/villages have been selected using the following two steps. As the first step, five villages were selected in each of the blocks where tribal population was less than 25 percent and six villages in the blocks where the tribal population was either 25 percent or more. Then in second stage, one extra village was selected in the blocks where the tribal population was found high and female literacy rate low. The selection of villages was done using PPS on total female population in a specific village, thus 200 villages were selected in 18 sample districts. Table 2.2 provides the list of selected villages.

Stage IV: Selection of Schools

We selected eight schools in a district (girls and co-educational), thus a total of 144 schools were selected in 18 sample districts; we selected one school in a village, in case more than one school existed. The schools were selected in such a manner, that equal proportion of girls and co-educational schools had been contacted. We also gave more emphasis to the middle and high schools where drop-outs occurred more.

Stage V: Selection of Households

About 130 households were selected from each sample village; thus 26,000 in the entire state (within 18 sample districts) were selected. The sample per village was drawn as per the total number of the households in each village; the optimum number of sample per village was 130 but in case we did not find required number of households in any particular village, remaining sample was compensated from the other sample villages only. For the selection of households within a village, the central location of the village was identified from where the households were contacted in each of the four geographical locations of the village at equal intervals in each of the selected directions.

(ii) Sample Size

For the present assessment study, the field work was carried out in 200 rural areas/villages; covering approximately 130 households in each village. Thus, we contacted 26,000 households in 200 villages in 18 sample districts. Within each household, the team interacted with the parents and the girl children, who were either going to school or had dropped-out.

Apart from the household survey, semi-structured key-informant interviews were conducted with the community elders and local influential persons and/or PTA in each village (2-3 in each village). In addition, we also interacted with the principal/head teacher/teacher in each village (at least one in each selected school). Apart from this, Focus Group Discussions with the girl children studying in middle school and above were also contacted to get an overall perception on the issue. Two FGDs were conducted, one in each block selected on a random basis. The venues for these FGD were the schools itself.

Besides, interactions were also undertaken with the state, district and block level education officials for collecting relevant information regarding the issue. The detailed break-up of the sample size for the primary survey was given in Table 2.2.

Table 2.3: Total Sample for Primary Survey

Region	District	Block	Selected Villages		Total Sample						
			No.	Name	Functionaries		Village				
					District	Block	PRI /PTA	School teacher	FGD	HH	
Vindhya-chal	Sidhi	Chitrangi	6	Pondi, Shivpurwa, Padri, Kudainiya (Sherwa), Pipra, Piparkhad	1	1	8	4	1	1560	
		Rampur Naikin	6	Amilai, Gadahara Raghobhan Singh, Naudhiya, Hanumangarh, Gujred, Dhanaha			8	4	1		
	Tikamgarh	Niwari	5	Baghat, Dhawa Bangra, Thona, Basoba, Churara	1	1	8	4	1	1300	
		Palera	5	Bari, Tagedi, Bamhaurikalan, Chhevla, Budaur			8	4	1		
	Rewa	Sirmour	5	Bhamra, Beerkham, Bhatigawan, Sansar Pur, Dewara	1	1	8	4	1	1300	
		Teonthar	5	Dabhaura, Chaur, Puranikpurwa, Baretikhurd, Manika			8	4	1		
	North	Bhind	Ater	5	Khaderi, Maghora, Anurudhapura, Dulhagan, Chachar	1	1	8	4	1	1300
			Gohad	5	Fatehpur, Chharenta (Ano), Birkhadi, Rampura, Baroli			8	4	1	
Guna		Ishagarh	5	Dungasara, Raishri, Chhapra, Shankarpur, Saras Khedi	1	1	8	4	1	1300	
		Raghogarh	5	Bamooriya, Bhera Khedi, Barsat, Patan, Mahua Kheda			8	4	1		
Sheopur		Vijayapura	7	Sukhwasi, Dhori Bawadi, Birpur, Sunwai, Aroda, Binaga, Rawatpura	1	1	8	4	1	1820	
		Karahal	7	Sarari Khurd, Kelor, Sarjpura, Govarda Khurd, Silpuri, Kurachor Kalan, Kanar Kheda			8	4	1		
Central		Vidisha	Sironj	5	Nekan, Deopur, Paikoli, Dignakheda, Siyalpur	1	1	8	4	1	1300

Region	District	Block	Selected Villages		Total Sample						
			No.	Name	Functionaries		Village				
					District	Block	PRI /PTA	School teacher	FGD	HH	
	Nateran	Nateran	5	Shahpura, Jamanyai, Dafaryai Kalan, Pipariya, Somwara			8	4	1		
			Raisen	Raisen	5	Khoha, Muktapur, Raipur Ramasiya, Birholi, Nasiruddin Kheda	1	1	8	4	1
	Sehore	Nasrullaganj	5	Muhai, Magaria, Bhadakui, Nahar Kheda, Kalwana	1	1	8	4	1	1300	
			Sehore	5	Kasar Khedi, Shyampur, Jatakheda, Sherpur, Patni			8	4	1	
	Barailly	Raisen	Barailly	5	Intkhedi, Chandwar, Bamanwada, Silwah, Maheshwar			8	4	1	
				Sehore	5	Muhai, Magaria, Bhadakui, Nahar Kheda, Kalwana	1	1	8	4	1
Malwa	Neemuch	Jawad	5	Bahoda, Umar, Niliya, Athana, Sarwaniya Maharaj	1	1	8	4	1	1300	
			Neemuch	5	Chainpura, Jawi, Bhadwa, Pipalyavyas, Cheeta Kheda			8	4	1	
	Mandasur	Bhanpura	5	Paronya, Lotkhedi, Dhabla Madhosingh, Borda, Gandhi Sagar Haidel Col	1	1	8	4	1	1300	
			Mandasur	5	Sabakheda, Pipliyakaradiya, Dhundhadaka, Fatehgarh, Khajuriya Sarang			8	4	1	
	Rajgarh	Jirapur	5	Bhagora, Peepalya Kulmi, Goriya Kheda, Barman Khedi, Dupadiya	1	1	8	4	1	1300	
			Biaora	5	Lodhipura, Panali, Malawar, Umred, Newaj			8	4	1	
	South Western	Barwani	Barwani	7	Kasrawad, Rehgung (Sajwani), Pati, Pokhaliya, Silawad, Bhadal, Borchapada	1	1	8	4	1	1820
				Niwali	7	Niwalikhurd, Niwali Buzurg, Mansur, Ghodlya Gawadi Pani, Dondwada, Chatli, Gawadi			8	4	1
		West Nimar	Barwaha	7	Sailda, Kodwar Bujurg, Pidhay	1	1	8	4	1	1820

Region	District	Block	Selected Villages		Total Sample						
			No.	Name	Functionaries		Village				
					District	Block	PRI /PTA	School teacher	FGD	HH	
				Bujurg, Ali Bujurg, Dabhad, Jirawat, Khangwara							
		Bhikangaon	7	Daudwa , Bilkhed Khurd, Chhirwa , Surwa, Saikhedi, Piprad, Lalkheda			8	4	1		
	Betul	Bhainsdehi	6	Mahadpur Jawara(Mahatpur), Kundab Kajan, Chunalohma, Lalkhedi, Bothiya, Dhamori	1	1	8	4	1	1560	
		Shahpur	6	Chikhli Ryt, Kesiya, Pawarjhanda, Dhodaramohar Alias Bhoura, Kotmi, Silpati			8	4	1		
South	Katni	Murwara	6	Barhata, Majhgawan, Matwari, Banahra, Basadi, Kanor	1	1	8	4	1	1560	
		Dhimar Kheda	6	Madhana, Umariyapan, Rojhan, Thirri, Ghana, Guda			8	4	1		
	Narsimhapur	Gotegaon	5	Mohas, Karakbel, Noni, Raja Kachhar, Bamhani	1	1	8	4	1	1300	
		Gadarwara	5	Bohani, Barhata, Pachama, Manakwara, Baghora			8	4	1		
	Jabalpur	Jabalpur	6	Badkheri, Richai, Tewar, Saliwada, Gaganda, Bamhani	1	1	8	4	1	1560	
		Sihora	6	Pola, Simariya, Dundi, Siluwa, Dhangawan, Kiwlari			8	4	1		
Total			200		18	18	288	144	36	26000	

2.4.5 Training of Field Investigators

Based on the volume of primary data to be collected, four researchers were appointed each responsible for one and half division (Central, Malwa, Northern, South, South-Western and Vindhyaachal). On 18th January, a Training of Trainers (TOT) was organised at Mott MacDonald Noida office, which included orientation and sensitization on the study objectives, study coverage and each of the study tools were discussed thoroughly. The training was followed by mock calls and clarification on 19th January 2009.

A one-day training followed by a day of field practice was organised for the field team in each division starting from 20th January to 24th January 2009 at different locations. This training included Orientation and Sensitization on the Study objectives, Study coverage and the study tools were discussed thoroughly. In addition, the team was taken for hands-on practice in the field in the nearby village. Thereafter on the next day, the experience and problems faced all in the field were discussed with the team which formed the basis of finalisation of the field plan. Subsequent to this, the field plan was finalised along with the teams.

Following this rigorous training, the primary survey was launched on 24th January 2008 in 18 sample districts of the state.

2.4.6 Data Analysis and Report Submission

After the completion of the field work, the questionnaires were again scrutinised for quality measures and standards by the Mott MacDonald team, which were then coded for the all qualitative responses in each and every response provided by the respondents in the option “Others. The information from the questionnaires was entered into a data-entry format prepared in MS ACCESS. The process of the data entry was closely monitored and supervised by our researchers.

The information collected from the field and obtained from the secondary research have been recorded and analysed by our in-house team. Weights have been calculated at each stage of sampling and incorporated during data analysis (Table 2.3).

The output tables were generated and tabulated in the desired format according to the objectives and requirements of the study. The information derived from both the qualitative and quantitative research was compared and analysed.

As per the requirement of the study, two progress reports were submitted to PMPSUS to share the progress of the study

Table 2.4: Overall Weight Table

District	Dist. weight	Block	Block weight	Village	Village weight	Sampling Fraction	Overall weight
Barwani	1.0	Barwani	2.0				
				Kasrawad	11.0	0.32	67.82
				Rehgun (Sajwani)	12.7	0.36	69.26
				Pati	6.6	0.26	50.66
				Pokhaliya	18.3	0.59	61.01
				Silawad	7.3	0.18	78.54
				Bhadal	116.9	1.00	231.16
				Borchapada	97.0	1.00	191.73
		Niwali	5.4	Niwalikhurd	9.3	0.80	62.68
				Niwali Buzurg	1.1	0.08	73.73
				Mansur	14.2	1.00	76.33
				Ghodlya Pani	8.2	0.73	60.64
				Dondwada	4.2	0.33	68.76
				Chatli	4.7	0.26	97.97
				Gawadi	5.3	0.33	86.36
West Nimar	2.2	Barwaha	2.8	Sailda	37.1	1.00	234.78
				Kodwar Bujurg	68.9	1.00	436.17

District	Dist. weight	Block	Block weight	Village	Village weight	Sampling Fraction	Overall weight
				Pidhay Bujurg	34.9	0.71	309.32
				Ali Bujurg	40.6	1.00	256.83
				Dabhad	46.6	1.00	295.02
				Jirawat	38.8	1.00	245.61
				Khangwara	15.8	0.47	211.56
		Bhikangaon	4.7	Bilkhed Khurd	8.3	0.32	275.36
				Chhirwa	9.4	0.36	277.67
				Surwa	13.5	0.49	290.67
				Saikhedi	9.5	0.30	337.33
				Piprad	9.6	0.38	265.41
				Lalkheda	10.2	0.37	292.93
				Daudwa	4.8	0.19	263.23
Sidhi	1.7	Rampur Naikin	5.0	Amilai	119.8	0.32	3221.82
				Gadahara Raghobhan	340.2	1.00	2900.77
				Naudhiya	555.6	1.00	4737.50
				Hanumangarh	42.4	0.14	2654.34
				Gujred	120.5	0.34	3003.04
				Dhanaha	66.7	0.19	2945.14
		Chitrangi	3.2	Pondi	65.8	1.00	353.49
				Shivpurwa	29.6	0.76	210.47
				Padri	62.3	1.00	334.88
				Kudainiya (Sherwa)	45.4	0.73	332.45
				Pipra	33.4	0.68	264.93
				Piparkhad	35.4	0.71	268.07
Jabalpur	5.2	Sihora	1.8	Pola	21.9	0.35	585.40
				Simariya	58.9	0.89	621.30
				Dundi	35.4	0.49	672.67
				Siluwa	32.2	0.44	682.24
				Dhangawan	56.2	0.74	710.02
				Kiwlari	47.8	0.61	738.72
		Jabalpur	1.6	Badkheri	43.5	0.59	617.04
				Richai	13.8	0.18	645.80
				Tewar	15.4	0.19	683.04
				Saliwada	45.1	0.63	598.17
				Gaganda	88.8	1.00	743.31
				Bamhani	28.1	0.37	634.67
Katni	2.7	Murwara	1.1	Barhata	55.9	0.58	291.39
				Majhgawan	54.1	0.54	301.96
				Matwari	58.4	0.59	296.28
				Banahra	63.4	0.60	317.41
				Basadi	24.4	0.27	272.64
				Kanor	32.3	0.36	271.80
		Dhimar Kheda	2.8	Madhana	34.5	0.82	309.01
				Umariyapan	3.2	0.12	199.20
				Rojhan	102.5	1.00	754.27
				Thirri	17.9	0.41	319.79

District	Dist. weight	Block	Block weight	Village	Village weight	Sampling Fraction	Overall weight
				Ghana	36.0	0.92	289.09
				Guda	23.3	0.69	248.38
Sheopur	1.0	Vijaypur	1.4	Sukhwasi	22.6	1.00	31.52
				Dhori Bawadi	19.9	1.00	27.78
				Birpur	5.0	0.63	10.99
				Sunwai	10.5	0.81	18.06
				Aroda	20.3	0.87	32.65
				Binega	80.5	1.00	112.08
				Rawatpura	69.3	1.00	96.46
		Karahal	2.7	Sarari Khurd	19.9	0.55	96.55
				Kelor	6.1	0.71	23.00
				Sarjapura	13.0	0.56	62.56
				Govarda Khurd	23.6	0.86	74.14
				Silpuri	4.8	0.16	82.95
				Kurachor Kalan	227.9	1.00	612.15
				Kanar Kheda	26.9	1.00	72.34
Betul	1.6	Bhainsdehi	1.8	Mahadpur			
				Jawara(Mahatpur)	31.4	1.00	92.18
				Kundab Kajan	33.4	1.00	98.11
				Chunalohma	12.3	0.22	163.83
				Lalkhedi	132.6	1.00	389.43
				Bothiya	156.6	1.00	459.81
				Dhamori	41.9	0.63	195.08
		Shahpur	6.2	Chikhli Ryt	15.0	0.72	208.45
				Kesiya	9.3	0.47	200.54
				Pawarjhanda	12.9	0.56	230.66
				Dhodaramohar Alias Bhoura	2.9	0.12	236.77
				Kotmi	10.7	0.56	193.78
				Silpati	8.4	0.40	209.13
Raisen	1.0	Baraily	2.6	Intkhedi	47.6	0.72	173.41
				Chandwar	54.2	1.00	141.76
				Bamanwada	47.6	1.00	124.55
				Silwah	32.7	0.67	128.51
				Maheshwar	12.6	0.39	84.77
		Raisen	3.0	Khoha	23.2	1.00	70.53
				Muktapur	74.7	1.00	226.81
				Raipur Ramasiya	44.5	1.00	135.09
				Birholi	76.8	1.00	232.94
				Nasiruddin Kheda	48.1	1.00	146.08
Guna	2.4	Isagarh	4.7	Dungasara	2.1	0.51	46.06
				Raishri	10.8	1.00	121.54
				Chhapra	2.5	0.38	73.25
				Shankarpur	7.1	1.00	80.25
				Saras Khedi	7.1	1.00	79.81
		Raghogarh	0.7	Bamooriya	208.5	1.00	368.40
				Bhera Khedi	55.7	1.00	98.51
				Barsat	11.4	0.69	28.98
				Patan	51.9	1.00	91.79
				Mahua Kheda	44.9	1.00	79.33

District	Dist. weight	Block	Block weight	Village	Village weight	Sampling Fraction	Overall weight
Narsimhapur	1.0	Gadarwara	1.3	Bohani	19.3	0.31	79.54
				Barhata	159.4	1.00	201.73
				Pachama	29.0	0.33	112.86
				Manakwara	92.4	1.00	116.86
				Baghora	103.7	1.00	131.26
		Gotegaon	2.7	Mohas	26.7	0.58	122.30
				Karakbel	14.1	0.31	118.83
				Noni	15.8	0.35	121.10
				Raja Kachhar	40.6	0.90	120.43
				Bamhani	44.0	1.00	116.86
Rewa	2.3	Sirmour	2.0	Bhamra	21.4	0.33	309.07
				Beerkham	13.7	0.25	258.38
				Bhatigawan	234.0	1.00	1100.68
				Sansar Pur	38.8	0.46	394.91
				Dewara	42.4	0.63	317.24
		Teonthar	2.3	Dabhaura	7.3	0.16	243.21
				Chaur	30.7	0.43	384.67
				Puranikpurwa	146.2	1.00	780.71
				Baretikhurd	33.8	0.51	354.51
				Manika	51.3	0.58	470.09
Sehore	2.6	Nasrullaganj	3.0	Muhai	31.0	0.73	326.12
				Magaria	24.0	0.80	229.23
				Bhadakui	19.9	0.63	241.30
				Nahar Kheda	81.6	1.00	623.93
				Kalwana	22.5	0.65	266.94
		Sehore	1.7	Kasar Khedi	204.1	1.00	887.70
				Shyampur	6.5	0.17	169.03
				Jatakheda	30.6	0.52	254.02
				Sherpur	41.1	0.58	307.05
				Patni	34.9	0.60	253.14
Neemuch	6.0	Jawad	1.5	Bahoda	82.7	1.00	725.13
				Umar	26.2	0.56	407.70
				Niliya	32.3	0.55	514.90
				Athana	6.2	0.15	372.87
				Sarwaniya Maharaj	6.1	0.14	369.38
		Neemuch	1.8	Chainpura	28.8	0.63	485.14
				Jawi	8.5	0.20	461.10
				Bhadwa	26.8	0.61	465.18
				Pipalyavyas	39.5	1.00	416.60
				Cheeta Kheda	5.8	0.14	437.78
Vidisha	2.3	Sironj	3.2	Nekan	45.6	1.00	334.74
				Deopur	48.1	1.00	353.08
				Paikoli	37.1	1.00	272.03
				Dignakheda	37.6	1.00	275.67
				Siyalpur	17.8	0.44	298.72
		Nateran	3.1	Shahpura	37.2	1.00	265.04
				Jamanyai	30.9	0.82	269.44
				Dafaryai Kalan	37.8	1.00	269.19
				Pipariya	21.8	0.54	288.72

District	Dist. weight	Block	Block weight	Village	Village weight	Sampling Fraction	Overall weight
				Somwara	21.9	0.56	277.16
Tikamgarh	2.7	Niwari	3.3	Baghat	23.2	0.57	365.37
				Dhawa Bangra	20.5	0.53	344.16
				Thona	9.3	0.20	416.41
				Basoba	20.9	0.51	366.37
				Churara	10.1	0.25	358.82
		Palera	0.8	Bari	21.9	0.56	81.18
				Tagedi	53.6	1.00	110.35
				Bamhaurikalan	5.2	0.17	61.87
				Chhevla	51.6	1.00	106.21
				Budaur	13.2	0.31	87.68
Rajgarh	4.6	Jirapur	3.8	Bhagora	2.7	0.37	128.69
				Peepalya Kulmi	1.2	0.23	93.52
				Goriya Kheda	7.6	1.00	132.74
				Barman Khedi	9.7	1.00	169.21
				Dupadiya	6.8	1.00	119.06
		Biaora	2.9	Lodhipura	39.5	0.74	701.85
				Panali	52.9	1.00	697.79
				Malawar	11.0	0.26	558.93
				Umred	28.7	0.53	717.67
				Newaj	52.4	1.00	691.52
Mandsaur	2.1	Bhanpura	4.2	Paronya	17.0	0.54	272.37
				Lotkhedi	6.5	0.21	268.72
				Dhabla Madhosingh	5.8	0.18	287.16
				Borda	8.6	0.29	260.67
				Gandhi Sagar Haidel Col	8.3	0.24	303.53
		Mandsaur	1.8	Sabakheda	22.2	0.27	302.99
				Piplyakaradiya	29.9	0.42	258.55
				Dhundhadaka	8.9	0.11	283.09
				Fatehgarh	25.5	0.35	262.65
				Khajuriya Sarang	23.9	0.32	270.88
Bhind	2.6	Ater	4.5	Khaderi	16.5	0.72	267.78
				Maghora	26.3	1.00	307.05
				Anurudhapura	50.3	1.00	587.34
				Dulhagan	8.9	1.00	103.51
				Chachar	32.0	1.00	373.30
		Gohad	2.8	Fatehpur	74.2	1.00	531.29
				Chharenta(Ano)	13.0	0.69	135.35
				Birkhadi	9.7	0.50	139.33
				Rampura	40.0	1.00	286.45
				Baroli	32.7	1.00	233.65

2.5 Estimation Procedure

A Multistage stratified sampling method has been used. The state is divided in six regions namely Central, Malwa, Northern, South, South-Western and Vindhya. The district falling in a particular region has been stratified on the basis of female literacy rate in rural area. Thus districts have been divided in three groups with high literacy rate, mediocre rate of literacy and low literacy rate. From each group, one district has been selected randomly with probability proportion to size (PPS). From each selected district, two blocks have been selected adopting same methodology as used for districts. From each selected block, a minimum 5 villages have been selected. Among selected blocks with higher proportion of tribal population or low female literacy rate, one additional village has been selected i.e. in blocks with higher tribal population, instead of five villages, six villages have been selected. For selection of villages, the female population has been considered using PPS sampling technique. Thus, the sample is spread over 200 villages in 36 blocks of 18 districts of the state. The list of selected districts, blocks and villages is presented in Table 2.2.

In each selected village, information has been collected from around 130 households. In bigger villages, sampling fraction is used to collect the information from households.

The probability of selection of each sampling unit such as district, block, village and households has been calculated. Multipliers have been calculated at each stage for estimating various parameters related to study such as female literacy rate and female tribal population at the state level.

Weight (Multiplier) at district, block, village and households are as follows.

Weight of kth district belonging to ith region and jth Group of female literacy is:

$$W_{dkth} = \frac{1}{\text{Probability of selection of kth district belonging to ith region and jth Group of female literacy}} \\ = \frac{\text{Population of all districts belonging to jth Group of female literacy in ith region}}{\text{Population of selected kth district}}$$

Weight of lth block of kth district belonging to ith region and jth Group of female literacy is:

$$W_{tblth} = \frac{1}{\text{Probability of selection of lth block of kth district belonging to ith region and jth Group of female literacy}} \\ = \frac{\text{Population of kth districts belonging to jth Group of female literacy in ith region}}{2 * \text{Population of selected lth block}}$$

Weight of mth village of lth block of kth district belonging to ith region and jth Group of female literacy is:

$$W_{tvmth} = \frac{1}{\text{Probability of selection of mth village of lth block of kth district belonging to ith region and jth Group of female literacy}} \\ = \frac{\text{Population of lth block of kth districts belonging to jth Group of female literacy in ith region}}{\text{Number of villages to be selected} * \text{Population of selected mth village}}$$

Weight of nth household of mth village of lth block of kth district belonging to ith region and jth Group of female literacy is

$$W_{t\ hhdnth} = \frac{1}{\text{Probability of selection of nth household of mth village of lth block of kth district belonging to ith region and jth Group of female literacy}} \\ = \frac{\text{Number of households in mth village of lth block of kth districts belonging to jth Group of female literacy in ith region}}{\text{Number of household selected}}$$

Thus, using these weights, the state level estimates have been presented for various parameters covered under the present study.

2.6 Limitations of the Study

There were certain limitations which include:

1. The most important/crucial was unavailability of data regarding the status of enrolment and retention of girl child in State Education Department.
2. The updated data regarding physical & financial status of various educational schemes are not available with State Education Department, except that of Sarva Shiksha Abhiyan. Thereafter, these data have been provided by the State Planning Commission.
3. The schools do not maintain year and class wise record of data regarding enrolment and retention, thus our study team had to visit a school twice or thrice for data collection.
4. The data management with the relevant departments facilitating education in Madhya Pradesh is also not appropriate, for example Tribal Welfare Department do not maintain any data for dropout.

3 INTER-LINKAGES BETWEEN SCHOOL EDUCATION

This section includes details departments responsible for imparting education in Madhya Pradesh and inter-linkages between them.

3.1 Existing Framework

During our secondary research we found that in Madhya Pradesh, Sarva Shiksha Abhiyan which is managed by Central Government is also under way and it takes care of the Education from pre-primary to middle (up to class VIII). Education from class IX to XII is looked after by School Education Department in non tribal areas and in tribal areas Schedule Tribe and Schedule Caste Welfare Department takes care of the same.



Both the departments are provided the State government fund. Apart from this, Department of Backward Classes also have some schemes which take care of the Education in some of the backward districts in the State.

Thus, Tribal Welfare Department is an institution running parallel to the School Education Department in Tribal districts, in 89 selected blocks of 22 districts in Madhya Pradesh. Thus, in Tribal districts Tribal Development Department is responsible for providing all the educational facilities to the community, including infrastructure and teachers. Apart from this, few education schemes of the Scheduled Tribe and Scheduled Caste Welfare Department and the Department of Backward Classes are being run in some specific areas of the State through these Departments respectively.

Finally we can say that the major departments looking after education in the state are State School Education Department, Sarva Shiksha Abhiyan and Tribal Welfare Department.

3.2 State School Education Department

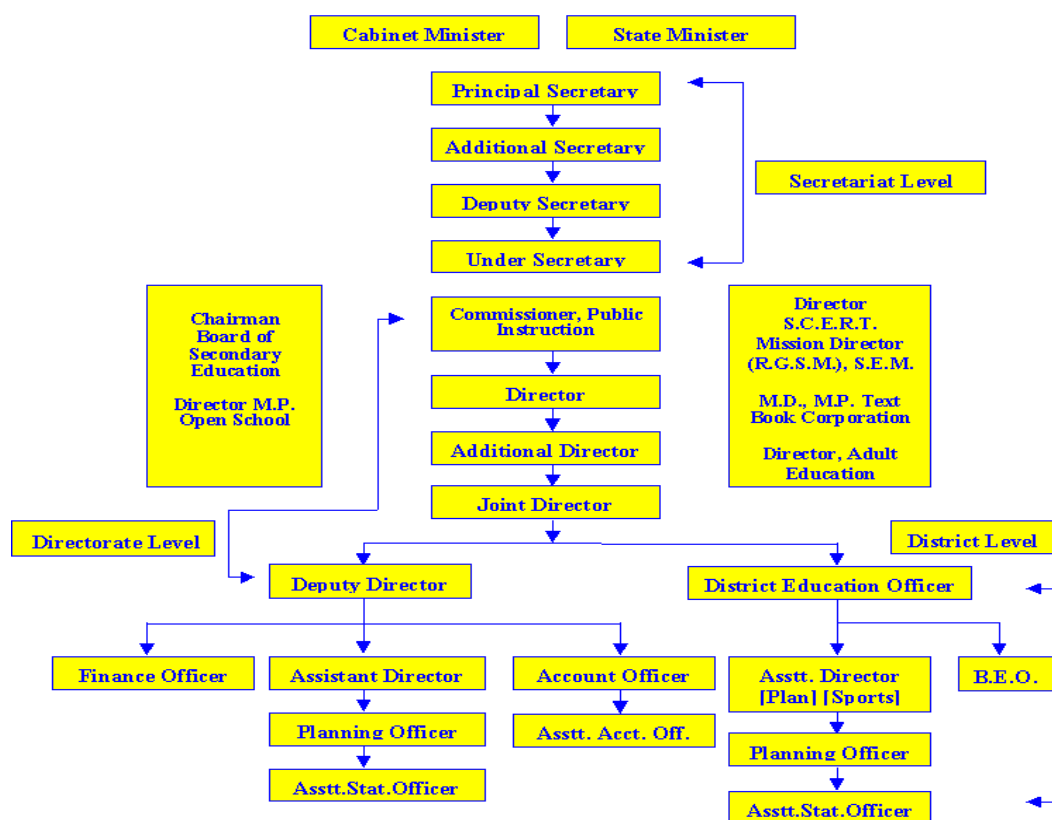
The School Education Department is responsible for provision of formal and Non formal Education in the State, for providing grant-in-aid to private schools, for arranging training for the teachers, for improving quality in teaching and teacher training, for innovation in education and researches, for arranging facilities for physical education and sports, for prescription of syllabus in school classes, for arranging printing and distribution of text books, for conducting examinations, for removal of illiteracy in age group 15-35, for arranging facilities of post literacy and continuing education for educating handicapped children. This Department has following wings which are responsible for providing a holistic education, including child (girl child as well) enrolment and retention, in the state and disbursement of educational funds:

- Directorate of Public Instruction, Madhya Pradesh
- State Council for Educational Training and Research
- Directorate Adult Education

- Madhya Pradesh Text Book Corporation
- Board of Secondary Education
- Madhya Pradesh State Open School
- State Education Mission, Madhya Pradesh
- National Cadet Corps

In all there are 98463 primary schools in Madhya Pradesh, out of which 25968 EGS have been upgraded to Primary schools; 55561 Government Primary schools; 906 Government aided Primary schools; and 16038 Unaided Private Primary schools (of which 15137 are now recognised). So far as Upper Primary school is concerned, there are a total of 38107 schools which includes 25884 Government run (including local bodies), 325 Government aided and 11898 Unaided Private primary schools (of which 11741 are now recognised). The district-wise total number of schools (primary and upper primary) in the State is given in Table 3.1. The organisation structure of School Education Department of Madhya Pradesh is presented in Figure 3.1. The organisation structure represents the hierarchy and delegation of powers in the State so far as the Education System is concerned. As of now there is no separate tracking system/ Department for Girl Child enrolment and retention in the State, the data of SSA provides some details of this issue. Thus, the organisation structure of the School Education system has to be used in case a tracking system for Girl Child enrolment and retention is to be put in place.

Figure 3.1: Organisation Structure of School Education Department, Madhya Pradesh



Source: School Education Department, Madhya Pradesh

Table 3.1: District Wise Primary and Upper Primary Schools in Madhya Pradesh

District	Primary Schools						Upper Primary Schools				
	EGS Upgraded to PS	Govt. Primary School	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total
				Recognized	Unrecognized				Recognized	Unrecognized	
Sheopurkalan	179	597	12	103	0	891	200	0	81	0	281
Morena	420	1319	322	505	270	2836	436	21	424	109	990
Bhind	395	1349	32	397	0	2173	729	8	286	0	1023
Gwalior	421	1001	18	0	242	1682	551	7	0	48	606
Shivpuri	864	1303	73	330	0	2570	615	3	225	0	843
Guna	672	927	4	308	0	1911	483	2	265	0	750
Ashoknagar	384	711	6	149	0	1250	348	1	94	0	443
Datia	139	701	3	26	0	869	355	0	114	0	469
Dewas	282	1204	7	298	0	1791	521	7	450	0	978
Ratlam	534	1133	9	371	0	2047	495	4	155	0	654
Shajapur	350	1178	1	558	68	2155	679	0	333	0	1012
Mandsaur	236	1013	3	439	174	1865	478	2	131	0	611
Neemuch	229	636	6	185	0	1056	337	7	245	0	589
Ujjain	205	1215	33	929	0	2382	603	7	482	0	1092
Indore	154	1024	55	514	0	1747	585	20	841	0	1446
Dhar	1326	1886	9	247	0	3468	740	2	233	0	975
Jhabua	1860	1830	51	191	0	3932	589	18	87	0	694
Khargone	965	1640	4	336	0	2945	753	3	204	0	960
Barwani	1117	1028	2	145	0	2292	510	1	82	0	593
Khandwa	127	963	17	154	0	1261	366	7	126	0	499
Burhanpur	130	409	2	42	0	583	181	8	79	0	268
Bhopal	193	627	11	1287	0	2118	357	8	618	0	983
Sehore	357	1036	1	465	0	1859	544	0	331	0	875
Raisen	546	1287	0	394	0	2227	617	0	341	0	958
Rajgarh	593	1290	0	320	0	2203	652	0	188	0	840

Poverty Monitoring & Policy Support Unit (PMPSUS)

District	Primary Schools						Upper Primary Schools				
	EGS Upgraded to PS	Govt. Primary School	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total
				Recognized	Unrecognized				Recognized	Unrecognized	
Vidisha	501	1326	4	369	0	2200	571	2	306	0	879
Betul	419	1565	21	184	0	2189	774	7	102	0	883
Hoshangabad	215	954	14	344	11	1538	509	11	196	0	716
Harda	147	393	2	213	0	755	267	0	122	0	389
Sagar	596	1531	23	468	0	2618	798	13	420	0	1231
Damoh	363	1061	3	207	2	1636	520	6	134	0	660
Panna	663	959	0	60	0	1682	622	1	140	0	763
Chhatarpur	494	1415	0	406	0	2315	571	0	324	0	895
Tikamgarh	609	1177	0	162	0	1948	496	4	49	0	549
Jabalpur	361	1213	21	276	0	1871	633	64	413	0	1110
Katni	449	913	14	192	0	1568	500	9	158	0	667
Narsinghpur	263	957	2	237	0	1459	434	4	188	0	626
Chhindwara	737	1914	36	423	0	3110	775	26	305	0	1106
Seoni	535	1675	5	290	0	2505	633	0	196	0	829
Mandla	675	1386	31	164	0	2256	537	11	91	0	639
Dindori	392	981	27	39	0	1439	289	5	21	0	315
Balaghat	432	1649	7	326	0	2414	644	1	319	0	964
Rewa	1878	1342	0	341	124	3685	739	9	289	0	1037
Shahdol	582	1019	3	254	0	1858	435	5	177	0	617
Anooppur	433	750	4	220	0	1407	334	1	183	0	518
Umaria	185	606	0	227	0	1018	351	0	146	0	497
Sidhi	1455	1732	0	103	0	3290	956	0	389	0	1345
Satna	906	1736	8	939	0	3589	772	10	658	0	1440
STATE	25968	55561	906	15137	891	98463	25884	325	11741	157	38107

Source: Rajaya Shiksha Kendra, Bhopal, Madhya Pradesh

3.2.1 Education Schemes State School Education Department

The Education Schemes under implementation in Madhya Pradesh can be categorised into the following two groups. The details of each of these schemes were sourced from the Secondary information and available State level data.

- State Government Supported Schemes
- Central Government Supported Schemes

(i) State Government Supported Schemes

Free Bicycle Distribution Scheme to the girls studying in class 9

The scheme was initiated during 2004-05. Under this scheme, cycles are provided to the SC/ST students (girls) and students living below poverty line who have passed Class IX and are continuing their studies in a school in the nearby village because of unavailability of school in their own village.

During the year 2005-06, the benefit was provided to 38,749 students (girls). The benefit was raised to 90,000 students in 2006-07 and 1,00,000 in 2007-08 with an expenditure of Rs. 976.00 lakh and 1649.64 lakh respectively. *If we assess the cost of one bicycle then in year 2006-07 it is coming around Rs. 1084.44 and Rs. 1649.64 in year 2007-08. This is a very good scheme and spreading lot of motivation among the girl child* (Source: Annual Report of School Education Department, 2007-08).

Free Text Books Distribution Scheme

The scheme provides benefit (free text books) to the girls studying in Class IX to XII and boys in SC/ST category. From year 2005-06 students (boys) from families living below poverty line have also become eligible for benefiting under this scheme.

During the year 2006-07, the benefit was provided to 6.56 Lakh students and money invested in this scheme was Rs. 600 lakhs. *Thus, the cost of books per student is coming around Rs. 91.46, which is very much reasonable and this kind of schemes should be strengthened so that benefit could be provided to all the students studying in schools.*

During 2007-08 the budget was increased to Rs. 950 lakh, it is estimated that about 7.98 lakh students will be benefited under the scheme (Source: Annual Report of School Education Department, 2007-08).

(ii) Central Government Supported Schemes**Modernisation Scheme of Madarsa Education**

This is the Government of India scheme to initiate voluntary teaching of Science, Mathematics, Social Studies, Hindi and English in Madarsa and Maqtabas. Under this scheme, financial aid is provided for the purchase of Science and Mathematics kits and Books, as well as for paying salaries to the additional teachers in the Madarsas/Maqlabs. Under this scheme 446 madarsas have been provided Rs. 449.28 lakh during year 2006-07 (*Source: Annual Report of School Education Department, 2007-08*). *This scheme is good but similar schemes has been found supported by SSA and Tribal Department also thus this scheme could be merged into one and then relaunched for all the levels of schools.*

Special Scheme for Sanskrit Language Development

Under this scheme students who's overall percentage of marks is 60 and above and secured 80percent marks in Sanskrit in class VIII are awarded a scholarship of Rs. 250/- per month. Further, the students who passes XI class with 60percent marks and studying class XII with Sanskrit as a language are being awarded with a scholarship of Rs. 300/-.

During the year 2006-07 a total of Rs. 6.38 crore was distributed the benefit was provided to 6.56 Lakh students (Source: Annual Report of School Education Department, 2007-08). This is a very good scheme and providing motivation to the students and life to Sanskrit language. This kind of schemes should continue.

3.2.2 Financial performance of Schemes being run by School Education Department

Table 3.2 provides information about the financial performance of some of the schemes being run by the School Education Department.

The schemes of the Department have performed well in the ground and have helped the State Government to fulfil the dream of one Primary school within one km radius of each village and upper primary schools within 3 kms. Due to these schemes, there has been a considerable increase in Gross Enrolment Rate (89.0percent in 2000-01 to 99.6percent in 2005-06) at elementary level (*Source: Planning Commission, Madhya Pradesh*).

The School Education Department has adopted a bottom-up approach for providing the benefits under the designed schemes, the benefits has been designed as per the demand from school level so there was no such service delivery issue observed. Our study team visiting the schools had also interacted with the parents, we were told that school prepares a list of potential students and submits the same to the authority. The benefits are distributed among the students in a function in front of whole village, mostly on 15th August programme.

While assessing scheme performance in terms of popularity among the beneficiaries, we have seen that the scheme of free test book distribution to the girls studying in Class IX to XII and boys in SC/ST category and free bicycle are perceived as the best schemes by the parents whose girls are going to the school. Students also feel encouraged by such type of schemes and are interested for continuing their studies.

It was observed that some schemes are being run by more than one Department (State School Education, Sarva Shiksha Abhiyan and Tribal welfare Department). But it cannot be considered as duplication of scheme as there is a difference in area of geographical operation and focus (elementary & High School education) of each of the Departments; for example schemes like Midday meal, ashram shalas, supply of uniforms, distribution of Bicycle etc. is being run by more than one Department. While Sarva Shiksha Abhiyan is running these schemes for students studying up to Class VIII, the same scheme is being run by State School Education in non tribal blocks/districts and by the Tribal Welfare Department in Tribal blocks/districts of the state.

However, modernisation of Madarsa and Maqtab scheme is duplicated by SSA and State School Education which can be merged into one so that more number of such institutions can be benefited. The scheme on Prematric Scholarship for children whose parents are engaged in unclean occupation is implemented at district and state level separately, which could be combined for maximising its benefits. However, this scheme is not apparent during our field visits, it maybe because of the social stigmatisation issue that is associated with the profession.

Table 3.2: Financial Performance of State Education Department Schemes

Name of the Schemes	2006-07			2007-08			2008-09
	Budget	Expenditure	Rate of Utilisation	Budget	Expenditure	Rate of Utilisation	Budget
Pre-matric Scholarship for children whose parents engaged in unclean occupation at state level	178.27	126.80	71.13	400.00	383.05	95.76	505.00
Ashram Schools (SCSP)	1124.00	722.85	64.31	5348	0	0.00	0.00
Supply of uniforms to SC girls	473.09	107.30	22.68	100.00	92.97	92.97	0.02
Construction of Hostels for denotified Tribes	1200.00	1612.00	134.33	1826.00	1780.55	97.51	2000.00
Student Welfare Fund (SCSP)	34.81	23.94	68.77	50.00	38.91	77.82	50.00
State Scholarships Primary	1280.00	1231.40	96.20	1400.00	1330.36	95.03	1600.00
Incentives to SC girls to continue education after Class VIII and X	1095.00	0.00	0.00	0.00	410.56		850.00
Prematric Scholarship for children whose parents engaged in unclean occupation at district level	366.65	325.52	88.78				
Banchhadabedia Ashrams/	5.00	0.80	16.00	0	0		
Pre-matric & Post-matric Hostels	2320.45	1939.38	83.58	0	0		6832.15
State Scholarships Secondary	2021.45	1317.32	65.17	2300.00	2236.03	97.22	3058.18
Post matric Scholarships	1742.77	2191.61	125.75	5500.00	4753.43	86.43	6841.00
Establishment of Excellent Centre	800.00	639.48	79.94	1097.00	871.16	79.41	1150.00
Establishment of residence School for SC Meritorious	1370.00	1370.70	100.05	775.00	545.88	70.44	750.00
Incentive to SC Girls to Class Vth	0.00	0.00		0.00	417.17		530.00
Maintenance of Hostels (SCSP)	800.00	671.65	83.96	825.36	1039.16	125.90	0.00

Source: Planning Commission, Madhya Pradesh

3.3 Sarva Shiksha Abhiyan

This is a scheme of Government of India, under this scheme 12 non-DPEP districts of the state were selected for upgradation of primary schools and 85 percent grant is available from Govt. of India and the balance is to be provided by the State Government (*Source: Dept. of School Education, MP*).

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making fee and compulsory Education to all Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with the State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. ***SSA has special focus on girl's education and children with special needs.*** SSA also seeks to provide computer education to bridge the digital divide.

A separate Department of School Education and Literacy in Madhya Pradesh has been created for improvement of Education in the State. In order to facilitate convergence and a holistic perspective, a Bureau of Elementary Education (SSA) has been constituted. The Governing Council for SSA at the National level is headed by the Hon'ble Prime Minister with the Human Resource Development Minister as the Vice-Chairman. The Executive Committee has been constituted under the Chairmanship of the Hon'ble Minister of Human Resource Development. The Minister of State for HRD (School Education) is the Senior Vice Chairman and the Secretary, Department of School Education and Literacy is the Vice-Chairperson of the Executive Committee. The Project Approval Board has been constituted under the chairmanship of the Secretary of the Department. The Joint Secretary (Elementary Education) has been designated as Director General of the National Mission of Sarva Shiksha Abhiyan (SSA).

Table 3.2 gives the availability and utilisation of funds in Madhya Pradesh since 2001. As can be seen, the proportion of expenditure against approved outlay has been in line till 2006-07 but, thereafter, a decline in the rate of expenditure is noticed, perhaps because of unavailability or shortfall of State Share.

3.3.1 Education Schemes of SSA

(i) Free Of Cost Distribution Scheme of Text Books

Under this scheme, text books are distributed free of cost to the students of SC/ST communities studying in classes I to V, and to the all girls of backward and general categories, who are below poverty line and studying in classes I to III (*Source: SSA, MP*). The free of cost text books are supplied by M.P. Text Book Corporation. SSA has distributed books to 6142161 students studying in primary classes and 1876238 to the secondary classes by spending Rs. 3696.93 lakh and Rs.1505.43

lakh respectively in the year 2006-07. *The cost per student is coming around Rs. 60/- , this is a very good scheme and is a very good motivation for parents for sending their girl child to school. The Budget for year 2007-08 was Rs. 3817.33 lakhs and 1538.56 Lakh for the students studying in primary and secondary classes (Source: SSA, MP).*

(ii) Free of Cost School Uniform Scheme

Under this scheme, free of cost school uniforms are supplied to poor girl-students of Schedule Castes, Schedule Tribes and other backward communities, studying in the primary level. The scheme also provides help for admission of girls to the schools as well as for continuation of their studies. The scheme is in force like 'study and earn scheme', wherein the girls are paid remuneration for preparing uniform, along with their studies in the schools. The State Govt has declared MP State Powerloom Cooperative Association Ltd., Burhanpur as a Nodal agency for this scheme During primary survey we have been reported by the parents that a pair of School Uniform has been provided by the school authority once a year. This scheme is a good scheme in motivating parents for sending their girls to school (Source: SSA, MP).

(iii) Bridge Courses for Out of School Children

Under this scheme, Bridge courses are designed for students who have left school or for boys/girls who have never gone to school. This interventions is for specific categories of very deprived children e.g., child labourers, street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age groups, especially adolescent girls who are supported all over the country. A sizeable number of out-of-school children are in the habitations where schooling facility is available but these children either did not join the school or dropped-out before completing their schooling. These children may not fit into the rigid formal system. To bring such children back to school camps, Bridge Course strategies have been implemented. Bridge courses and Back to school camps can be residential or non-residential depending upon the need of the children.

This scheme envisages that child-wise planning is undertaken for each out-of-school children. In addition to the formal elementary schools, alternative primary education facilities have been started to ensure that the children who are out of the ambit of formal education, also get an opportunity to avail education facilities that will ultimately lead to their mainstreaming in the formal education system. (Source: SSA, MP).

Table 3.3: Alternative Educational facilities in Madhya Pradesh (2007-08)

S.No.	School Facilities	Numbers	Total Beneficiaries
1	Non Residential Bridge Courses	1244	25158
2	Residential Bridge Courses	337	24865
3	Madarsas under 'Modernization of Madarsa' scheme	2603	167488
4	Sanskrit schools	595	10609
5	Human Development Centres for urban deprived children	162	5841
6	Transitional Education Centres (TEC) under INDUS project	200	10000

(Source: SSA, MP).

Details and status of the alternative educational and residential facilities are provided in Table 3.2 and 3.3. Under this scheme, 439 residential facilities (hostels) have been provided for Girls in the State.

(iv) National Programme for Education of Girls at Elementary Level (NPEGEL)

This scheme of Sarva Shiksha Abhiyan (SSA) was started in the year 2001-02 with the objective of Universalisation of Elementary Education (UEE). It is an attempt to provide an opportunity for improving capabilities to all children, including the girl child, through provision of community-owned quality education in a mission mode. However, SSA has limited financial provision for girls' education in the form of "innovations" at district level and free textbooks and there is a need for an additional component.

Accordingly, 'National Programme for Education of Girls at Elementary Level (NPEGEL)' was formulated for education of under-privileged/disadvantaged girls from Class I to VIII as a separate and distinct gender component plan of SSA. The gender component is necessary to achieve UEE for girls in educationally backward areas. This scheme is applicable in the following areas:

- (a) Educationally Backward Blocks (EBBs): EBB means a block where the level of rural female literacy is less than the national average and the gender gap is above the national average
- (b) Blocks in the districts which have at least 5percent SC/ST population as well as the SC/ST female literacy rate below is 10percent
- (c) Selected urban slums

The broad objectives of NPEGEL are to provide block-focused projects for girls at-risk or difficult-circumstances with clearly defined outcomes; develop and promote facilities to provide access, to facilitate retention of girls, ensure greater participation of women & girls in the field of education; improve the quality of education through various interventions and to stress upon the relevance & quality of girls' education for their empowerment.

The strategies under NPEGL are as follows:

- Mobilisation for girls' education, including community, teachers, NGOs: This is to be a process oriented programme, where community ownership and the basket of components must evolve with local participation.
- The block is designated as the unit of planning, implementation and monitoring. A basket of components is provided in the scheme. The project is based on the conditions of that block and all strategies and interventions must target both "in" and "out" of school girls (age 6-14 years) within the block namely:
 - a. Out of school girls
 - b. Drop-out girls
 - c. Average girls, who have not completed elementary education
 - d. Working girls

- e. Girls from marginalized social groups
 - f. Girls with low attendance
 - g. Girls with low levels of achievement
 - h. Girls rescued from work, trafficked children, daughters of sex workers, displaced girls including girls in disturbed areas and urban settings
- Development of material including teaching/learning material, CDs, films and other material, helping in the review/development of textbooks, development of guidelines for incorporation of gender concerns, development/compilation of supplementary reading materials for girls, including life-skills, which provide the support needed for girls' education.
 - The focus of intervention is on retention of girls and improvement in the quality of learning. [*Quality of Education to girls implies their improved achievement rates seen in examination results for which reduced repetition and dropout rates is necessary preconditions completion rates to render the system efficient transition rates to next level of education empowerment of girls through exposure to 'other than textbooks' activities to enhance their information base, their self esteem and self-confidence, skills and capacities to equip them for coping with different situations in life, enable them to make informed choices, participate in decision making processes, access resources that will assure them quality of life.*]
 - Detailed action plans for the target group of girls and specific strategies to be adopted in the block, is spelt out, with defined and measurable outcomes. The SSA annual plan of districts reflects NPEGEL block-specific projects.
 - The NPEGEL components do not duplicate any component already provided in the SSA framework. In case of a special project is developed for the block, the unit cost of each component is finalized by the Executive Committee of the Sarva Shiksha Abhiyan programme of the state.

The main focus of NPEGEL is as follows:

- Strengthen the capacity of National, State and district institutions and organisations for planning, management and evaluation of girls' education at the elementary level, and create a dynamic management structure to respond to the challenges of girls' education
- Develop innovative gender sensitisation/training programmes, with the assistance of concerned organisations and women's groups, for teachers and administrators and create an environment whereby all the sections of the education sector become alive and sensitive to the role of education in eliminating gender disparities
- Initiate networking between different institutions for research, extension and information dissemination to increase output of gender sensitive, quality teaching-learning material especially in regional languages, and decentralised area-specific models of intervention
- Gear the entire education system to play a positive interventionist role to enhance self-esteem and self-confidence of women and girls; build a positive image of women by recognizing their contribution to the society, polity and the economy

- Break gender stereotypes, ensuring that the content and process of education is sensitive to gender concerns
- Provide co-ordinated efforts, to ensure necessary support services to enhance girls' participation and performance in elementary education
- Build community support for girls' education and provide a conducive environment for girls' education in the school, community and home
- Ensure that girls get good quality education at the elementary level

Overall Implementation of the Scheme includes:

- **State Level Structure:** The SSA State Implementation Society is the implementing agency of the NPEGEL at state level. Therefore, funds for this programme are being routed through the SSA society of the state. At the State level, a 'Gender Coordinator' is appointed who looks after the NPEGEL. In states where Mahila Samakhya (MS) programme is operational, the SSA societies are supposed to have NPEGEL implemented through the MS Society. In such states, the SSA society shall transfer the funds to MS Society for implementation of the programme. The monitoring and evaluation of the component is done by the State SSA Society. In states where MS is not been implemented, the implementation of this component is through a sub-unit called the 'Gender Unit' of SSA society and the existing mechanism used for implementation of SSA is followed.
- **District Structure:** Activities include preparatory activities, including formation of core teams for girls' education, training of core teams, baseline assessments, block and village mapping, social assessments, village and block plans preparation and facilitation. Simultaneously, advocacy and communication activities, including the formation/mobilisation of MTAs, PTAs and other core groups in the village is included, in addition to implementation of the block plans. District Gender Unit, which is a branch of the State MS Society or the State SSA Society (in states where MS is not there), administers the NPEGEL at district level. The District Gender Unit consists of a District Gender coordinator, Resource persons and support staff. This unit co-ordinates and supervises all aspect of the component at district level and provide resource and training support. It also networks with the local administration, other institutions and NGOs in the district.
- **Sub-District Unit:** At the block level, the Coordinator, with the help of the national, state and district levels, coordinate the training of teachers and educational administrators, mobilisation of the community, regular monitoring of girls' enrolment, retention and achievement, and work with the communities to devise strategies.
- **Village Level:** The village level efforts are coordinated by Mahila Samakhya Sanghas, Core groups, VECs, Mothers Committees or Parent Teacher Associations, as the case may be. The District unit, Cluster coordinators and Village Sanghas respectively, decide the prioritisation for activities and incentives to be taken up in the cluster/village. This autonomy is vital for genuine local needs/solutions to get reflected in the programme activities/strategies.

With regard to the Fund flow mechanism for the scheme, the provisions for NPEGEL are in addition to the provisions already made under SSA. The SSA society ensures that there is no duplication of activities proposed under the programme. The Government of India directly releases funds to the SSA State Implementation Society. The State Government also releases its share to the State Implementation Society. Funds are released thereafter to the Mahila Samakhya society, wherever applicable. In States where MS is not implemented, the implementation of this scheme is through a sub-unit called 'Gender Unit' of SSA society and the existing mechanism used for implementation of SSA is followed.

The State opens a separate savings bank account for operating funds of NPEGEL. The State Govt. also releases its matching share to the State SSA society through a separate budget head, and separate account is maintained at district and sub-district structures accordingly.

Performance of NPEGEL

- Ganwash distribution in 280 blocks through SSA fund and in rest 33 blocks through State fund. For ganwash distribution Rs. 90/- per child has been deposited to the account of PTA. About 54 lakh girls were benefited under this scheme.
- Hostels were started in 254 schools and 12183 girls were benefited.
- In each Jan Shiksha Kendra, one school has been upgraded to Model cluster schools, a total 5657 schools have been upgraded.
- Child care centers have been established in those villages where Anganwadi center is not available for the girls who could not attend school because they were to care their siblings. Till now, 13874 such centers have been established.

Table 3.4: Status of Residential facilities in Madhya Pradesh (2007-08)

S.No.	Residential Facilities	Numbers	Total Beneficiaries
1	Kasturba Gandhi Balika Vidyalaya	185	9335
2	Girls Hostel	254	12566

(Source: SSA, MP).

(v) Free Bicycle to the girls studying in class 6

Under this scheme, cycles are provided to the SC/ST students (girls) who have passed Class V and are continuing their studies in a school in the nearby village because of unavailability of school in their own village. The same benefit is provided to the girls studying in class 8. This benefit can be availed once only.

(vi) Scholarship for Poor Girls

A scholarship of Rs. 300 per year is provided to each poor girl and 200 to boys who wants to continue his/her studies. The scheme has been provided benefit to 5637 students by spending Rs. 886.32 lakh in the year 2006-07, *the benefit of the year 2007-08 was 3329 students with an expenditure of Rs.166.45 lakhs. The scheme is good and providing due support to the poor girls.*

(vii) Modernisation Scheme of Madarsa Education

This is the scheme of Govt. of India to initiate voluntary teaching of Science, Mathematics, Social Studies, Hindi and English in Madarsa and Maqtabas. Under this scheme, financial aid is provided for the purchase of Science and Mathematics kits and Books, as well as for paying salaries to the additional teachers in the Madarsas/Maqlabs. Total 2706 Madarsas/Maqlabs were selected and each is under process of modernisation. Every Madarsas/Maqlabs have been provided Rs. 2000/- as emergency fund and Rs. 500/- to per teacher as teacher fund. Free text books are also provided to all the enrolled students. *This scheme is a duplication being run by School Education Department and Tribal Welfare Department also thus, all the three schemes could be merged and re-launched for a better coverage.* (Source: SSA, MP).

(viii) Sanskrit Education Development Schemes

The scheme was launched by Govt. of India during 1998-99 to promote Sanskrit Education in the country. The scheme aims to award the Sanskrit Scholars as part of the Kalidas Samaroh, wherein training to Sanskrit teachers as well as various scholarships are included. In addition to the above, the scheme aims to provide Grant in the form of salary of the primary school teachers for Sanskrit (received by Govt. of India).

Total 808 schools were selected and each school have been provided Rs. 2000/- as emergency fund and Rs. 500/- to per teacher as teacher fund. Free text books are also provided to all the enrolled students. *This scheme is very good and a duplication as it is being run by School Education Department also but for the students studying in class IX on wards.* (Source: SSA, MP).

(ix) Integrated Education for Disabled Children

This scheme is sponsored completely by Govt. of India (SSA), with the provision of Financial Aid. As part of this scheme, following facilities are provided to students:

- For education of disables, in 313 development blocks 146 special teachers (I.D.Mobile Resource Advisor) were appointed.
- Health examination was done for 15419 students and required aids and instruments were provided to them.
- Training was provided to 883 teachers on disability handling by Madhya Pradesh Bhoj Open University.
- A total of 56 Teachers from DIET (two from each) were sponsored for distance course of PGPD (9 months) from Madhya Pradesh Bhoj Open University.
- Total 45 teachers were sponsored for registration in Indian Rehabilitation Society.
- For guiding parents of disable children two I.E.D centers were installed in each district.
- Books in Brain Language were provided to 901 blind students.
- In 24 districts of Madhya Pradesh 50 bedded hostels are being managed by SSA.
- Short term research studies on disable education are sponsored by SSA in Rajaya Shiksha Kendra.

- Ramps were constructed in new school buildings.

This is a very effective scheme observed during field visit.

(Source: Annual Report of School Education Department, 2007-08).

(x) Kasturba Gandhi Balika Vidyalaya (KGBV)

The Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up upto 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas.

A total of 185 Residential schools were established in the blocks of Madhya Pradesh where the female literacy rate is less and 9263 girls are enrolled in these schools. This is a very effective scheme observed during field visit.

3.3.2 Financial Performance NPEGEL & KGBV Scheme of SSA

Table 3.5 provides information about the performance of SSA in Madhya Pradesh, it shows a gradual improvement in financial expenditure up to 2006-07 but a decrease has been reported in year 2007-08.

Table 3.5: Financial Status of SSA, NPEGEL & KGBV in Madhya Pradesh (In Rs. Lakhs)

S.No.	Year	Approved Outlay	GOI Share	State Share	Amount Released		State Share due as per GOI release	Shortfall/ excess in state Share	Expenditure	Percent of Expenditure against Approved Outlay
					GOI	State				
1	2001-02	6364.65	5409.95	954.70	2703.79	477.14	477.14	0.00	0.00	0.0
2	2002-03	21884.09	16413.07	5471.02	11017.10	2673.83	3672.37	-998.54	10801.86	49.4
3	2003-04	84428.20	63321.15	21107.05	35237.91	13352.43	11745.97	1606.46	37796.01	44.8
4	2004-05	114898.63	86173.97	28724.66	45309.73	13803.84	15103.24	-1299.40	60513.28	52.7
5	2005-06	144321.23	108240.92	36080.31	78942.44	36968.79	26314.15	10654.65	104047.48	72.1
6	2006-07	189197.59	141898.19	47299.40	111854.68	67486.59	37284.89	30201.70	148922.25	78.7
7	2007-08	179824.42	116885.87	62938.547	86770.34	37912.21	46722.49	-8810.28	123037.26	68.4
	Total	740918.81	538343.13	202575.68	371835.99	172674.83	141320.25	31354.58	498188.03	67.2

Source: State Project Office, SSA, Bhopal, Madhya Pradesh

3.3.3 Analysis of Schemes Being Run By SSA

Table 3.6 provides information about the financial performance of some of the schemes being run by the SSA.

SSA was introduced in the beginning of the 10th Five Year Plan and resulted into major expansion of elementary education facilities and efforts were made to address gender and social equity gap also. Due to SSA, the Madhya Pradesh Government is has one Primary school within one km radius of each village and upper primary schools within 3kms. Due to these SSA schemes, there has been a considerable increase in Gross Enrolment Ratio (GER)- which has risen from 96.2percent in 2000-01 to 103.6percent in 2006 at primary level and 87.3 to 90.3percent at middle level. Moreover, the number of out-of- school children has decreased from 13.28 lakh in 2001 to 2.72 lakh in 2005-06 (*Source: Planning Commission Madhya Pradesh*).

SSA has introduced a remarkable management structure from school level to state level including Parent Teacher Association (PTA), Jan Shiksha Kendra (JSK), Janpad Shiksha Kendra (JPSK), Zila Shiksha Kendra (ZSK) and Rajya Shiksha Kendra (RSK) and decentralised the education system. Due importance has been given to each and every level and the education programme has been implemented and managed in close and system based monitoring. New schools, teachers, basic facilities, advance education system has been introduced at each levels and being carried out in close monitoring of Zila Shiksha Kendra (ZSK), Janpad Shiksha Kendra (JPSK) and Jan Shiksha Kendra (JSK). The benefits under SSA schemes are been provided through the school and school prepares a list of potential students to be provided the benefits and submits the same to the authority. The benefits are distributed among the students in a function in front of whole village, mostly in 15th August programme

This Abhiyan has created mass awareness about education and has made the people at grassroots' level responsible for development of their new generation. Many innovations have been conceptualised and are being implemented by SSA project officers for enhancing enrolment and decreasing the rate of dropouts especially in Girls. For example; organising awareness programme for sensitizing common people/villagers for enrolling their child in school is being done each year in most of the villages. Some other programmes are also being organized in some pockets like; School Chale Hum, Pravesh Utsav, Road Shows, which are the means by which awareness about girl's education is spread among the villagers.

While assessing the scheme performance in terms of popularity among the beneficiaries, we have seen that the scheme of free test books , midday meal, free uniform distribution to the girls studying up to VIII and free bicycle are perceived as the best schemes by the parents whose girls are schools going.

Modernisation of Madarsa and Maqtab is the only scheme which is found to be in duplication by SSA and State School Education which can be merged into one so that more number of such institutions can be benefited.

Table 3.6: Financial Performance of Sarva Shiksha Abhiyan Schemes

Name of the Scheme	2006-07			2007-08			2008-09
	Budget	Expenditure	Rate of Utilisation	Budget	Expenditure	Rate of Utilisation	Budget
Sarva Shiksha Abhiyan (RSK)	48897.59	48897.59	100.00	81779.11	32966.82	40.31	61755.50
Free text book (RSK)	620.39	620.39	100.00	2831.47	2831.47	100.00	2801.54
Uniform to Girls (RSK)	360.00	360.00	100.00	360.00	360.00	100.00	1844.00
Strengthening DIETs (RSK)	40.00	40.00	100.00	319.33	319.33	100.00	20.00
N.S.S. (State Share)	150.00	260.17	173.45	154.74	142.56	92.13	387.67
Buildings	1377.57	1369.99	99.45	1733.61	1723.47	99.42	2776.00
Bicycles for VIth Class girls	-	-	-	2494.00	2250.00	90.22	3228.26
Strengthening of Teachers	-	-	-	1000.00	793.22	79.32	0.00
National Programme of Education for Girls at Elementary level	-	-	-	6033.52	2845.81	47.17	1728.84
Kasturba Gandhi Balika Vidyalaya	-	-	-	2099.58	2099.58	100.00	367.86

Source: Planning Commission, Madhya Pradesh

3.3.4 Management of School Education Programme in Madhya Pradesh

Rajya Shiksha Kendra includes the State Project Office of SSA. The management structure from school level to state level includes Parent Teacher Association (PTA), Jan Shiksha Kendra (JSK), Janpad Shiksha Kendra (JPSK), Zila Shiksha Kendra (ZSK) and Rajya Shiksha Kendra (RSK). The management aims at Strengthening Zila Shiksha Kendra (ZSK), Janpad Shiksha Kendra (JPSK) and Jan Shiksha Kendra (JSK).

The roles and responsibilities of the respective functionaries & activities envisioned in the JSA were focused in trainings of SSA functionaries from time to time during 2006-07. Further training programs are being organized to address the issues of management skills, analytical attitudes for effective use of data for planning and monitoring purposes, financial management, procurement procedures, quality academic monitoring and research methodology.

Provision for workshops & seminars has also been made. The details are given in the relevant sections. Provision for updation of the Village Education Register and Plan for the mobilization activities to be carried out at block and district level has been made.

The management cost is within the overall 6percent ceiling.

3.3.5 Monitoring of School Education Programme in Madhya Pradesh

Monitoring indicators have been developed to assess the quality of education. These indicators have been developed in such a way that the districts can achieve the quality in learner's achievement with the help of these indicators. The indicators developed to achieve the program goals are:

- Access
- Enrolment & Retention, Equity
- Learner's Achievement

To achieve the targets, a three- fold monitoring approach is being adopted

(i) Data based monitoring

Data is to be collected regularly to monitor SSA objectives and AWP targets. Two types of formats have been used for data based monitoring:

- IPMS – for monthly reporting based on NCERT quality monitoring tools
- DISE – for annual reporting

IPMS (Integrated programme monitoring system) –Initially it was a Quarterly format but now it has been converted into monthly format based on NCERT quality monitoring tools. Following information is collected in a particular interval and analysed to identify the problems at different levels so as to formulate measures to address the problems faced at the earliest.

- Enrolment and Attendance & Use of Grants - Monthly
- Incentive distribution- Only in the first quarter
- Out of school status – Monthly
- Achievement level of Students - Quarterly

The Data Collection Process at various levels are:

- **At Village level:** Every school presents its current status on enrolment, attendance and achievement, analyses the data and submits it to the Head of the village before third Saturday of every month. But it was observed during the primary survey that data is not being submitted in some specific format.
- **At Janshiksha Kendra level:** The Head of the village submits the status report of all schools of the village to the Jan Shikshak on third Saturday of every month. The Jan Shikshak not only compiles the information, but also analyses the information and submits a report at the Block to the concerned officer during the monthly training program at DIET.
- **At Block level :** The Block Resource Centre Coordinator and Block Academic Coordinator collects the JSK information and compiles it in the prescribed format at the block level. They also analyze the information and plan remedial actions for the next month.
- **At District level:** The Block coordinators compile and analyze the information and submit it at the district office. The district officials then compile and analyze the information block wise and submit the report at the State headquarters in the prescribed format. Special focus is laid on monitoring of the backward pockets.

(ii) Field based monitoring - Academic monitoring (SIP)

Field based monitoring has three- fold objectives:

- To examine the authenticity of the data received through the formats.
- To provide on-the-spot support and guidance to the teachers in the form of in-situ training.
- To coordinate with the PTAs to solve the problems that causes hindrances in the development of the schools.

Field based monitoring is an important monitoring tool for improving the quality of schools. A monitoring plan known as the **School Improvement Plan (SIP)**, for rigorous monitoring, has been developed and implemented across the State. The SIP ensures intensive monitoring of schools.

It also ensures follow-up of school supervision as well as cross-checking on the quality of school visits at each level. It is expected that the school visit shall consist of one whole day visit at the school in which the school supervisor will assist the teacher, test the children, interact with parents, and check the reports and work done in the school against the quarterly academic plan and make suggestions for improvement, which will be followed up in the next visit.

Every Janshikshak (CRC) has to adopt 2 schools and all BRCC, BAC, BGC, DPC, DGC, APCs, DIET Personnels have to adopt 1 school each. They have to visit at least thrice a month their adopted schools.

This ensures follow up on school supervision as well as cross checking on the quality of school visit at each level. It is expected that a full day visit at school in which supervisor assists the teacher, does learner assessment, guides teacher to improve achievement level of children.

- Every Janshikshak (CRC) has to visit all schools of the cluster and all BRCC, BAC, BGC, DPC, DGC, APCs, have to visit at least 7 villages in a month. DIET personnel have to visit 4 school in a month.
- At state level one officer has been given responsibility to support one district and visit at least once in a month.
- In 2006-07, a special training programme has been conducted for Jan Shikshaks to improve their academic performance. CRISP institution is involved in preparation of training module Training has been conducted.

(iii) Review based monitoring

Monthly review is done at all the levels i.e. PTA, JSK, JPSK, ZSK & RSK. These monthly meetings aim at reviewing the implemented strategies and activities for achieving the goals of UEE. At the same time, they also provide an opportunity to discuss the problems & find the solutions. It provides the stakeholders a common platform to set goals and plan further strategies.

3.4 Schedule Caste & Schedule Tribe Welfare Department

This Department has three wings; Tribal Development Department, Schedule Caste Department and Backward Classes Department. The Tribal Development Department is an institution running parallel to School Education Department in Tribal districts, thus in Tribal districts they are responsible for providing all the educational facilities.

The Tribal Development Department is operational in 89 blocks of 22 districts (Alirajpur, Singroli, Hoshangabad, Betul, Dhar, Jhabua, Khargaoan, Burhanpur, Barwani, Khandwa, Ratlam, Umariya, Sheopur, Shahdol, Anuppur, Sidhi, Jabalpur, Chhindwara, Mandla, Balaghat, Dindori, Seoni) out of the total 50 districts in Madhya Pradesh. Thus, in Tribal districts, the Tribal Development Department is responsible for providing the educational facilities to the community, including infrastructure and teachers.

There are 12,643 primary schools; 4,369 secondary schools; 692 high schools; 523 higher secondary schools; 9 Kanya Shiksha Parishads; 8 Adarsha Avashia Vidyalaya; 12 Ekalavaya Adarsha Avashia Vidyalaya; 7 Utkristha Vidyalaya; 1212 pre-metric hostels; 95 post-metric hostels; and 885 Ashram Shalas being run by the Tribal Development department in the select 89 blocks of 22 districts in Madhya Pradesh (Table 3.7) (Source: Tribal Welfare & Development Department, Madhya Pradesh).

Table 3.7: Institutions Run by Tribal Development Department

S.No.	Institutions	Number	Enrolment		
			2006-07	2007-08	2008-09
1	Primary School	12643	1667188	1800671	1684665
2	Middle School	4369	525125	521353	570676
3	High School	692	148929	177282	187964
4	Higher secondary schools	523	66264	75557	79608
5	Kanaya Shiksha Parishads	02	448	460	474
6	Adarsha Avashia Viddalaya	08	590	807	1142
7	Ekalavaya Adarsha Avashia Viddalaya	12	2874	3096	4140
8	Utkristha Viddalaya	07	4830	5353	5878
9	Pre metric hostels	1212	40089	42159	42653
10	Post metric hostels	95	5215	5315	5415
11	Ashram Shalas	885	40275	49267	45603
12	Kanya Shiksha Parishads (Low literacy)	7	-	-	235

Source: Tribal Welfare & Development Department, Madhya Pradesh

Apart from these, the schools/hostels being operated by the Schedule Caste Department and Backward Caste Department are discussed in Table 3.8.

Table 3.8: Institutions Run by Schedule Caste Department

S.No.	Institutions	Number
1	Pre metric hostels for Schedule Caste	885
2	Pre metric hostels for Schedule Tribe	19
3	Post metric hostels	112
4	Ashram Shalas for Schedule Caste	188
5	Ashram Shalas for Schedule Tribe	33
6	Ashram Shalas for Bachra- Baria	05
7	Adarsha Avashia Viddalaya	14
8	Community Welfare Centers	12

Source: Tribal Welfare & Development Department, Madhya Pradesh

3.4.1 Education Schemes of Schedule Caste & Schedule Tribe Welfare Department

Educational schemes being supported by the Tribal Development and Schedule Caste Department for Scheduled Caste and Schedule Tribe students are as follows;

(i) Schools

Schools are being run in 89 tribal blocks of 22 districts of Madhya Pradesh. In the year 2007-08, 50 new high schools and 20 higher secondary schools were started. Further, extra classes were constructed in 20 higher secondary schools (*Source: Annual Report of Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*). Different levels of schools being run by the department was mentioned in table 3.9 & 3.10.

(ii) Sports Complex

In all, 16 sports complexes are being operated by the Department, out of which 12 are exclusively for boys and 4 for girls. Each complex has a capacity of 100 students and each student who are enrolled in these complexes have been provided Rs. 500/- to boys and Rs. 525/- to girls monthly as student scholarship and Rs. 100/- for nutritional food. In addition to this Rs. 350/- for Ganwash and Rs. 500/- for sports kit are also provided to them on yearly basis. Each sports complex has sanction posts for coach and P.T.I.

From these sports complexes, 450 students were taken part in State level Games and 156 in National level Games in year 2007-08 (*Source: Annual Report of Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*).

(iii) Residential Schools

The scholarship of the enrolled students has been raised from Rs. 350/- to Rs. 500/- for boys and Rs. 360/- to Rs. 525/- for girls in the year 2007-08. There are 2192 hostels and Ashram Shalas are currently under operation in Madhya Pradesh with an enrolment of 98659 students in it. Out of which 1509 are for boys and 683 for girls (Table 3.9).

Table 3.9: Residential Schools of Schedule Caste & Schedule Tribe Welfare Department in Madhya Pradesh

Type of hostel	Boys		Girls		Total	
	Number	Seats	Number	Seats	Number	Seats
Pre metric hostels	980	32259	232	10815	1212	43074
Post metric hostels	56	3355	39	1960	95	5315
Ashram Shalas	473	25465	412	24805	885	50270
Total	1509	61079	683	37580	2192	98659

Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08

This scheme is benefited 98659 students during 2007-08 by spending Rs. 5230.32 lakh. The per student cost is coming around 5301/year which is fair enough for such a beneficial scheme.

(iv) Utkristha Viddalaya Scheme

There are 216 Utkristha and Adarsh Viddalayas are being managed by the Tribal Welfare & Development Department, Madhya Pradesh, benefiting 10800 students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*)

(v) Scholarship for ST/SC Students studying in Non Government Institutions

The fees of meritorious ST/SC students studying in Private Institutions like Sainik Schools, Rewa, Daily College, Indore, Scindia College, Gwalior, Delhi Public school, Bhopal are being paid by the Tribal Welfare & Development Department, Madhya Pradesh. In this scheme the department has invested Rs. 32.06 Lakh during the year 2006-07 and provided benefit to 41 students, a very good scheme for poor but meritorious students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*)

(vi) Scholarship for Studying in Abroad

This is a special scheme for encouraging meritorious ST/SC students, under this scheme one student have been provided Rs. 12.77 lakh for studying in abroad during the year 2006-07 to 10 students. This is a very good scheme for the poor but meritorious students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*).

(vii) Board Examination Fee Scheme

Under this scheme the department is paying the examination fee of the ST/Sc students to the examination board. During year 2006-07, 7636 students were given benefit. This is also a very good scheme for the poor students who could not appear board examination due to scarcity of money (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*).

(viii) Student Home Scheme

This scheme is for those students who had passed matriculation but not enrolled in post matriculation hostels because of scarcity of seats. Under this scheme scholarship has been provided to such students as per government norms which can pay the rent of house, electricity & water bills. During 2006-07 Rs. 41.54 lakh has been distributed among 6416 needy students, a good scheme for promoting education among poor students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh, 2007-08*).

(ix) Training-cum-Production Center Scheme

Under this scheme 9 training-cum-production center for skill up gradation is under way in the state for less educated students. The training are being conducted in 12 different skills like cutting & sewing, Masson work, making dolls, sericulture, mat preparation, bamboo works etc.

During 2006-07, Rs. 70.20 lacs have been invested and 155 students were benefited, the outlay for year 2007-08 was Rs.79.44 lakh and with this fund 195 students have been provided training (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

(x) Grants to Non Government Organisations

Grants have been provided to the non government organisations for managing schools/hostels/dispensaries/Balbadis etc. The authority for sanctioning grants up to Rs. 3 lakh is with District Magistrates, up to Rs. 10 lakh is with Head of the Department and above 10 lakh can be sanctioned by the state authority. During 2006-07, 35 organisations have been provided grants of Rs. 591.13 lakh. This scheme could be replicated to a each and every district of the State for minimising the girls dropout rate which happens due to sibling care (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

(xi) Mid Day Meal Programme

The department is implementing mid day meal programme in 22745 schools in 89 Tribal block of 19 Tribal dominated districts. With the help of PTA schools are providing nutritious meal including rice, chapatti, vegetables, etc.

During 2006-07, 17.51 lakh students have been provided benefit by investing Rs. 4093.38 Lakh, the outlay for year 2007-08 was Rs.1800 lakh and with this fund 17.516 lakh students will be benefited, a good scheme for encouraging education among poor students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

(xii) Food for Education Programme

The department is implementing food for education programme in Badwani and Jhabua, on which breakfast has been provided to the students of class I to V. The scheme has been implemented in 2825 schools and 75 gm. Biscuits are being distributed among the students .

During 2006-07, 2.64 lakh students have been provided benefit by investing Rs. 275 Lakh, the outlay for year 2007-08 was Rs.60 lakh and with this fund 3 lakh students will be benefited, a good scheme for encouraging education among poor students (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

(xiii) Library Scheme for Hostel

During year 2006-07 library scheme have been implemented in each and every schools, under this scheme Rs. 10,000/- have been provided to the schools for establishing a library in their schools(*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

(xiv) Up gradation of Basic Amenities in Hostels/Ashrams

Under this scheme hostels have been provided with funds for improving the availability of basic facilities like toilets, repairing of rooms, electricity, and drinking water. During year 2006-07 under this scheme Rs. 2407.12 Lakh have been provided to the schools (*Source: Annual Report, Tribal Welfare & Development Department, Madhya Pradesh 2007-08*).

3.4.2 Financial Performance of Some Schemes

Table 3.10 gives the availability and utilisation of funds of Schedule Caste & Schedule Tribe Welfare Department in Madhya Pradesh in the year 2006-07, it shows about 67 percent utilisation of the budgeted funds for the heads.

Table 3.10: Financial Performance of Educational Schemes of Schedule Caste & Schedule Tribe Welfare Department (Rs in Lakhs)

Particulars	Budget Provision 2006-07	Expenditure in 2006-07
Scholarship for children whose parents are involved in prostitution	366.65	325.51
Ashram & Schools	399.74	251.3
Girls Ganvesh	112	107.3
Student Welfare	34.81	23.94
Establishment of Ashram & Pre-Metric Hostels for Vimukt Jaati Students	444.33	6.87
Maintenance of Ashrams / Hostels	1696.16	671.65
Girl Child Scholarships at Primary level	1503.44	1231.4
Pravinya Scholarships	5.27	2.87
SC / ST Hostel	2036	1071.68
Other Scholarships	1768.45	1317.32
State Scholarships (Vimukt Jaati)	102.33	39.37
Girl child education Encouragement Plans (Class VI)	450	376.51
Girl child education Encouragement Plans (Class IX & XII)	675	625.61
Pre-Examination Training Centre	15	12.37
Ashram & Hostels	203.77	190.89
Scholarships & Vritiyan	101.2	64.05
Hostel	1189.8	1090.19
Total	11103.95	7408.83
<i>Source: Annual Report Schedule Caste & Schedule Tribe Welfare Department (2007-08)</i>		

3.4.3 Analysis of Schemes Being Run By Schedule Caste & Schedule Tribe Welfare Department

Table 3.11 provides information about the financial performance of some of the schemes being run by the Tribal Welfare Department. The financial utilisation has gone up considerably during the year 2007-08 and the budget allocation for the year 2008-09 is also high as compared to previous year's budget.

Due to the schemes being implemented by the Tribal Welfare Department and SSA, the Gross Enrollment Ratio (GER) of Madhya Pradesh has risen from 96.2percent, in 2000-01 to 103.6percent in 2006 at primary level and 87.3 to 90.3percent at middle level. The GER has increased from 89.0percent in 2000-01 to 99.6percent in 2006 at elementary level.

There has been a significant increase in GER of girls, SC & ST categories at primary level. GER at elementary level has increased from 84percent to 99.4percent for SC children & from 80.7percent to 96.3percent for ST children. The number of out of school children has decreased from 13.28 lakh in 2001 to 2.72 lakh in 2005-06. The gross enrolment ratio for secondary education level (IX-XII) in Madhya Pradesh is 34.89percent (*Source: Madhya Pradesh Planning Commission Report*)

While assessing scheme performance in terms of popularity among the beneficiaries we have seen that the scheme of free test books, food for education, midday meal, free uniform distribution to the girls studying in higher Classes and free bicycle are perceived as the best schemes by the parents whose girls are schools going.

It was observed that some schemes are being run by more than one Department (State School Education, Sarva Shiksha Abhiyan and Tribal welfare Department). But it cannot be considered as duplication of scheme as there is a difference in area of geographical operation and focus (elementary & High School education) of each of the Departments; for example schemes like Midday meal, ashram shalas, supply of uniforms, distribution of Bicycle etc. is being run by more than one Department. While Sarva Shiksha Abhiyan is running these schemes for students studying up to Class VIII, the same scheme is being run by State School Education in non tribal blocks/districts and by the Tribal Welfare Department in Tribal blocks/districts of the state.

However, incentives to Girls of Class VI and Scholarship to girls (1 to 5) are the two schemes, which is being run by the Tribal Welfare Department and the same are SSA schemes for ST/SC girls. Thus, these can be merged into one so that more number of such students could be benefited.

Table 3.11: Financial Performance of Tribal Welfare Department Schemes

Name of the Schemes	2006-07			2007-08			2008-09
	Budget	Expenditure	Rate of Utilisation	Budget	Expenditure	Rate of Utilisation	Budget
Ashram School Construction	1450.14	123.07	8.49	200.00	769.93	384.97	1000.00
P.S./Junior Primary Schools(Tribal)	6574.91	6653.10	101.19	7252.40	8382.69	115.59	8400.00
Ashram School (Tribal)	2877.43	2275.60	79.08	3495.21	3343.75	95.67	3417.96
Scholarship to girls(1 to 5)	1690.94	1798.06	106.33	1770.00	2097.52	118.50	2202.30
Girls and Boy's Uniforms	164.17	174.15	106.08	868.00	862.53	99.37	800.00
Middle Schools (Tribal)	3568.14	3595.60	100.77	3924.95	4093.64	104.30	4994.57
Incentives to Girls Class VI	4.4	1.86	42.27	0	0		0.00
Food for Education	318.44	0.00	0.00	400.00	423.96	105.99	375.00
Award to Panchayats for promoting education (Tribal)	5.00	0.00	0.00	0	0		0.00
Ashram School constructions	275.00	183.86	66.86	60.00	56.00	93.33	0.00
Non Official Organization	24.48	21.25	86.81	23.00	20.75	90.22	24.00
Model Higher Secondary School	0.00	1763.26	NA	2600.00	1927.84	74.15	0.00
Girls Education Complex	472.00	373.75	79.18	550	451.22	82.04	523.85
Sports Complex	253.00	228.45	90.30	464.66	341.22	73.43	332.00
High School	36.30	27.89	76.83	40.00	39.99	99.98	45.00
Higher Secondary School	102.30	56.39	55.12	150.00	116.79	77.86	275.00
Professionalisation of Education (Tribal)	2.20	0.00	0.00	0	0		0.00
Hostel	1695.85	1576.97	92.99	2940.00	2741.38	93.24	2136.42
Teacher Training	3286.53	2486.05	75.64	4000.00	3945.57	98.64	3500.00
Sports Competition	166.22	172.32	103.67	166.00	67.32	40.55	199.25

Name of the Schemes	2006-07			2007-08			2008-09
	Budget	Expenditure	Rate of Utilisation	Budget	Expenditure	Rate of Utilisation	Budget
Merit Scholarship	1361.74	959.86	70.49	3245.00	2012.82	62.03	2398.77
Students Welfare Fund/Award	33.00	37.98	115.09	33.00	41.45	125.61	57.00
Scout Guide	55.00	47.54	86.44	100.00	99.23	99.23	0.00
Library to H.S.S.	6.17	2.95	47.81	6.09	3.29	54.02	6.12
State scholarship	8.33	6.49	77.91	50.00	32.59	65.18	71.56
Incentives to Girls education	9.30	0.00	0.00	50.00	60.19	120.38	60.19
Play ground in sports	44.28	0.00	0.00	60.00	74.07	123.45	81.30
School of Excellence (Tribal)	215.00	0.00	0.00	238.00	0.00	0.00	272.00
Strengthening of Elementary Education at Block level	1407.53	1235.82	87.80	2593.30	2314.60	89.25	3009.31
Award to education inst. and Ashram for excellence	277.25	0.00	0.00	270.00	360.87	133.66	447.08
Incentive to athletes	30.80	103.34	335.52	100.00	100.00	100.00	200.00
Education through satellite/	346.39	177.99	51.38	240.00	237.16	98.82	264.00
Mid-day meals (Tribal)	220	0	0.00	100.00	0.00	0.00	464.50
Reimbursement of Board Exam.	542.70	533.48	98.30	0.00	0.00		0.00
Computer training to tribal	50.20	0.00	0.00	40.00	33.51	83.78	35.05
Construction of Hostel/	11.00	5.77	52.45	25.00	24.47	97.88	0.00
Minor Construction in HSS	21.25	138.75	652.94	55.00	26.45	48.09	30.00

Source: Madhya Pradesh Planning Commission Report

3.5 Status of Enrolment & Teacher Students Ratio

The schools run by government institutions include about 82435 Primary schools, out of which 25968 Education Guarantee Schools (EGS) are being upgraded to Primary Schools, 55561 Government Primary School and 906 Government aided primary schools. Further, there are 26209 upper primary schools including 25884 governments run and 325 Government aided schools. Apart from this, 1764 high and 2019 higher secondary schools are also run by government (*Source: SSA and School Education Department, Madhya Pradesh*). The Table 3.5 details the number of students that have been enrolled at the primary level, which is 84,56,533; and that at the secondary level is 2,25,96,900; while those in the elementary level is 1,10,53,433. The student teacher ratio in Madhya Pradesh ranges from 31 to 44 at the different levels.

As per the Government of India norms, the appropriate teacher student ratio is 1:40 for primary and upper primary classes and there should be at least two teachers in a primary school. Further, one teacher for every class in the upper primary and three teachers sanctioned under SSA for every new upper primary school, one each will need to be a teacher with mathematics and science specific educational background. The above mentioned teacher student ratio is more or less found maintained at upper primary level but not found maintained in primary and elementary level schools in most of the districts in Madhya Pradesh expect Dewas, Ratlam, Mandsur, Neemuch, Ujjain, Indore, Jhabua, Raisen etc. (Table 3.12).

Table 3.12 also reveals that there is a shortage of teachers in the primary level (20113 nos.) and elementary levels (1998 nos.) in the same time 18116 nos. of teachers are extra in Uppaer Primary level. Thus, skill upgradation and transfer of teachers from one to another level can make available teachers in all the level. Moreover, in some of the districts (*Dewas, Ratlam, Shajapur, Mandasaur, Neemuch, Ujjain, Indore, Gwalior, Jhabua, Raisen, Betul, Hoshangabad, Jabalpur, Narsinghpur, Seoni, Mandla, Balaghat, Anooppur, Satna*) extra teachers are available in all the levels who could be transferred to the other districts where there is a shortage of teacher. If we compare Madhya Pradesh with other underdeveloped States like Bihar, Jharkhand, Uttar Prades and West Bengal in terms of shortage of teachers we could find Madhaya Pradesh in a far better condition, the state has a shortage of only 4000 teachers in comparision to 91,657 teachers in Bihar, 93,166 in Jharkhand, 46,767 in Uttar Prades and 33,718 in West Bengal (*Source: Hindustan Times, Page 11, 14.9.2009*)

Table 3.13 highlights the education- related indicators (in percentage) in Madhya Pradesh, i.e. the gross attendance rate is 99percent in primary schools and 97percent at upper primary schools; while the rate of enrolment is about 105 percent at primary and 95 percent at upper primary levels. These rates have been calculated taking 2001 census as the base. A total of 2,96,979 children are out of school in Madhya Pradesh; of which 1,48,894 are boys and 1,48,085 are girls on the age group of 5-14 years. The retention rate of students is 82percent and 84percent at primary and upper primary levels respectively. However, the students pass-out rates are much lower, i.e. 77percent and 64percent in Class V and VIII respectively.

Table 3.12: Status of Enrolment and Teacher Student Ratio in Schools in Madhya Pradesh (2006-07) (in Number)

District	Primary Level					Upper Primary Level					Elementary Level				
	Enrolment of Students in Govt. Schools	Appropriate no. of teachers in 1:40 P.R.T ratio	Teachers in Position (Working Teachers)	P.T.R. w.r.t. working teachers	Number of Teachers need to be appointed	Enrolment of Students in Govt. Schools	Appropriate no. of teachers in 1:40 P.R.T ratio	Teachers in Position (Working Teachers)	P.T.R. w.r.t. working teachers	Number of Teachers need to be appointed	Enrolment of Students in Govt. Schools	Appropriate no. of teachers in 1:40 P.R.T ratio	Teachers in Position (Working Teachers)	P.T.R. w.r.t. working teachers	Number of Teachers need to be appointed
Dewas	144104	3603	3789	38	-186	48286	1207	1834	26.3	-627	192390	4810	5623	34.2	-813
Ratlam	168295	4207	4247	39.6	-40	49089	1227	1791	27.4	-564	217384	5435	6038	36	-603
Shajapur	157040	3926	3894	40.3	32	51908	1298	2068	25.1	-770	208948	5224	5962	35	-738
Mandsaur	120502	3013	3218	37.4	-205	35462	887	1468	24.2	-581	155964	3899	4686	33.3	-787
Neemuch	70319	1758	2240	31.4	-482	21053	526	1062	19.8	-536	91372	2284	3302	27.7	-1018
Ujjain	157331	3933	4258	36.9	-325	47021	1176	1842	25.5	-666	204352	5109	6100	33.5	-991
Indore	143773	3594	3717	38.7	-123	61719	1543	2461	25.1	-918	205492	5137	6178	33.3	-1041
Gwalior	163399	4085	3829	42.7	256	47135	1178	1815	26	-637	210534	5263	5644	37.3	-381
Jhabua	299367	7484	7541	39.7	-57	61104	1528	2683	22.8	-1155	360471	9012	10224	35.3	-1212
Raisen	160933	4023	4301	37.4	-278	52911	1323	1831	28.9	-508	213844	5346	6132	34.9	-786
Betul	193225	4831	4856	39.8	-25	80442	2011	2169	37.1	-158	273667	6842	7025	39	-183
Hoshangabad	119503	2988	3110	38.4	-122	48384	1210	1512	32	-302	167887	4197	4622	36.3	-425
Jabalpur	172667	4317	4472	38.6	-155	71592	1790	2306	31	-516	244259	6106	6778	36	-672
Narsinghpur	105879	2647	2943	36	-296	44529	1113	1229	36.2	-116	150408	3760	4172	36.1	-412
Seoni	175317	4383	5205	33.7	-822	70133	1753	2157	32.5	-404	245450	6136	7362	33.3	-1226
Mandla	131231	3281	4173	31.4	-892	48781	1220	1477	33	-257	180012	4500	5650	31.9	-1150
Balaghat	186967	4674	5238	35.7	-564	74368	1859	1996	37.3	-137	261335	6533	7234	36.1	-701
Anooppur	87630	2191	2232	39.3	-41	28427	711	760	37.4	-49	116057	2901	2992	38.8	-91
Satna	248750	6219	6307	39.4	-88	77611	1940	2844	27.3	-904	326361	8159	9151	35.7	-992
Sheopurkalan	101921	2548	1877	54.3	671	20920	523	624	33.5	-101	122841	3071	2501	49.1	570
Morena	231953	5799	4140	56	1659	73405	1835	1540	47.7	295	305358	7634	5680	53.8	1954
Bhind	190368	4759	3881	49.1	878	73995	1850	2124	34.8	-274	264363	6609	6005	44	604
Shivpuri	268697	6717	5404	49.7	1313	71471	1787	2004	35.7	-217	340168	8504	7408	45.9	1096

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Guna	196854	4921	3816	51.6	1105	38348	959	1553	24.7	-627	235202	5880	5369	43.8	511
Ashoknagar	130048	3251	2390	54.4	861	30240	756	963	31.4	-207	160288	4007	3353	47.8	654
Datia	100641	2516	2401	41.9	115	29991	750	1131	26.5	-381	130632	3266	3532	37	-266
Dhar	336536	8413	7442	45.2	971	78022	1951	3055	25.5	-1104	414558	10364	10497	39.5	-133
Khargone	237618	5940	5073	46.8	867	64527	1613	2417	26.7	-804	302145	7554	7490	40.3	64
Barwani	194944	4874	3881	50.2	993	39655	991	1374	28.9	-383	234599	5865	5255	44.6	610
Khandwa	162017	4050	3041	53.3	1009	44928	1123	1214	37	-91	206945	5174	4255	48.6	919
Burhanpur	82051	2051	1476	55.6	575	18991	475	613	31	-138	101042	2526	2089	48.4	437
Bhopal	115617	2890	2583	44.8	307	38977	974	1595	24.4	-621	154594	3865	4178	37	-313
Sehore	141892	3547	3407	41.6	140	46320	1158	1792	25.8	-634	188212	4705	5199	36.2	-494
Rajgarh	193557	4839	4559	42.5	280	50113	1253	1870	26.8	-617	243670	6092	6429	37.9	-337
Vidisha	193722	4843	3867	50.1	976	42251	1056	1396	30.3	-340	235973	5899	5263	44.8	636
Harda	64910	1623	1368	47.4	255	21877	547	620	35.3	-73	86787	2170	1988	43.7	182
Sagar	294530	7363	5533	53.2	1830	99917	2498	2402	41.6	96	394447	9861	7935	49.7	1926
Damoh	165164	4129	3680	44.9	449	60439	1511	1752	34.5	-241	225603	5640	5432	41.5	208
Panna	149442	3736	3444	43.4	292	38760	969	1554	24.9	-585	188202	4705	4998	37.7	-293
Chhatarpur	259658	6491	4503	57.7	1988	65391	1635	1889	34.6	-254	325049	8126	6392	50.9	1734
Tikamgarh	203551	5089	4787	42.5	302	63082	1577	1409	44.8	168	266633	6666	6196	43	470
Katni	173464	4337	3772	46	565	67309	1683	1879	35.8	-196	240773	6019	5651	42.6	368
Chhindwara	286154	7154	6433	44.5	721	122528	3063	2462	49.8	601	408682	10217	8895	45.9	1322
Dindori	101015	2525	2375	42.5	150	33491	837	1080	31	-243	134506	3363	3455	38.9	-92
Rewa	327575	8189	6148	53.3	2041	68847	1721	2712	25.4	-991	396422	9911	8860	44.7	1051
Shahdol	128083	3202	3076	41.6	126	43630	1091	1061	41.1	30	171713	4293	4137	41.5	156
Umaria	79914	1998	1611	49.6	387	29659	741	965	30.7	-224	109573	2739	2576	42.5	163
Sidhi	338405	8460	5762	58.7	2698	99861	2497	2683	37.2	-186	438266	10957	8445	51.9	2512
Total	8456533	211413	191300	44.2	20113	2596900	64923	83038	31.3	-18116	11053433	276336	274338	40.3	1998
<i>Source: SSA, Madhya Pradesh</i>															

Table 3.13: Status of Educational Indicators in Madhya Pradesh (2006-07)

District	Gross Attendance Rate (percent)		Gross Enrolment Rate (Primary)* (percent)			Gross Enrolment Rate (Upper Primary)* (percent)			Out-of-school children (No.)			Retention Rate (percent)		PASS (percent)		'A' grade achievers (percent)	
	Primary	Upper Primary	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Primary	Upper Primary	V board exam	VIII board exam	V board exam	VIII board exam
Sheopurkalan	94.8	84.4	105.9	110.5	108.1	79.6	70.4	75.7	1757	1806	3563	83.7	73.0	79.9	70.8	17.2	19.5
Morena	100.0	94.0	113.6	113.0	113.3	102.8	94.4	99.1	1831	1799	3630	84.1	81.5	93.1	90.4	45.9	45.6
Bhind	100.0	100.0	108.5	109.2	108.8	103.6	104.0	103.8	552	381	933	89.3	84.8	95.0	92.7	44.2	37.1
Gwalior	100.0	96.9	102.6	100.7	101.7	101.4	101.1	101.3	4298	2682	6980	73.8	82.3	82.5	84.4	20.6	27.5
Shivpuri	100.0	99.6	106.2	108.1	107.1	104.2	105.4	104.7	3072	3093	6165	92.6	91.7	81.1	66.5	21.4	9.9
Guna	98.2	97.6	115.5	115.2	115.4	81.3	76.8	79.4	3308	3063	6371	78.9	89.3	66.0	48.0	9.9	8.4
Ashoknagar	100.0	92.6	107.1	108.5	107.8	87.2	75.2	82.0	638	504	1142	78.2	89.6	81.3	67.4	17.9	11.4
Datia	100.0	96.5	104.2	104.8	104.4	98.6	96.7	97.8	1222	1010	2232	79.4	77.0	63.1	71.4	13.1	16.0
Dewas	96.2	97.6	102.8	103.2	103.0	90.2	87.1	88.8	1867	1962	3829	82.5	84.9	81.9	76.4	21.2	16.6
Ratlam	97.6	93.2	98.9	98.6	98.8	91.3	87.7	89.7	5535	6284	11819	74.3	74.7	77.9	59.8	12.2	9.2
Shajapur	100.0	96.3	107.8	103.4	105.7	105.3	102.1	104.0	937	1261	2198	74.0	74.3	77.8	68.6	15.3	14.7
Mandsaur	100.0	96.8	102.1	102.7	102.4	95.1	98.8	96.6	1772	2107	3879	79.8	91.1	81.0	74.7	20.7	18.0
Neemuch	100.0	98.3	108.4	106.5	107.5	99.5	102.4	100.7	590	588	1178	70.8	84.8	73.4	66.1	19.3	12.6
Ujjain	100.0	94.2	104.0	102.4	103.3	94.4	91.5	93.2	3203	3634	6837	83.9	81.6	75.6	62.9	11.3	9.5
Indore	100.0	100.0	102.0	104.5	103.2	100.3	100.8	100.5	2193	2300	4493	75.8	80.4	89.8	78.8	29.5	24.0
Dhar	100.0	87.8	102.1	100.9	101.5	96.0	92.8	94.6	4030	4386	8416	92.8	85.3	76.0	66.9	23.8	10.2
Jhabua	100.0	98.3	97.9	97.1	97.5	86.4	79.3	83.3	12437	15028	27465	67.5	69.0	76.4	65.3	8.6	7.2
Khargone	100.0	100.0	104.5	104.2	104.4	81.0	79.8	80.4	4333	5104	9437	76.4	76.4	77.2	63.2	8.3	9.7
Barwani	97.7	95.7	98.4	98.3	98.4	70.3	67.0	68.7	13477	13395	26872	78.1	72.2	74.0	65.8	9.1	7.8
Khandwa	100.0	100.0	105.0	101.9	103.5	97.5	88.5	93.6	2565	2734	5299	73.0	78.5	80.0	66.8	17.8	11.4
Burhanpur	100.0	96.3	103.5	102.5	103.1	84.4	85.0	84.7	1960	2019	3979	70.3	68.6	92.3	76.2	31.4	21.3
Bhopal	97.1	96.1	101.4	102.9	102.1	102.2	101.4	101.8	9025	6502	15527	78.9	82.7	80.7	74.3	28.2	14.8
Sehore	96.9	88.7	99.8	99.8	99.8	99.6	99.3	99.5	410	565	975	82.6	80.1	84.3	80.8	20.5	10.5
Raisen	98.3	96.5	113.6	112.8	113.2	94.0	86.1	90.3	1349	1216	2565	81.2	78.0	73.4	50.1	18.8	11.1
Rajgarh	100.0	100.0	107.0	107.6	107.3	89.3	81.6	86.0	3817	3969	7786	71.4	84.1	86.3	77.1	17.8	16.8

Poverty Monitoring & Policy Support Unit (PMPSUS)

District	Gross Attendance Rate (percent)		Gross Enrolment Rate (Primary)* (percent)			Gross Enrolment Rate (Upper Primary)* (percent)			Out-of-school children (No.)			Retention Rate (percent)		PASS (percent)		'A' grade achievers (percent)	
	Primary	Upper Primary	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Primary	Upper Primary	V board exam	VIII board exam	V board exam	VIII board exam
Vidisha	100.0	91.8	102.8	103.3	103.0	85.9	84.5	85.3	3154	2764	5918	85.2	82.7	69.1	60.7	9.9	10.1
Betul	100.0	97.3	104.6	103.1	103.9	88.8	87.9	88.4	1736	1607	3343	77.9	91.4	77.4	63.3	21.0	11.7
Hoshangabad	95.8	97.3	104.5	105.5	105.0	96.1	93.2	94.7	1882	1796	3678	84.0	89.9	68.1	52.0	17.6	13.5
Harda	98.1	94.1	99.8	99.5	99.7	98.3	98.1	98.2	524	495	1019	74.9	81.4	69.0	48.7	18.2	10.0
Sagar	96.2	93.6	107.0	108.6	107.8	103.1	104.5	103.8	1680	1611	3291	69.3	79.6	75.3	62.3	11.8	10.6
Damoh	100.0	100.0	102.2	101.6	101.9	96.6	97.8	97.2	2635	2531	5166	80.6	82.8	87.1	68.7	19.1	11.0
Panna	100.0	100.0	103.8	97.6	100.8	95.4	94.7	95.1	5323	4866	10189	92.6	88.4	78.6	68.1	14.1	14.6
Chhatarpur	100.0	100.0	102.5	102.9	102.7	101.1	97.6	99.5	7688	6879	14567	75.2	77.0	77.8	59.8	16.6	12.4
Tikamgarh	100.0	100.0	95.6	96.9	96.2	90.3	87.9	89.3	4623	4331	8954	85.9	69.3	69.5	46.1	6.2	5.5
Jabalpur	99.3	97.2	97.2	97.2	97.2	90.8	91.0	90.9	6772	5238	12010	73.9	85.5	77.6	74.5	13.2	12.5
Katni	100.0	93.8	111.8	111.8	111.8	105.8	104.8	105.3	2073	1978	4051	79.6	82.9	63.6	63.9	9.0	9.8
Narsinghpur	100.0	95.4	106.5	106.1	106.3	94.2	94.2	94.2	716	591	1307	95.2	81.2	77.2	72.7	20.8	15.7
Chhindwara	100.0	95.1	103.5	103.8	103.6	93.7	93.2	93.5	2363	2302	4665	76.5	78.4	77.1	61.3	20.3	10.5
Seoni	100.0	95.6	104.3	105.7	105.0	93.5	91.9	92.7	691	684	1375	82.8	84.4	77.6	58.3	10.9	7.6
Mandla	100.0	97.6	113.1	111.9	112.5	104.9	104.0	104.5	2122	2453	4575	75.1	82.6	75.3	58.3	13.9	6.7
Dindori	100.0	94.8	107.5	104.1	105.8	101.7	105.0	103.3	1170	1091	2261	72.9	70.9	60.9	50.4	5.6	3.8
Balaghat	100.0	98.2	112.9	110.3	111.6	100.3	101.6	100.9	307	357	664	91.8	91.6	75.3	61.7	20.3	9.1
Rewa	100.0	89.0	106.4	106.8	106.6	103.0	101.6	102.3	4753	5088	9841	80.8	75.2	70.9	41.6	14.2	7.7
Shahdol	100.0	95.4	99.8	99.7	99.8	99.5	99.3	99.4	313	329	642	70.3	54.1	83.1	66.6	23.1	12.8
Anooppur	99.8	93.0	105.7	104.3	105.0	99.3	102.5	100.8	1052	1020	2072	68.6	87.3	87.0	70.2	25.5	11.9
Umaria	100.0	99.8	103.1	105.1	104.1	105.5	105.2	105.4	1151	1365	2516	74.5	84.4	77.5	60.2	14.4	12.6
Sidhi	100.0	100.0	107.0	107.4	107.2	97.8	94.9	96.5	3319	4726	8045	84.6	91.5	66.3	43.3	7.7	6.5
Satna	100.0	100.0	105.3	106.0	105.6	97.3	96.2	96.8	6669	6591	13260	76.4	56.8	51.3	40.5	10.0	5.8
Total	99.4	96.6	104.7	104.5	104.6	96.1	94.4	95.3	148894	148085	296979	82.4	83.7	76.7	64.4	18.0	13.6
Source: State Project Office, SSA, Madhya Pradesh																	
* Rates may go beyond 100 because 2001 Census has been taken as base year for calculation																	

4 PRIMARY SURVEY OUTPUT

This chapter presents the information that has been collected and collated from the Primary Survey. The data presented have been collected through structured interviews with 26,039 households from 200 villages spread across 18 districts of Madhya Pradesh, which were then extrapolated by applying weights as presented earlier in Table 2.3. Hence, some of tables provide the information extrapolated for the universe.

Further, the school level data was collected by visiting 144 schools in 144 study villages. Apart from these, interactions with 144 PTAs and 144 PRIs was also made for collecting school level information.

4.1 Profile of Sampled Household

This section of the report provides information about the respondent households profile in terms of general, socio-economic and educational sketch.

4.1.1 General Profile of household

It is very interesting to note that a little more than three-fourth (76percent) of the households which were contacted, were living in nuclear family and about three-fifth (61 percent) belong to BPL category (Table 4.1).

Analysis of the data on religion of the targeted households shows that as high as 95 percent of the respondents contacted were Hindus (Table 4.1).

So far as the caste of the respondents contacted in the study districts is concerned, 27 percent of each belonged to Scheduled Castes and Other Backward Caste, followed by one-fourth (25 percent) belonging to General caste and about one-fifth (19percent) belonging to the Scheduled Tribe (Table 4.1). However as per 2001 census, the Scheduled Tribes population of the state is 20.27percent and Scheduled Caste population is 15.17percent. This difference in data of census and our survey data is justified because while sampling more number of villages were selected from the districts having higher ST female population.

Observations were made by the field researchers regarding the type of houses in which the respondents were living in. It has emerged from an analysis of the collected data that slightly less than three-fourth of the households was living in *kuccha* houses (72.7 percent). Further, 16 percent of households were living in *semi pucca* houses and about 11 percent living in *pucca* houses (Table 4.1).

Table 4.1: General Profile of Household

Particulars	Households	Percent
Type of family		
Joint	2150324	23.9
Nuclear	6852641	76.1
Total	9002965	100.0
Religion of the Household		
Hindu	8504729	94.5
Muslim	297626	3.3

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Particulars	Households	Percent
Sikh	22933	0.3
Christian	3009	0.0
Any other	174668	1.9
Total	9002965	100.0
Category of households		
APL	3475369	38.6
BPL	5527596	61.4
Total	9002965	100.0
Caste of the Household		
General Caste	2424712	27.0
OBC	2394040	26.6
SC	2444074	27.1
ST	1740138	19.3
Total	9002965	100.0
Type of House		
Kutchha	6551496	72.7
Semi-pucca	1472325	16.4
Pucca	979145	10.9
Total	9002965	100.0
Particulars	Households	Percent
Possessing Agricultural land		
Owner of land	5214730	57.9
Non Owner of land	3788235	42.1
Total	9002965	100.0
If Yes, How much Agricultural land?		
>5 Acres	4556639	87.4
5-10 Acres	420626	8.1
10-15 Acres	138278	2.7
15-20 Acres	37565	0.7
20-25 Acres	55227	1.1
>25 Acres	6395	0.1
Total	5214730	100.0
Main Source of Income		
Farming	3025450	33.6
Agricultural Labour	5061507	56.2
Livestock/forestry/fishing/ orchards/allied activities	586006	6.5
Mining & quarrying	92577	1.0
Manufacturing	39839	0.4
Construction	907	0.0
Artisan	0	0
Business	0	0

Particulars	Households	Percent
Service	74	0.0
Others	196606	2.2
Total	9002965	100.0
Total monthly income of the household		
Upto Rs.1000	2136023	23.7
Rs. 1001-5000	5385429	59.8
Rs. 5001-10000	1194765	13.3
Rs. 10001-15000	221631	2.5
Rs. 15000+	61885	.7
Total	9002965	100.0

This section deals with the economic profile of the households contacted. It is universally known that dependence on primary activities is dominant in rural areas and it has a direct relation with ownership of land. We have tried to put together the data of economic status of the household. An attempt was made to understand the proportion of households who owned agricultural land, relatively higher proportion of households in rural areas were land owners (58percent). But most of them (87.5percent) have land less than 5 acres; while about 8 percent of landowners have land ranging from 5-10 acres (Table 4.1).

Details were sought from respondent households on their occupation status and accordingly categorised to understand the main source of their household income. The occupational categories were designed based on the Census of India's categorisation of occupation. About 90 percent of the households were engaged in agricultural activity (33.6 percent in farming and 56.2 percent as agriculture labour). Only about 7 percent were involved in livestock/forestry/fishing/orchards/allied activities and 2 percent can be classified in the occupational category of 'Others'. It has emerged that the main activities under this included the people working in unorganised sector, such as – rickshaw pullers, people who were taking tuitions, home maids etc., which could not be captured in any of the classified categories (Table 4.1).

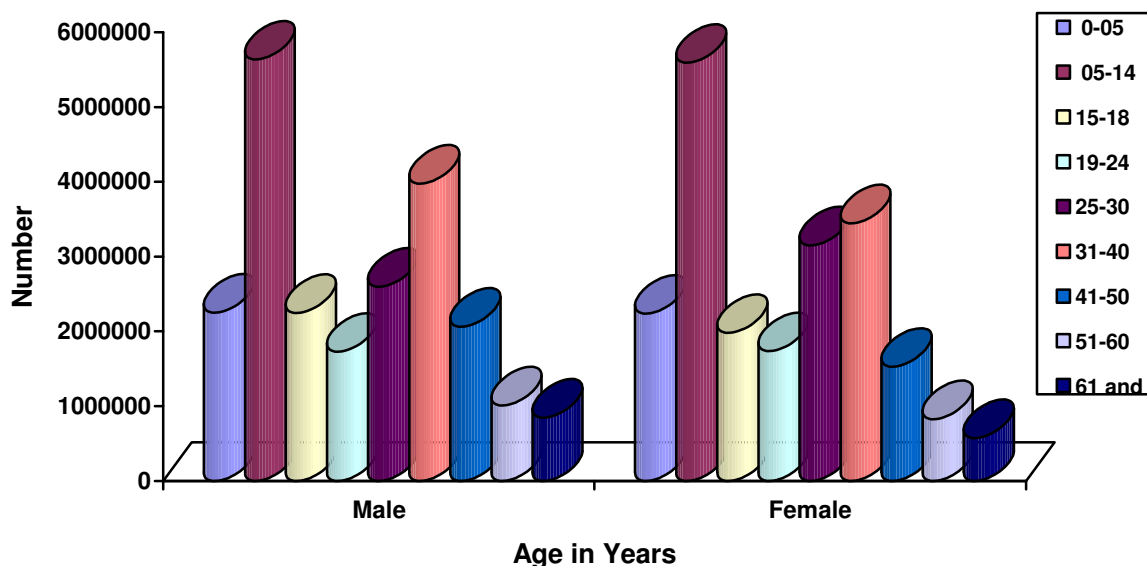
4.2 Age Wise Distribution of Household Population

The study aimed at collecting information about the population, thus the household profile collected is divided into parts and presented below in table 4.2, slightly above one fourth about 26 percent (25percent male and 26.5percent female) of population is at the age group of 5 to 14 followed by 17 percent (17.8percent male and 16.4percent female) at the age of 31-40, 13 percent (11.6percent male and 14.9percent female) at 25-30 age group etc.. Table 4.2 presents the gender profile of the population and according to this, the total rural population of Madhya Pradesh is 43.4 million and as per Census 2001, the state had a population of 60.34 Million, which is about 6percent of the country's total population, out of which, 15.96 million was urban and 43.4 Million rural. Analysis shows that our data is close to the census 2001 data considering migration from Rural to Urban, which is a common phenomenon.

Table 4.2: Age Wise Distribution of Household Population

Age in Years	Gender				Total	
	Male		Female		N	percent
	n	percent	n	percent		
0-05	2254798	10.1	2239470	10.6	4494268	10.3
05-14	5633346	25.2	5591002	26.5	11224348	25.8
15-18	2250486	10.1	1981749	9.4	4232235	9.7
19-24	1728796	7.7	1737343	8.2	3466139	8.0
25-30	2600770	11.6	3150578	14.9	5751348	13.2
31-40	3975907	17.8	3446034	16.4	7421941	17.1
41-50	2066890	9.2	1527353	7.2	3594243	8.3
51-60	1008284	4.5	826986	3.9	1835270	4.2
61 and above	847158	3.8	574595	2.7	1421753	3.3
Total	22366435	100.0	21075110	100.0	43441545	100.0

The sex ratio works out to 932 females in each 1000 males however, as per 2001 census the sex ratio for the State was 919. This slight variation may have been due to the sampling procedure adopted wherein as have considered more number of villages in tribal dominated villages (Table 4.2).

Figure 4.2: Age Wise Distribution of Household Population

4.3 Status of Education in Households

Education and illiteracy (with no formal qualification) of the parents has direct impact on the enrolment and retention of girl children, and hence we have assessed the education level of the respondents, who were generally the parents. Analysis of the data collected from the 18 sample districts reveal that about half (49.5 percent) of the respondents are illiterates, followed by one-fifth were educated up to primary level (19.5 percent), 17 percent upto secondary level and 11 percent educated up to Higher Secondary. However as per 2001 census, rural illiteracy rate is 42.2 percent- the difference in data (sampled and census) is mainly due to the sampling, wherein for the study more number of villages were selected from the districts having higher ST female population.

As it was important to assess the level of literacy of parents, we had further asked the illiterates whether they can read and write in any language. An analysis of the collected data shows that slightly more than four-fifth (82.8 percent) of these respondents/illiterate parents could not read and write in any language (Table 4.3).

Table 4.3: Educational Profile of the Household

Particulars	Households	Percent
Education level of respondent		
Illiterate	4452737	49.5
Up to Primary	1755631	19.5
Up to Secondary	1548288	17.2
Up to Higher Secondary	1033655	11.5
Graduate	210415	2.3
Post-graduate and above	2239	0.0
Total	9002965	100.0
If Illiterate, can you read & write		
Can read & write	763983	17.2
Can not read & write	3688754	82.8
Total	4452737	100.0

Figure 4.3 provides gender wise details of education qualification of the respondent contacted during the study; it shows that about 29 percent of the respondents are females. Further, about 54 percent of the females contacted were illiterates followed by 16 percent educated upto primary level and secondary level each.

Figure 4.3: Gender Wise Distribution of Education of Respondent

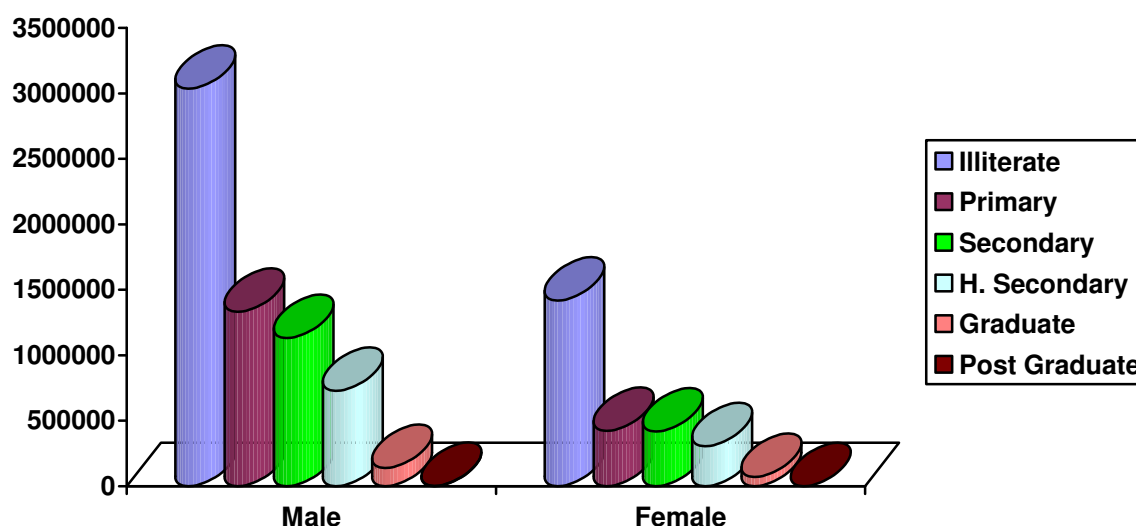


Table 4.4 provides details of literacy status of total population contacted during the primary research, total literacy percent is 72.1 in rural Madhya Pradesh.

Table 4.4: Gender-wise Education Profile of Respondents

Age in Years	Illiteracy %	Literacy %	Total population
0-05	83.6	16.4	4494268
05-14	4.3	95.7	11224348
15-18	8.6	91.4	4232235
19-24	41.9	58.1	3466139
25-30	48.2	51.8	5751348
31-40	40.4	59.6	7421941
41-50	38.5	61.5	3594243
51-60	38.6	61.4	1835270
61 and above	28.2	71.8	1421753
Total	27.9	72.1	43441545

4.4 Profile of Sampled Schools

Semi-structured interviews were conducted with the school teachers, members of Panchayati Raj Institutions (PRI) and Parent Teachers Associations (PTA). The results of these contacts are presented in the following sections which comprise the data collected from 144 schools and 288 PRIs/PTAs.

4.4.1 Classification of Schools

During the primary research, our team has visited 144 schools, out of which about two-third were Secondary co-educational schools (66 percent), followed by slightly less than one-fifth Primary Co-educational schools (17.4 percent), one-seventh secondary girls school (13.2 percent) and remaining 3.5 percent High schools (2.8 percent High Co-educational school and 0.7 percent High Girls school) (Table 4.5).



Table 4.5: Type of Schools Contacted During the Study

Type of school	Number	Percent
Primary Co-educational school	25	17.4
Secondary Co-educational school	95	66.0
High Co-educational school	4	2.8
Secondary girls school	19	13.2
High girls school	1	0.7
Total	144	100.0

The Table 4.6 provides the details of the schools that were contacted during the study, which were mostly government funded (99.3 percent).

Table 4.6: Source of funds for Schools contacted during the Study

Source of Funds	Number	Percent
Government	143	99.3
Semi government	1	0.7
Total	144	100.0

4.4.2 Coverage of Schools

This section provides the coverage of schools (in terms of number of villages) that were contacted during primary research. The data presented in the Table 4.6 shows that, slightly less than three-fourth of the contacted schools (72.2 percent) are catering up to two villages, followed by one-fifth of the schools (20.1 percent) catering to three to five villages. About 6 percent of the schools are catering to six to eight villages and only two percent schools are catering to more than eight villages.

Table 4.7: Number of Villages being covered by the Schools contacted

Number of Villages Being Covered	Number of Schools	(in percent)
Up to 2	104	72.2
3-5	29	20.1
6-8	8	5.6
More than 8	3	2.1
Total	144	100.0

A total of 17711 students and 445 teachers were found in 144 contacted schools. Thus, the student teacher ratio is 1:39.8, which is slightly better than the suggested government norms i.e. 1:40 as reported in previous section (Table 4.7).

Table 4.8: Teacher Student Ratio in the Contacted Schools

Schools Contacted	Teachers	Students	Student Teacher Ratio
144	445	17711	39.8

Table 4.8 shows about two-third of the schools with two teachers have up to fifty students enrolled in it, thus the student teacher ratio is around 1:25. However, about two-fifth of the schools (38.9 percent) have students enrolled in the range of 101 to 150 and about half (50 percent) of such schools have teachers ranging from three to four. Thus, the average student teacher ratio is around 1:39.8, which is same as reported by Sarva Shiksha Abhiyan.

Table 4.9: Teachers in the Schools with respect to enrolled Students

Number of Students	Number of Teachers Available in School								Total	
	Up to 2		3-4		5-6		7 and above			
	School	percent	School	percent	School	percent	School	percent	School	percent
Up to 50	13	68.4	4	21.1	1	5.3	1	5.3	19	13.2
51-100	17	34.7	28	57.1	4	8.2	0	0.0	49	34.0
101-150	15	26.8	28	50.0	11	19.6	2	3.6	56	38.9
More than 151	4	20.0	7	35.0	6	30.0	3	15.0	20	13.9
Total	49		67		22		6		144	

4.4.3 Facilities at School

During our primary research, we have collected information about the facilities available at the schools contacted in terms of teachers, classrooms, drinking water, seating arrangement, separate toilet for girls, library, Electricity and Kitchen.

The data presented in the Table 4.9 shows that, slightly more than one-third (50 out of 144 schools) of the schools contacted are being taught by three teachers; followed by about one-fourth of the schools, which are taught by two teachers (23.6 percent). Further, one-tenth of schools are being taught by four teachers (11.8 percent), while 9.7 percent have five teachers teaching the students and one-tenth is taught by more than five teachers.

This is important to report that about 10.4percent of the schools surveyed are being managed by only one teacher. But the data for the state reveals that Madhya Pradesh has about 18percent Primary and 8percent Upper Primary schools which are managed by only one teacher. (Source:<http://www.ssa.mp.gov.in/educationalprofile.htm>)

Table 4.10: Number of Teachers available in the Schools contacted

Number of Teachers Available	Number of Schools	Percent of Schools
1	15	10.4
2	34	23.6
3	50	34.7
4	17	11.8
5	14	9.7
6	8	5.6
7	5	3.5
8	1	0.7
Total	144	100.0

Further, we have tried to analyse the number of teachers available with respect to the type of schools contacted. It was found that slightly more than half of the primary schools (56 percent) are being taught by two teachers followed by about two-fifth of the Secondary Co-educational schools (38.9 percent) which are being taught by three teachers. It is very interesting to note that out of four High Co-educational schools contacted, one is being taught by only one teacher and remaining three are taught by more than five teachers. **The status of girl's schools of secondary is better as compared to others, as about 64 percent of contacted are being taught by three to four teachers. Moreover, the only one Girls High School that was contacted is taught by five teachers** (Table 4.10).

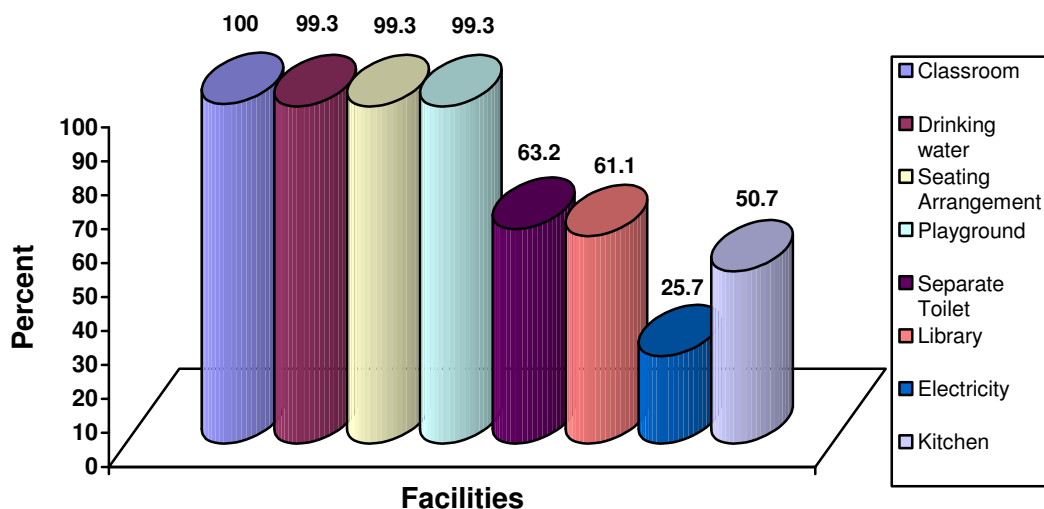
Table 4.11: Number of Teachers in each type of schools contacted

Type of school	Number of Teachers Available in the Schools																Total			
	1		2		3		4		5		6		7		8					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Primary Co-educational school	3	12.0	14	56.0	7	28.0	0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	0	0.0	25	100.0
Secondary Co-educational school	9	9.5	19	20.0	37	38.9	11	11.6	9	9.5	5	5.3	5	5.3	0	0.0	0	0.0	95	100.0
High Co-educational school	1	25.0	0	0.0	0	0.0	0	0.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0	4	100.0
Secondary girls school	1	5.3	1	5.3	6	31.6	6	31.6	2	10.5	2	10.5	0	0.0	1	5.3	1	5.3	19	100.0
High girls school	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Total	15		34		50		17		14		8		5		1				144	

The Figure 4.1 shows that more than 90 percent of the schools contacted have classrooms (93.8 percent) and seating arrangement (92.4 percent). However, slightly more than three-fourth of the schools have drinking water (78.5 percent) and playground (76.4 percent). The availability of other

facilities like, separate toilet for girls in co-educational schools (63.2 percent), kitchen (51.4 percent), library (55.6 percent) and electricity (27.8 percent) is further low.

Figure 4.1: Facilities Available in the Schools contacted



Type of school wise information about the available facilities within the school premises, it is interesting to report that none of the primary school has separate toilet for girls within it, but about 70.5 percent of Secondary Co-educational schools and all the high schools are having such facilities. However, during our visit to the school we have found that either toilets are not maintained properly or they are locked and used by the teachers only (Table 4.11)



We found that seating arrangements are available in all the schools contacted under the study and are of classified in three types, viz, Primary and Upper Primary schools. The seating is mostly in “durrrie’ strips which are dirty and soiled in most cases and not found in good condition.



Some primary and upper primary schools have combination of 'durrie' strips and desks as seating arrangement and higher secondary schools have desk and bench type of seating arrangements, which are still better.



Kitchens were found available in about half of the schools contacted during the survey but were not found hygienic and clean. Class rooms are the only place where the food is being served, the place is also found in a very unhygienic condition in some of the surveyed schools.



Table 4.12: Type of Schools with the Available Facilities

Type of school	Classroom	Drinking Water	Seating Arrangement	Play ground	Separate Toilets for Girls	Library Books	Electricity	Kitchen	Total Number of Schools in This Category
Primary Co-educational school	100.0	100.0	100.0	100.0	0.0	8.0	0.0	16.0	25
Secondary Co-educational school	100.0	98.9	100.0	98.9	70.5	70.5	23.2	64.2	95
High Co-educational school	100.0	100.0	100.0	100.0	100.0	50.0	50.0	25.0	4
Secondary girls school	100.0	100.0	94.7	100.0	100.0	84.2	68.4	36.8	19
High girls school	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	1
Schools with available facilities (percent)	100.0	99.3	99.3	99.3	63.2	61.1	25.7	50.7	144

During the visit, our study team found that most of the facilities are poorly managed and are not in a good condition. However teachers perceived it in a different way; about 89 percent of the teachers perceived that the quality of infrastructure available at school as fair and adequate and 11 percent opined them to be of good quality and adequate (Table 4.12).

Moreover, in one of the schools we found the toilets to be locked during school working hours (*Middle School at Pawarjhanda Village, Block Shahpur, District Betul*).

Table 4.13: Quality and Adequacy of Available Facilities As Perceived by the Teachers

Quality and Adequacy of Facilities	Frequency	Percent
Good	16	11.1
Fair	128	88.9
Total	144	100.0

4.4.4 Status of Educational Schemes for Girl Child Enrolment & Retention

This section deals with the educational schemes underway in the contacted schools, awareness of the stakeholders regarding the educational schemes, benefits provided to number of students and perception about its satisfaction.

(i) Awareness of the Schemes

Table 4.12 details the awareness of stakeholders regarding the ongoing educational schemes in the state. By and large they were found to be aware of all the listed schemes. However, more number of PRIs (97.1 percent) and PTAs (98.5 percent) were found aware of the free bicycle scheme, which is being provided to the girls who have passed Class V and are continuing their studies in a school in the nearby village because of unavailability of school in their own village. The same benefit is provided to the girls studying in class IX.

During our interactions with the District Education Officer we were shown the results of a study, which was conducted by DIET and PGBT Jabalpur on the impact of uniform given to girls. The study reported that attendance of girls has increased by 18percent in rural areas of district. In many schools sweaters, shoes, belts & other useful material for girls were also distributed along with uniform by PTA & community. While visiting the schools and households in Jabalpur, the same was endorsed. We were informed that a “Sammelan” was organised on 15 August by the PTA with the help of school and after the flag hoisting, the head master and some local political persons distribute uniform and books to all the enrolled girls. The functionaries claim that distribution of uniform has considerably increased the attendance and retention.

Similar kind of awareness was found regarding NPEGEL scheme (National Programme for Education of Girls at Elementary Level), however awareness level regarding other schemes was found to be slightly low (Table 4.13).

Table 4.14: Awareness of Stakeholders regarding Educational Schemes (in percent)

Educational Schemes	Teachers			PRIs			PTAs		
	Yes	No	D/K	Yes	No	D/K	Yes	No	D/K
NPEGEL	100.0	0	0	94.9	2.9	2.2	95.6	2.9	1.5
Free Bicycle to the girls	100.0	0	0	97.1	0	2.9	98.5	0	1.5
Free Uniform to the girl	100.0	0	0	84.8	11.6	3.6	80.1	18.4	1.5
Hostel for girls	100.0	0	0	84.1	12.3	3.6	92.6	5.9	1.5
Scholarship for Poor Girls	100.0	0	0	42.8	3.6	53.6	29.4	0	70.6
D/K – Don't Know									

(ii) Implementation Status of the Schemes

Further, we have collected information regarding implementation of the schemes in the schools. This is based on the contacts with the head teacher. We found that except for 'Hostel scheme', the other schemes are universally implemented in the schools contacted during the primary research (Table 4.14)

Table 4.15: Implementation of Schemes (in percent)

Particulars	NPEGEL	Free Bicycle	Hostel	Scholarship	Free Uniform
Yes	100.0	95.8	6.3	100.0	100.0
No	0	4.2	93.7	0	0
Total	100.0	100.0	100.0	100.0	100.0

(iii) Benefits Provided under the Schemes

Table 4.15 shows the number of students benefited under the various schemes in the last financial year. It was observed that about 3101 students have been benefited by the free uniform scheme, followed by the other schemes, like - scholarship scheme (1011), NPEGEL (426), free bicycle (649) and hostel facility (137).

Table 4.16: Number of Students Benefited Under the Scheme (2008-09)

Students benefited	Schools (percent)				
	NPEGEL	Free Bicycle	Hostel	Scholarship	Free Uniform
Up to 5	95.2	79.1	98.6	88.9	63.2
6-10	2.8	4.9	0	1.4	2.8
10-50	0.7	16	0.7	6.3	18.1
50+	1.4	0.7	0.7	3.5	16
Total Students (Number)	426	649	137	1011	3101

Table 4.16 to 4.20 deals about the number of students of different category of schools benefited under the different schemes, the analysis shows that scheme of hostel facility and NPGEL is not so common as they are formulated for facilitating select category.

Table 4.17: Type of Schools by Number of Students Benefited Under NPGEL

Type of school	Number of Students Benefited					Average No. of Students Benefited
	Up 10	11-50	50-100	More than 101	Total Number of Schools	
Primary Co-educational school	22	1	1	1	25	2
Secondary Co-educational school	95	0.0	0.0	0.0	95	1
High Co-educational school	4	0.0	0.0	0.0	4	4
Secondary girls school	19	0.0	0.0	0.0	19	2
High girls school	1	0.0	0.0	0.0	1	2
Total	141	1	1	1	144	3

Table 4.18: Type of Schools by Number of Students Benefited Under By cycle scheme

Type of school	Number of Students Benefited				Total Number of Schools	Average No. of Students Benefited
	Up 10	11-20	21-50	More than 51		
Primary Co-educational school	76	13	4	94	25	3
Secondary Co-educational school	0	4	0	4	95	10
High Co-educational school	19	0	0	19	4	5
Secondary girls school	1	0	0	1	19	3
High girls school	96	17	4	118	1	2
Total	121	18	4	1	144	5

Table 4.16 to 4.20 reveals that more number of students were found benefited under free uniform scheme (on an average 22 per school) followed by scholarship scheme (on an average 7 per school) and bicycle scheme (on an average 5 per school).

Table 4.19: Type of Schools by Number of Students Benefited Under Free Uniform Scheme

Type of school	Number of Students Benefited by Uniform Scheme				Total Number of Schools	Average No. of Students Benefited
	Up 50	51-100	101-150	More than 151		
Primary Co-educational school	17	6	2	1	25	23
Secondary Co-educational school	85	3	6	0	95	2
High Co-educational school	3	0	0	1	4	22
Secondary girls school	15	3	1	0	19	22
High girls school	1	0	0	0	1	2
Total	121	12	9	2	144	22

Table 4.20: Type of Schools by Number of Students Benefited Under Hostel Facility

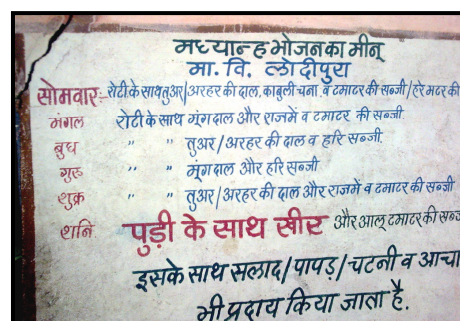
Type of school	Number of Students Benefited by Hostel facility			Total Number of Schools	Average No. of Students Benefited
	Up 50	51-75	76-100		
Primary Co-educational school	25	1	0	25	0
Secondary Co-educational school	94	0	0	95	0
High Co-educational school	4	0	0	4	1
Secondary girls school	19	0	0	19	0
High girls school	1	0	0	1	0
Total	143	1	0	144	1

Table 4.21: Type of Schools by Number of Students Benefited Under Scholarship Scheme

Type of school	Number of Students Benefited in scholarship scheme (N)					Average No. of Students Benefited
	Up 20	21-50	51-100	More than 101	Total Number of Schools	
Primary Co-educational school	15	7	2	2	25	3
Secondary Co-educational school	93	0	1	0	95	2
High Co-educational school	4	0	0	0	4	9
Secondary girls school	19	0	0	0	19	5
High girls school	1	0	0	0	1	4
Total	132	7	3	2	144	7

(iv) Perception of Stakeholders about the Education Schemes

During the one-to-one interactions, stakeholders were asked about their perception regarding timely distribution of the benefits, and most of the stakeholders perceived that the benefits are provided timely. However, few opined that the facilities are not being provided timely. Further, about 31percent PRIs were not able to provide their comments (Table 4.21).

**Table 4.22: Perception of Stakeholders on Timely Distribution of Benefits under the Schemes**

Benefits provided Timely?	Teachers			PRIs			PTAs		
	Yes	No	D/K	Yes	No	D/K	Yes	No	D/K
Uniform	97.9	2.1	0	69.1	0.0	30.9	97.8	0.7	1.5
Mid-day meal	100.0	0.0	0	69.1	0.0	30.9	95.5	1.5	3.0
Books	97.9	2.1	0	65.9	3.3	30.9	94.1	3.7	2.2
Scholarship	97.9	2.1	0	68.3	0.8	30.9	94.1	2.2	3.7
D/K – Don't Know									

Further, the stakeholders were asked about their level of satisfaction regarding the facilities being provided to the girl children under the scheme and satisfaction level was recorded in three point scale – Very satisfied, Somewhat satisfied, and Not satisfied. Table 4.22 provides information about satisfaction level of the PRI members regarding the facilities provided, more than half of them were found to be satisfied with facilities; uniform (57.7 percent), mid-day meal (52.8 percent) and scholarships (53.7 percent). However, only 27 percent are satisfied with the books provided by the schools. About one-third failed to provide their views on this aspect.

Table 4.23: Satisfaction of PRIs on the Facilities provided to Girl Child

Parameters	Uniform	Mid-day meal	Books	Scholarship
Very satisfied	57.7	52.8	26.8	53.7
Somewhat satisfied	11.4	9.8	35.8	8.1
Don't know	30.9	37.4	37.4	38.2
Total	100.0	100.0	100.0	100.0

Table 4.23 provides information about satisfaction level of PTAs contacted, regarding the facilities provided. About three-fifth of them were found very satisfied with the uniforms provided by the school, followed by 31 percent who were very satisfied with scholarship and books each, and 30 percent with the mid day meal provided. About three-fifth have not provided their views regarding mid-day meal, books and scholarship.

Table 4.24: Satisfaction of PTAs on the Facilities Provided to Girl Child

Parameters	Uniform	Mid-day meal	Books	Scholarship
Very satisfied	69.6	30.4	31.1	31.1
Somewhat satisfied	12.6	8.1	8.9	8.1
Not satisfied	15.6	1.5	0	0
Don't know	2.2	60.0	60.0	60.7
Total	100.0	100.0	100.0	100.0

Table 4.24 provides information about teachers' satisfaction level regarding the facilities provided, which reveals that most of the teachers were found somewhat satisfied with the facilities provided to the girl children for continuing education.

Table 4.25: Satisfaction of Teachers on the Facilities provided to Girl Child

Parameters	Uniform	Mid-day meal	Books	Scholarship
Very satisfied	0.0	0.0	0.0	0.0
Somewhat satisfied	97.2	97.2	97.2	97.2
Not satisfied	2.8	2.8	2.8	2.8
Total	100.0	100.0	100.0	100.0

4.5 Status of Enrolment in Rural Schools as Per Data Collected from Schools

As discussed above in sampling criteria, tribal domination was also a criterion for selection of samples and more number of villages has been selected from tribal districts. According to this criteria tribal district are Barwani, West Nimar, Sidhi, Jabalpur, Katni, Sheopur and Betul where female Schedule Tribe population is more than 25percent. Further, non tribal districts are Raisen, Guna, Narsimhapur, Rewa, Sehore, Neemuch, Vidisha, Tikamgarh, Rajgarh, Mandsaur, and Bhind. Data presented in the following section will be categorised as per tribal and non tribal districts.

Table 4.26 shows number of students enrolled in the schools contacted during primary research.

Table 4.26: Students Enrolled in the Rural Schools Surveyed During Primary Research (2008-09)

Category	Primary School					Middle School			High School	
	Class →					VI	VII	VIII	IX	X
	I	II	III	IV	V					
SC										
Boys	43	58	53	55	59	410	299	282	113	74
Girls	72	82	71	84	59	402	275	210	65	49
ST	0	0	0	0	0	0	0	0	0	6
Boys	78	100	56	65	49	605	415	295	77	27
Girls	86	99	87	60	64	576	394	284	49	16
OBC	0	0	0	0	0	215	185	135	45	20
Boys	118	129	117	81	69	1029	734	612	247	129
Girls	155	170	181	147	119	1028	831	642	272	188
General	0	0	0	0	0	124	100	87	23	33
Boys	9	13	18	7	22	313	246	210	126	94
Girls	20	39	31	10	26	253	222	205	30	32
Total										
Boys	248	300	244	208	199	2357	1694	1399	563	324
Girls	333	390	370	301	268	2259	1722	1341	416	285
Grand Total	581	690	614	509	467	4616	3416	2740	979	609

As discussed earlier, during the primary research the schools that were contacted comprise 79 percent Secondary Co-educational School (both girls or co-educational) followed by 17 percent primary schools and less than one percent high schools.

The tables presented below provide number of girl child enrolled among the total students at different levels in tribal and non tribal districts (Table 4.27 & 4.28).

Table 4.27: Students Enrolled in the Rural Schools surveyed during Primary Research in Tribal Dominated Districts (2008-09)

Category	Primary School					Middle School			High School	
	Class →									
	I	II	III	IV	V	VI	VII	VIII	IX	X
SC										
Boys	14	25	25	30	25	168	97	109	38	39
Girls	30	32	22	22	23	93	36	48	56	45
ST										
Boys	45	74	40	53	31	438	283	194	40	19
Girls	48	66	48	41	42	378	249	154	47	16
OBC										
Boys	47	46	50	35	36	511	347	264	135	70
Girls	39	46	41	40	37	357	296	180	242	173
General										
Boys	4	4	4	5	1	49	45	48	39	26
Girls	0	8	6	3	3	42	23	41	23	23
Total										
Boys	110	149	119	123	93	1166	772	615	252	154
Girls	117	152	117	106	105	870	604	423	368	257
Grand Total	227	301	236	229	198	2036	1376	1038	620	411

Table 4.28: Students Enrolled in the Rural Schools surveyed during Primary Research in Non Tribal Districts (2008-09)

Category	Primary School					Middle School			High School	
	Class →									
	I	II	III	IV	V	VI	VII	VIII	IX	X
SC										
Boys	29	33	28	25	34	242	202	173	75	35
Girls	42	50	49	62	36	309	239	162	9	4
ST										
Boys	33	26	16	12	18	167	132	101	37	8
Girls	38	33	39	19	22	198	145	130	2	0
OBC										
Boys	71	83	67	46	33	518	387	348	112	59
Girls	116	124	140	107	82	671	535	462	30	15
General										
Boys	5	9	14	2	21	264	201	162	87	68
Girls	20	31	25	7	23	211	199	164	7	9
Total										
Boys	138	151	125	85	106	1191	922	784	311	170
Girls	216	238	253	195	163	1389	1118	918	48	28
Grand Total	354	389	378	280	269	2580	2040	1702	359	198

5 STATUS OF ENROLMENT & RETENTION OF GIRL CHILD

This section provides information about the education status of child up to the age of 16 years.

5.1 Status of Education of Population Up To 16 Years

Table 5.1 provides information about the educational status of the population upto 16 years. It was analysed that about 74percent (73.6 percent female and 73.3 percent male) of population of age group upto 16 years is going to school followed by 20 percent having never gone to school and 7 percent dropouts(8.4 percent female and 5.0 percent male).

Table 5.1: Education Status of the Population of age group of upto 16 years

Particulars	Male up to 16 Years		Female up to 16 Years		Total up to 16 Years	
	N	percent	N	percent	N	percent
Never gone to school	2177562	21.7	1721280	17.9	3898842	19.8
Going to school	7370268	73.3	7072739	73.6	14443007	73.5
Dropouts	503741	5.0	809831	8.4	1313572	6.7
Total	10051571	100.0	9603850	100	19655421	100

Table 5.2 provides information about the gross enrolment rate (GER) of students up to the age of 16 in rural Madhya Pradesh, for calculating GER we have followed the method suggested by the Ministry of Human Development. In this method we have categorised the students into three, class I to V as first category, Class VI to X as second and Class XI as third. The GER for students studying in category I has been calculated by dividing the total number of students studying in these classes with the total number of children at the age of 6 to 11 years and multiplying the result by 100.

$$\text{Gross Enrolment Rate (GER)} = \frac{\text{Total enrolment in Grades I-V}}{\text{Total Population of age 6-11 years}} \times 100$$

Total Population of age 6-11 years

Similarly, age 12 to 15 years has been considered for students studying in Class VI to X and 16 years has been considered for students studying in Class XI.

In general GER in category II i.e. Class VI to X (98.1percent) is found best among other three categories however, a sharp decline in GER has been noticed in category III i.e. Class XI. Looking at gender wise difference, GER is better in females as compared to their counterparts (males) in category I (class I to V) but declines sharply in category II may be because to sibling pressure. SSA has reported similar trends in female GER rates in Upper Primary Levels (Male 96.1percent and Female 94.4percent) (*refer table 3.13 of this report*)

While looking at analysis of GER in different social class, Other Backward Class students are found better than other social groups in Class I to V (101.1percent) and Class VI to X (102.9percent) but decreases sharply in Class XI (22.6percent) (Table 5.2).

Table 5.2: Gross Enrolment Rate in Rural Madhya Pradesh

Caste	Class I to V (in percent)			Class VI to X (in percent)			Class XI (in percent)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
General Caste	97.6	98.63	98.1	101.1	94.7	97.9	24.9	27.7	26.1
Other Backward Caste	100.5	101.63	101.1	106.2	99.5	102.9	21.5	24.0	22.6
Schedule caste	93.7	94.68	94.2	98.7	92.4	95.6	23.1	25.7	24.3
Schedule tribe	98.1	99.14	98.6	98.4	92.2	95.3	22.9	25.5	24.1
Total	97.4	98.4	97.9	101.3	94.9	98.1	23.1	25.7	24.3

** Percent may exceed 100 percent because 2001 census is the base period.*

Table 5.3 provides information about the net enrolment rate (NER) of students up to the age of 16 in rural Madhya Pradesh, for calculating NER also we have followed the method suggested by the Ministry of Human Development. In this method we have categorised the students into three, class I to V as first category, Class VI to X as second and Class XI as third. The NER for students studying in Category I has been calculated by dividing the total number of students studying in these classes (I to V) and in the age group of 6 to 11 with the total number of children at the age of 6 to 11 years and multiplying the result by 100.

Net Enrolment Rate (NER) = $\frac{\text{Total enrolment in Grades I-V and aged 6 to 11 Years}}{\text{Total Population of age 6-11 yeras}} \times 100$

Total Population of age 6-11 yeras

Similarly, age 12 to 15 yaers has been considered for students studying in Class VI to X and 16 years has been considered for students studying in Class XI.

In general NER in category I i.e. Class I to V (81.6percent) is found best among other three categories however, a sharp decline in GER has been noticed in category III i.e. Class XI (21.1percent). Looking at gender wise difference, NER is better in males as compared to their counterparts (females) in all the three categorioes. While looking at analysis of NER in different social class, Schedule Caste students are found slightly better than other social groups in Class I to V (84.8percent) and Class VI to X (67.5percent) but decreases sharply in Class XI (21.1percent) (Table 5.3).

Table 5.3: Net Enrolment Rate in Rural Madhya Pradesh

Caste	Class I to V			Class VI to X			Class XI		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
General Caste	81.9	81.00	81.4	63.8	68.1	65.9	20.6	18.5	19.6
Other Backward Caste	79.5	79.89	79.0	60.7	64.8	62.7	23.8	21.4	22.6
Schedule caste	85.3	79.89	84.8	65.4	69.8	67.5	22.2	19.9	21.1
Schedule tribe	81.5	79.89	81.0	65.5	70.0	67.7	22.3	20.0	21.3
Total	82.0	63.7	81.6	81.2	68.0	65.8	22.2	19.9	21.1

Table 5.4 provides information about the Drop out rates of students up to the age of 16 in rural Madhya Pradesh, for calculating Drop out rates also we have followed the method suggested by the Ministry of Human Development. In this method we have calculated grade wise drop outs from class V onwards. The drop out rate has been calculated by dividing student dropped out in respective grade G in year T by the total number of students enrolled the same grade G-5 in the year T

$$\text{Drop out Rate} = \frac{\text{Total students dropped out in Grade G in the year T}}{\text{Total Students enrolled in Grade G-5 in the year T}} \times 100$$

Total Students enrolled in Grade G-5 in the year T

The retention rate has been calculated by subtracting Drop out Rate by 100.

In general the drop out rate has found developed direct relation with the grade so it is gradually increasing with increase of grade from Class V onwards up to Class IX. Looking at gender wise difference, the frequency of drop out is more in girls as compared to their male counterparts in almost all the respective grades. However, no such case difference has been noticed in the table 5.6.

Table 5.5 is showing similar result as table 5.4 for retention rate.

Table 5.4: Drop out Rate in Rural Madhya Pradesh (in percent)

Caste	Class V			Class VI			Class VII			Class VIII			Class IX		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
General Caste	1.53	1.30	1.44	2.90	2.74	2.84	4.18	3.52	3.92	5.68	5.31	4.70	6.61	5.40	6.15
Other Backward Caste	1.53	1.53	1.53	2.90	3.22	3.01	4.18	4.14	4.16	5.68	5.62	5.52	6.61	6.34	6.52
Schedule caste	1.53	1.53	1.53	2.90	3.22	3.01	4.18	4.14	4.16	5.68	5.63	5.52	6.61	6.34	6.52
Schedule tribe	1.53	1.80	1.61	2.90	3.77	3.16	4.18	4.86	4.39	5.68	5.92	6.48	6.61	7.44	6.86
Total	1.53	1.52	1.53	2.90	2.87	2.93	4.18	4.12	4.25	5.68	5.49	5.87	6.61	6.31	6.93

Table 5.5: Retention Rate in Rural Madhya Pradesh (in percent)

Caste	Class V			Class VI			Class VII			Class VIII			Class IX		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
General Caste	98.47	98.70	98.56	97.10	97.26	97.16	95.82	96.48	96.08	94.32	95.30	94.69	93.39	94.60	93.85
Other Backward Caste	98.47	98.47	98.47	97.10	96.78	96.99	95.82	95.86	95.84	94.32	94.48	94.38	93.39	93.66	93.48
Schedule caste	98.47	98.47	98.47	97.10	96.78	96.99	95.82	95.86	95.84	94.32	94.48	94.37	93.39	93.66	93.48
Schedule tribe	98.47	98.20	98.39	97.10	96.23	96.84	95.82	95.14	95.61	94.32	93.52	94.08	93.39	92.56	93.14
Total	98.47	98.48	98.47	97.10	97.13	97.07	95.82	95.88	95.75	94.32	94.51	94.13	93.39	93.69	93.07

During our primary research we have collected details of the status of education of girls up to the age of 16 from each and every sampled household. The girls have been categorised into– girls who have never gone to school, girls who are going to school, and girls who are drop outs from school. Analysis of the data shows that about 57 percent of the households contacted have girls who are going to school followed by about 14 percent who had never gone to school and about 8 percent drop outs (Table 5.6).

Table 5.6: Status of Education of Girls in Households

Number of Girls available in the Household	Status of Education of Girls (up to 16 years) in selected Households					
	Girls never gone to any school		Girls who go to school		Girls who are school drop-outs	
	n	percent	n	percent	N	percent
Households which do not have girl child in this category	7762550	86.2	3865592	42.9	8292467	92.1
Households which have girl child in this category	1240415	13.8	5137373	57.1	710498	7.9
Total	9002965	100.0	9002965	100.0	9002965	100.0

Table 5.7 shows details of households having different categories (girls who have never gone to school, girls who are going to school, and girls who are drop outs from school), this shows about 68 percent of the households whose girl child have never gone to school belong to the category of only one girl child. Further, about 87 percent of the households who have girls drop out cases fall in the household category having only one girl child.

Table 5.7: Status of Education of Girls in Different Category in Households

Number of Girls available in the Household	Status of Education of Girls (up to 16 years) in selected Households					
	Girls never gone to any school		Girls who go to school		Girls who are school drop-outs	
	n	percent	n	percent	N	percent
Households with one Girl Child	839487	67.7	3535019	68.8	617289	86.9
Households with Two Girls	323314	26.1	1285342	25.0	87085	12.3
Households with Three Girls	75290	6.1	302911	5.9	6124	.9
Households with Four Girls	2323	0.2	12197	0.2	0.0	0.0
Households with Five Girls	0.0	0.0	1903	0.04	0.0	0.0
Total	1240415	100.0	5137372	100.0	710498	7.9
Mean	0.19		0.79		0.09	
S.D.	0.529		0.822		0.324	

Table 5.8 reveals that the more than 70 percent of the educated mothers are sending their girls to school however, only 58 percent of the illiterate mothers are sending their girls to school. Thus, education of mother seems to play a very important role in education of their girls.

Table 5.8: Parents Education in Respect to Girls Educational Status at School

Education Levels	Father			Mother		
	Never Gone To school	Going to school	Drop outs	Never Gone To school	Going to school	Drop outs
Illiterate	26.6	58.0	15.3	18.6	70.9	10.5
Primary	18.8	70.8	10.4	15.0	78.7	6.3
Secondary	12.9	78.4	8.8	11.1	77.5	11.3
Higher Secondary	12.5	79.8	7.7	9.3	84.1	6.6
Graduate	19.6	72.3	8.1	15.3	74.0	10.7
Post Graduate	11.0	85.3	3.8	34.5	65.5	0.0
Total	1240415	5137373	710498	1240415	5137373	710498

5.2 Response of Households Whose Girls have never gone to School

5.2.1 Reasons for not sending Girls to School

The parents of girl children who had never gone to school were asked the reasons for not sending their daughters to the school. The most common response was sibling care reported by 27.6 percent of the respondents, followed by unawareness about the importance of education (25.2 percent) and 16.2 percent girls are below school going age. About 9 percent of the parents did not want to comment on this matter (Table 5.8).

Table 5.9: Reasons for not sending Girls to school (never gone to school) (percent)

Responses	General Caste	Schedule caste	Schedule tribe	Total
Unawareness	51.8	17.7	16.5	14.1
Social pressure	6.4	1.5	0.7	2.0
Poverty	7.3	1.8	3.0	4.9
Household chores	0.9	2.1	2.2	3.6
Distance of school	2.3	1.1	1.2	3.2
Attitude of teacher	1.1	0.8	3.1	0.9
Childs some health related problem	2.9	2.0	1.3	1.7
Sibling care	58.7	46.2	47.6	41.4
Do not want to comment	20.9	3.2	3.0	2.3
No interest	14.3	3.7	6.6	8.3
Migration	2.6	0.6	0.4	0.4
Below School Going age	30.9	19.2	14.3	17.1
Total Number	1141894	241122	338261	1721277

Parents whose daughters have never gone to school were further probed about the Educational awareness programs being launched by the Government and non government organisations. About 94 percent of the parents were found to be unaware of any such programme, while only 6 percent were found to be aware.

The parents who had information of such awareness programmes were further asked about the frequency of such programmes being conducted in the community. It was revealed that slightly more than two-fifth (42.2percent) reported that awareness programmes are being organised six monthly in their area followed by 28 percent of parents reported quarterly, while balance reported about annual programs (Table 5.9).

Table 5.10: Educational Awareness Programmes held in villages

Particulars	N	percent
Is there any awareness programme being organised by government or non government organisation dealing importance of girls' education?		
Yes	82621	5.7
No	1611115	93.6
Don't know	27540	1.6
Total	1721277	100.0
If yes, frequency of such programmes?		
Monthly	3966	4.8
Quarterly	23382	28.3
Six-monthly	34866	42.2
Yearly	17020	20.6
Bi-yearly	3387	4.1
Total	82621	100.0

Our study team was able to interact with 95 percent girls who had never gone to school, while others were either not available at home or not allowed by their parents to talk to the study team. Girls who had never gone to school were asked about their willingness regarding going to school, and 90 percent of them said that they wanted to go to school, while 10 percent were not interested to go to school. There is no such significance influence of household economic status on girl willingness for attending school.

The girls were further asked about the reason for such statement to which a majority of the girls who wanted to go to school said that 'they want to study'. However, for those "who do not want to go to school" stated that 'they have no such interest in studies' (Table 5.10).

Table 5.11: Willingness of Girls to go to School with Different Income levels (never gone to school)

Household Income	Don't Know	Yes	No	Total	
				N	Percent
Upto Rs.1000	0.4	91.2	8.4	39.2	645561
Rs. 1001-5000	0.4	89.3	10.2	51.7	850913
Rs. 5001-10000	0.3	91.5	8.3	7.2	118738
Rs. 10001-15000	0.0	96.1	3.9	1.5	25392
Rs. 15000+	0.0	89.8	10.2	0.4	5906
Total (percent)	0.4	90.3	9.3	100.0	
Total (N)	6639	1487019	152852		1646510

5.3 Response of Households Whose Girls are Going to School

5.3.1 School Going Girl Child

Parents whose daughters are going to school were further asked about the status of their education and these are presented in this section.

Table 5.11 reveals that almost all the girls (98.1percent) who are going to school are perusing education by regular schooling. Further, bridgecourses and irregular schooling is more common among Schedule caste and Schedule tribe as compare to general caste.

Although statistics reveal very few girls perusing education by informal schooling but during primary research we found that Non-Residential bridge courses are very useful for working children. For example, in Shahpura block which has tribal household and are engaged in stone crusher industries. The Children also work with them in these industries. We have seen a Non Residential bridge course in Shilpi Nagar in this Block having 84 children enrolled in the camp. And we were told by the head of the bridge course that in the previous batch, 12 students of 11 years age had passed primary certificate examination successfully after three months of course.

Table 5.12: Type of Schooling being pursued by Girl Child Going to School (in percent)

Type of Schooling	Regular schooling	Irregular schooling	Bridge Courses	Total	
	percent	percent	percent	N	percent
General Caste	27.6	25.4	6.8	1947412	27.5
Other Backward Caste	26.7	17.0	10.3	1878665	26.6
Schedule caste	27.1	31.2	41.5	1925541	27.2
Schedule tribe	16.7	24.2	30.2	1193391	16.9
Other (Specify)	1.8	2.2	11.2	127731	1.8
Total (N)	6950290	116339	6111	7072740	100.0

Parents were further asked about the age of girls when they were admitted to school; they were mostly in the age group 5-6 years. Slightly more than two fifth (42.8percent) of the girls were admitted in the age of five, followed by 37.4 percent of the girls who were admitted when their age was six (Table 5.12).

Table 5.13: Age of Girls at the Time of Admission (Girls going to school)

Age at the time of admission	Numbers	percent
3	227581	3.2
4	396223	5.6
5	3027575	42.8
6	2644488	37.4
7	371246	5.2
8	134665	1.9
9	47092	0.7
10	223869	3.2
Total	7072739	100.0

The parents of girl children who have been going to school were asked about the years of schooling. It was found that about 17 percent have been going to school since 2 years followed by 13 percent who have been perusing education since five years, 12 percent each since one year and three years. Only 10 percent have been perusing education for more than eight years (Table 5.13).

Table 5.14: Years of Schooling of Girl Child

Year of Schooling	Numbers	percent
0	35364	.5
1	813365	11.5
2	1188220	16.8
3	806292	11.4
4	714347	10.1
5	912383	12.9
6	657765	9.3
7	622401	8.8
8	587037	8.3
9	353637	5.0
10	240473	3.4
11	141455	2.0
Total	7072739	100.0

The Table 5.14 shows that more than 90 percent of the schools contacted have appropriate school timing (99.2percent), classrooms (96.3 percent), drinking water (96.5percent), seating arrangement (96.1percent), and teachers (94.2percent). However, slightly more than two-third of the schools has appropriate teacher student ratio (66.0percent). The availability of other facilities like, separate toilet for girls in co-educational schools (30.2percent), electricity (48.2percent) and library (3.4percent) is further low.

Table 5.15: Facilities at School

Facilities at School	Availability		
	Yes	No	D/K
Class Rooms	96.5	3.4	0.1
Drinking water	96.5	3.4	0.1
Appropriate school timing	99.2	0.7	0.0
Teachers in adequate Number	94.2	5.8	0.0
Appropriate teacher student ratio	66.0	21.5	12.5
Sitting arrangement	96.1	3.8	0.1
Open space/ playground	96.5	3.4	0.1
Separate toilet if studying in co-educational school	30.2	69.8	0.0
Availability of Library books	3.4	96.5	0.1
Electricity	48.2	51.8	0.0
Health Check up	59.3	40.7	0.0
Total	7072739		

Further, the parents were asked about the condition of the facilities at school and its level was recorded in three point scale – good, fair and poor. Table 5.15 provides information about the condition of facilities at school. 80percent of parents have rated the condition of class rooms, their seating arrangements and open space under good category. Further, about 60 percent have rated good for the involvement of teachers in education. Only 40 percent have rated the condition of separate toilets in co-educational toilets as good.

Table 5.16: Condition of Facilities in Schools as rated by Patents

Condition of Facilities	Parents perception of each facility (in percent)		
	Good	Fair	Poor
Class Rooms	80.6	18.0	1.4
Drinking water	0.1	77.4	22.6
Involvement of Teachers	59.9	35.6	4.5
Appropriate teacher student ratio	0.0	53.9	46.1
Sitting Arrangement	80.6	18.0	1.4
Open space/ playground	80.6	18.0	1.4
Separate toilet in co-educational school	40.0	23.3	36.7
Total	7072739		

The respondent's awareness of health checkups in schools has been assessed. About 38 percent mentioned that it is being done once in two years or so, followed by 30 percent who mentioned that it is being done once in a year (Table 5.16)

Table 5.17: Frequency of Health Checkups in Schools

Frequency of health checkups	Number	percent
Monthly	21218	.3
Quarterly	381928	5.4
Six monthly	671910	9.5
Yearly	2107676	29.8
Done once in a two years	2694714	38.1
Don't know	1195293	16.9
Total	7072739	100.0

The respondents were further asked about the facilities provided by the school to their girls for continuing education, as high as 91percent of the parents confirmed that Books are being provided by the school followed by School Uniform (88 percent) and Mid day meal (84.4 percent). However, a significant proportion of parents has reported that these facilities are not been provided to their wards from the school authority (Table 5.17)

Table 5.18: Facilities Provided by School for Continuing Education

Facilities at School	Availability						Total (N) N
	Yes		No		D/K		
	N	Percent	N	Percent	N	Percent	
School Uniform	6252302	88.4	770929	10.9	49509	0.7	7072739
Mid day meal	5969393	84.4	1060911	15.0	42436	0.6	7072739
Books	6457412	91.3	579965	8.2	28291	0.4	7072739

Parents were further asked about the amount they are spending on School Uniform, Books and School fee. A total 782734 parents reported that they are spending about Rs. 16,83,83,922/- on purchase of books including notebooks and copies thus, spending a average of Rs.215 on each student on annual basis (table 5.18).

Table 5.19: Amount spent by the parents of girl child going to school on Books

Household Income	Amount spent by the parents on Books (in %) Annually						Total
	Up to 50	51-100	101-200	201-300	301-500	More than 500	
>Rs 1000	36.7	35.1	32.6	34.0	34.2	31.8	33.8
Rs1001-5000	57.4	58.9	60.2	56.6	58.4	53.2	58.2
Rs5001-10000	5.6	5.0	6.0	5.6	5.4	13.4	6.3
Rs10001-15000	0.2	0.6	1.0	2.7	0.9	1.1	1.1
15001<	0.0	0.3	0.3	1.0	1.1	0.5	0.6
Total Response available in N	69237	277318	195002	103727	43514	93937	782734
Total %	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Similarly, 337281 Parents were reported that they are spending about Rs. 9,06,60,071/- on purchase of schools books thus, spending a average of Rs.269 on each student on annual basis (table 5.19).

Table 5.20: Amount spent by the parents of girl child going to school on Uniform

Household Income	Amount spent by the parents in Uniform (in %) Annually						Total
	Up to 50	51-100	101-200	201-300	301-500	More than 500	
>Rs 1000	50.4	52.9	32.6	29.6	24.7	27.2	35.6
Rs1001-5000	42.5	38.6	53.9	58.0	61.6	52.1	52.2
Rs5001-10000	1.0	2.3	4.1	6.4	8.6	14.2	5.4
Rs10001-15000	0.0	0.1	1.6	1.2	1.4	1.1	1.0
15001<	6.2	6.2	7.8	4.7	3.6	5.3	5.8
Total Response available in N	150	56742	121764	82515	24690	51420	337281
Total %	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Similarly, 581597 Parents were reported that they are spending about Rs. 9,84,70,554/- on School fee thus, spending a average of Rs.169 on each student on annual basis. While asking about school fee we were informed by the parents that the school charges some money as examination fee (table 5.20).

Table 5.21: Amount spent by the parents of girl child going to school on Fee.

Household Income	Amount spent by the parents in Fee (in %) Annually						Total
	Up to 50	51-100	101-200	201-300	301-500	More than 500	
>Rs 1000	39.5	43.3	42.9	38.8	33.1	33.7	40.5
Rs1001-5000	51.8	50.2	49.6	59.1	61.2	54.1	52.2
Rs5001-10000	7.1	4.9	6.1	1.6	4.4	10.3	5.8
Rs10001-15000	1.2	1.0	1.0	0.5	0.3	1.5	1.0
15001<	0.4	0.7	0.3	0.1	0.9	0.4	0.5
Total Response available in N	215844	166932	98572	33296	12094	54859	581597
Total %	100.00	100.00	100.00	100.00	100.00	100.00	100.00

While visiting the households our study team also asked the parents about use of teaching aid facilities like map, charts, globe and reference books in their daughter's school, about 56 percent reported use of such aids, however about 42 percent told us that they have never heard about use of such facilities from their daughter (Table 5.21).

Table 5.22: Use of Teaching Aid Facility in Schools

Teaching Aid Facility	Number	Percent
Yes	3960734	56.0
No	2956405	41.8
Don't Know	155600	2.2
Total	7072739	100

While interacting with the parents, it was found that 95 percent of the parents felt that teachers in the nearby school were present regularly in the school (Table 5.22).

Table 5.23: Regularity of Teachers

Did Teacher is regular to school	Number	percent
Yes	6740320	95.3
No	240473	3.4
Don't Know	91946	1.3
Total	7072739	100

Respondents were asked to provide their perception on the present education system, more than half of them find it good and no change required irrespective of their own education except graduates. Graduates feel that the present education has lot of scope of improvement and it could be reframed (Table 5.23)

Table 5.24: Perception of Respondents on Education System

Education Status of Respondents	Perception about the Education System (%)			Total (N)
	Good no changes required	Fair but many problems are their	Poor it needs to be reframed	
Illiterate	54.9	38.4	6.7	1739060
Primary	59.8	34.1	6.2	799244
Secondary	51.1	41.8	7.1	705783
Higher Secondary	55.9	38.5	5.5	423551
Graduate	49.8	44.1	6.1	63563
Total	2061766	1426457	242978	3731201

During conversation with the parents our study team tried to know whether parents would like to send their daughters to school if their will be no facilitation and motivation from the Government or other organisation, it was very interesting to note that about 90 percent of parents said that they will continue sending their daughters irrespective of caste, even if there is no motivation (Table 5.24)

Table 5.25: Would Parents Send Daughters to School if there were no motivation

Particulars	Yes	No	Don't Know	Number	percent
General Caste	90.1	8.6	1.3	1541790	100.0
Other Backward Caste	90.5	7.4	2.1	1681473	100.0
Schedule caste	89.3	8.8	1.9	1703907	100.0
Schedule tribe	90.5	8.1	1.4	1060187	100.0
Total	90.0	8.3	1.7		100.0
Total provided response	5489926	505182	106442	6101550	

5.4 Response of Households Whose Girls are drop-out

5.4.1 Age of Girls at the Time of Admission

Parents whose girls were drop outs were asked about the age of girls when they were admitted to school, they were mostly in the age group 5-6 years. As high as four fifth (80.5percent) of the girls were admitted in the age of six, followed by 14 percent of the girls who were admitted when their age was five (Table 5.25).

Table 5.26: Age of Girls at the Time of Admission

Age at the time of admission	Numbers	percent
3	1620	.2
4	3239	.4
5	116616	14.4
6	651104	80.5
7	36442	4.5
8	0	.0
10	0	.0
11	810	.1
Total	809831	100.0

5.4.2 Level of schooling

Parents whose daughters are not going to school were further asked about the status of their education and these are presented in this section. Table 5.26 reveals that almost all the girls (94.8percent) who are dropouts were pursuing education at primary level and dropout rate is increasing with decrease in household income.

Table 5.27: Level of Schooling being pursued by drop-out girls

Particulars	Primary		Middle		High		Total
	N	%	N	%	N	%	
Upto Rs.1000	298127	96.2	11868	3.8	68	0.0	310063
Rs. 1001-5000	379264	93.6	23799	5.5	1994	0.2	405057
Rs. 5001-10000	67983	95.2	3445	4.8	0	0.0	71428
Rs. 10001-15000	20041	98.1	395	1.9	0	0.0	20436
Rs. 15000+	2406	84.5	441	15.5	0	0.0	2847
Total	767821	94.8	39948	4.8	2062	0.3	809831

5.4.3 Causes of Drop Out

During our interaction with various stakeholders, especially girl children during FGDs, we came across a few reasons, which were found to be main reasons enhancing the drop out rates (Table 5.27). The reasons are as follows:

- Sibling Care and Household Chores (60.2percent)
- Weak Financial condition and Earning for the household, such as daily wage labour work (20.2percent)
- Migration (2.2percent)
- Social and gender discrimination due to which parents are reluctant to educate children (2.8percent)
- Poor condition of school infrastructure, such as unavailability of separate toilet for girls even in co-educational Middle & High schools. We have also seen that toilets have been locked during the school working hours (0.1percent)
- Lack of attention due to absence of teachers in schools(0.4percent)



Table 5.28: Causes of Drop Outs

Causes of Drop outs	General Caste	Schedule caste	Schedule tribe	Total
Insufficient achievement or failed in exams	2.2	4.3	3.7	2.8
Social reason	2.9	2.3	3.2	2.8
Cultural reason	1.9	1.2	0.5	1.5
System does not suits for sending girls to school, may be in	0.9	2.0	1.1	1.1
Distance of school	6.5	6.4	8.2	6.7
Lack of facilities at school like separate toilet for girls	0.1	0.2	0.0	0.1
Attitude of teacher towards the students	0.4	0.0	0.7	0.4
Family pressure	1.8	0.8	1.0	1.5
Individuals any problem, lack of motivation	0.4	0.4	0.6	0.4
Financial reason	19.2	24.4	19.8	20.2
They are needed at home for household chores or sibling care	61.4	56.9	58.8	60.2
They are earning for the family	2.4	1.1	2.4	2.2
Total	550197	137120	122514	809831

5.4.4 Awareness Regarding Girls Education Promotion Schemes

The parents of drop-out girl child were probed about their awareness of the programmes being conducted for promoting girl education in their area. Table 5.28 details the awareness of parents of drop outs regarding the ongoing educational schemes in the state. It was interesting to report that as high as 88 percent of the parents whose girls are drop out were found to be aware of educational schemes being run by government organisations.

Table 5.29: Awareness of Educational Programmes and Schemes

Are you aware of Education promotion schemes being conducted for facilitating Girl child education	Numbers	Percent
Yes, Aware	709412	87.6
No, Not aware	100419	12.4
Total	809831	100.0

The parents who were found to be aware of the schemes and programmes were further asked about the frequency of these programmes in their area and almost all of them responded that these programmes are being conducted on annual basis (Table 5.29)

Table 5.30: Frequency of Awareness Programmes

Frequency of Awareness Programs	Numbers	percent
Quarterly	709	0.1
Six monthly	1419	0.2
Yearly	707284	99.8
Total	709412	100.0

5.4.5 Willingness to continue Studies

During our visit we tried to contact the girls, who are drop outs and asked them their willingness to continue education, we were shocked to know that slightly less than three fifth (56.2percent) of the girls do not want to continue their schooling, followed by 27 percent who want to continue their studies. The remaining 16 percent girls had not answered this question. Looking at cast wise difference we could conclude that about half of the dropouts of general caste do not want to continue their studies (Table 5.30)

Table 5.31: Willingness to Continue Studies

Case Category	Do you want to continue studies?						
	Yes		No		Don't know		Total
	N	percent	N	percent	N	percent	N
General Caste	77118	24.3	188708	59.5	51414	16.2	317240
Other Backward Caste	60746	33.2	97549	53.3	24554	13.4	182849
Schedule caste	37923	28.2	71542	53.3	24777	18.5	134242

Schedule tribe	30266	25.1	66780	55.4	23418	19.4	120464
Total (available response)	206053	27.3	424579	56.3	124163	16.4	754795

The girls who wanted to continue studies were asked for the reason behind this, about 33 percent said that studies would provide them better life style followed by 29 percent who want to be engaged in some jobs (Table 5.31).

Table 5.32: Reasons for Continuing Education

Reasons for continuing studies?	Numbers	percent
Doing the job	56809	29.4
Should be high study	32232	16.7
Increase the knowledge	16532	8.5
For bright future	24234	12.5
Good life style	63711	32.9
Total (response available)	193517	100.0

6 QUALITY OF EDUCATION

The students in primary classes (I to V) have four subjects, i.e Hindi, Mathematics, Environmental Science and English (English was introduced in 2006); two more subjects are added for the students beyond Class V, i.e. Social Studies and Sanskrit.

Looking at the course and subject we had prepared a set of general knowledge questions for assessment of the quality of education as well as test their understanding of the knowledge imparted to them as part of their curriculum. These questions were asked to the girls after the focus group discussions and the answer sheets were later assessed. It was found that most of the girls managed to give 60-70 percent correct answers, and a few were even better than the rest. However, their readability of English was very poor, even among girls studying in class VIII.

6.1 Access to School

During household survey, it was revealed that most of the villages and/or households had an easy access to the nearby school (91.3 percent), be it primary or secondary (Table 6.1).



Table 6.1: School Accessibility from Households

Responses	Households	percent
Yes	8221738	91.3
No	781227	8.7
Total	9002965	100.0

Similar results have been found while interacting with the PRI and PTA members, as well as the Head Teachers of the schools with whom our team had interacted with. It has been revealed that most of the villages had a primary school, or that 96 percent of the primary schools were catering to either one or two adjoining villages.

The table 6.2 presented below gives details of the type of school in respect of villages they are catering to. In general, the number of villages a school is catering to is found to be increasing with the higher level of school; for example as high as 96 percent of the primary co-educational schools are catering to the village they are located in and adjoining village while, the secondary and high schools are catering to more than two villages. This also complies with the school education norms.

Table 6.2: Proportion of Type of Schools with respect to villages being catered

Type of school	Type of Schools Catering Number of Villages								Total	
	Up to 2		3-5		6-8		More than 8			
	n	percent	n	percent	n	percent	n	percent	N	percent
Primary Co-educational school	24	96.0	0	0.0	1	4.0	0	0.0	25	100.0
Secondary Co-educational school	69	72.6	20	21.1	5	5.3	1	1.1	95	100.0
High Co-educational school	1	25.0	3	75.0	0	0.0	0	0.0	4	100.0
Secondary girls school	10	52.6	6	31.6	2	10.5	1	5.3	19	100.0
High girls school	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
Total	104		29		8		3		144	

6.2 Perception on Education

During semi-structured interviews with the PRIs, PTAs and Head teachers of schools, it was revealed that almost all feel that 'Education is equally important for both boys and girls' (94 percent PRIs and Head teachers and 94 percent PTAs). However, interestingly one Head teacher also mentioned that 'Girls should be provided only primary education, while boys should be provided higher education'; the reason mentioned being that 'Girls are required for household chores, while boys need to earn for the family' and hence, only primary education for girls (Table 6.3).

Table 6.3: Stakeholders Perceptions about education of girl child at Implementation level

Parameters	PRI		PTA		Head Teachers	
	Number	Percent	Number	Percent	Number	Percent
Education is important for both boys and girls	136	94.4	137	95.1	135	93.8
Girls should be provided only primary education, while boys should be provided higher education	0	0	0	0	1	0.7
Don't know	8	5.6	7	4.9	8	5.6
Total	144	100	144	100	144	100

The awareness programmes that are being sponsored by SSA have provided the change in perception of the people in the villages (who are mostly illiterate) of the value of education. The parents are happy to send their daughters to school if access is without any hassle, because of the facilities (dress, scholarship, books etc.). However, there are concerns like safety of girls due to which they become helpless and reluctant to send their daughters to school. Very few parents want to understand the value of education in their daughter's life, probably because of their traditional mindset. This becomes more negative due to their concerns of safety and the fear of breaking of family values (*As recorded during FGDs*).

During interviews with the parents, it was revealed that most of the parents feel that 'Education is equally important for both boys and girls' (95 percent males and 91 percent females). However, about 5 percent of females perceive that "Education is important for boy only" and four percent said "Girl should be given primary education but boy should be give higher education" (table 6.4)

Table 6.4: Stakeholders Perceptions about education of girl child at Household level

Caste	Education is equally important for both Girl & Boy	Education is important for boy only	Girl should be given primary education but boy should be given higher education	For Financial reasons some time Parents could not educate their Girl Child	Total	
					Number	Percent
General Caste	94.7	2.2	2.4	0.7	2263524	100.0
Other Backward Caste	93.5	2.3	2.9	1.3	2394040	100.0
Schedule caste	93.5	1.2	3.3	2.0	2444074	100.0
Schedule tribe	93.0	2.8	3.1	1.1	1740138	100.0
Total N	8437433	185728	261271	118532	9002965	

The respondents who had a perception that girls education is not so important were further probed and asked to provide reason for their perception, most of them think that "girls has to do the household cores only boys have to earn for the family" irrespective of caste (table 6.5).

Table 6.5: Reason for the Statement provided about education of girl child at Household level

Caste	Reasons						Total
	Girl has to do the household cores only boys have to earn for the family	Education will divert girls from family values	Educated girls are arrogant	Society does not feel good for educated girls	It would be difficult to find grooms for educated girls	Girls are needed in family chores or taking care of their siblings	
General Caste	42.7	34.8	2.5	0.0	8.8	31.0	111621
Other Backward Caste	41.2	27.0	4.7	1.4	4.5	21.3	123942
Schedule caste	35.9	33.8	2.5	0.4	8.3	19.1	108615
Schedule tribe	42.4	20.2	2.7	2.2	8.7	23.9	102483
Total Response available (N)	173292	123277	13518	4384	31642	100548	446661

6.2.1 Teaching aid facilities

Though all the Head Teachers with whom our team had interacted reported that Teaching aids are being used in the school, the same was endorsed by only 52 percent PRI members and only one-fourth of the PTA members (25 percent). However, as high as 38 percent PRIs and only 17 percent PTA members were not aware of any teaching aids/ facilities (Table 6.6).

Table 6.6: Whether Teaching aids/ facilities are being used in the nearby school

Parameters	PRI		PTA		Head teachers	
	n	percent	n	percent	n	percent
Yes	75	52.1	34	23.6	144	100
No	15	10.4	86	59.7	0	0
Don't know	54	37.5	24	16.7	0	0
Total	144	100	144	100	144	100

A majority of the PTA revealed that the teaching aids like Charts (58 percent), Maps (57 percent) and Globe (53 percent) that were used for teaching were in good condition; while the Reference books (44 percent), Laboratory (52 percent) and Models (48 percent) were in satisfactory condition (Table 6.7).

Table 6.7: Condition of Teaching aids used in school as perceived by PTA members

Condition	Charts		Maps		Globe		Reference Books		Laboratory		Model	
	n	percent	n	percent	n	percent	n	percent	n	percent	n	percent
Good	20	57.7	19	56.9	18	52.8	4	13	2	4.9	1	4.1
Satisfactory	0	0.8	0	0	1	4.1	15	43.9	18	52	16	48
Poor	1	1.6	0	0	0	0	0	0	0	0	0	0
Don't know	14	39.8	15	43.1	15	43.1	15	43.1	15	43.1	16	48
Total	34	100	34	100	34	100	34	100	34	100	34	100

However, interactions with the Head teachers in school revealed differently. Most of them opined that the Charts (79 percent), Maps (85 percent) and Globe (80 percent) in schools are in satisfactory condition; while as high as 96-99 percent did not have any idea about the Reference books and Laboratory as teaching aids (Table 6.8).

Table 6.8: Condition of Teaching aids used in school as perceived by the Head Teachers

Parameters	Charts		Maps		Globe		Reference Books		Laboratory		Model	
	n	percent	n	percent	n	percent	n	percent	n	percent	n	percent
Good	24	16.7	22	15.3	28	19.4	4	2.8	1	0.7	1	0.7
Satisfactory	114	79.2	122	84.7	115	79.9	1	0.7	0	0	131	91.0
Poor	0	0	0	0	0	0	0	0	0	0	0	0
Don't know	6	4.2	0	0	1	0.7	139	96.5	143	99.3	12	8.3
Total	144	100.0	144	100.0	144	100.0	144	100.0	144	100.0	144	100.0

While visiting the school, our study team also asked the teachers to show the teaching aid facilities like map, charts, globe and reference books. We found most of the schools have some of them- at least maps and globes are found in schools. In some of the schools, they were not found in satisfactory condition. During FGDs, girls also endorsed that some of the teachers bring teaching aids like maps and globe to their class for teaching, but not all since they do not have charts for all the subjects.

6.2.2 Teacher Student Ratio

A total of 15221 students and 434 teachers were found in 144 contacted schools. Thus, the teacher student ratio is 1:35, which is much better than government norms i.e. 1:40 (Table 6.9).

Table 6.9: Teacher Student Ratio in the Contacted Schools

Total No. of Schools Contacted	Total No. of Teachers	Total No. of students	Student Teacher Ratio
144	434	15221	35.07

6.2.3 Regularity of Teachers

While interacting with the PRI and PTA members, it was revealed that 89 percent of the PRIs felt that teachers in the nearby school were present regularly in the school; while as high as 72 percent of the PTA members did not want to comment on the same and hence replied as 'do not know', and only 27 percent mentioned that teachers were regular in the school (Table 6.10).

Table 6.10: Teachers teaching in nearby school are regularly coming to school

Parameters	PRI		PTA	
	Frequency	Percent	Frequency	Percent
Yes	110	89.4	37	27.4
No	1	0.8	1	0.7
Don't know	12	9.8	97	71.9
Total	123	100.0	135	100.0

During FGD we probed with the girls on regularity of teachers to school and found that most of the teachers do not come to school regularly; moreover they come late and leave the school early. In most of the cases we have seen that the teachers teaching in rural schools are living in the nearby block or district headquarter and they commute to the school on daily basis. They mostly reach late and leave the school early as they require the travel time to go back to home. We have also seen that most of the schools have less number of teachers, thus when somebody goes on leave it become impossible for the others to manage all the classes.

6.2.4 Assessment Tests Carried Out

For assessing the quality of education we have carried out an assessment test of the students contacted for Focus Group Discussion (above Class VIII). For this, our study team had developed few questions of general knowledge from the course books of subjects like; Hindi, English, Maths, Social science and General Science. Apart from the questions we have also taken English readability test of each of the girls who has participated in the Focus Group discussion.



After assessing the test papers we found that the general knowledge of the girls contacted is very low, the average marks for Class VIII was about 35 percent and they were also not able to read their lessons from English course book. Moreover the girls studying in class IX and X were slight better and they have scored about 40 percent of marks but are not able to read chapters from their English course book thoroughly.

The girls were further asked about their perception on Education and their ambitions in life. Most of the girls who were interacted with feel that being educated would help them to understand many things in life, they will become more knowledgeable, and nobody will call them illiterate. They are quite satisfied and feel secure in attending school. On being asked, what they aspire from education; most of them want to take up a bright career after studies. While asked about career, most of them talked about jobs in different areas like being a teacher, a lawyer, a professor or a police officer. A few also want to become a doctor.

Further, for assessing their awareness our team had asked them to name the course or the degree which a doctor has to complete, and we were amazed to see that a student of class VIII studying in rural area (village Chatli, block Niwali of District Barwani) talked about MBBS course after completing XII. This shows the level of awareness and the ambition in some of the Girl Children in the villages that we had visited

6.3 Implementation of Educational Programmes at School Level

In this section we are discussing about the educational schemes we have seen or came across during our field visits and interaction with different stakeholder groups. Performance of the scheme is already discussed in Chapter 3. The details are as follows:

- National Programme for Education of Girls at Elementary Level (NPEGEL), a scheme of Sarva Shiksha Abhiyan (SSA) – This scheme was found to be implemented in most of the Backward and Tribal dominated Blocks that we had visited during the study like; in the schools in Jawad (Neemuch), Niwali (Barwani), Bhikangaon and Barwaha (West Nimar), Bhainsdehi and Shahpur (Betul) etc. The scheme is providing benefits to the under privileged/ disadvantaged girls from Class I to VIII and helping them to achieve Universalisation of Elementary Education (UEE).
- Primary Schools by SSA – In most of the villages, we found primary schools at a distance of about 1 km from the village and middle schools at a distance of 3-5 km from the village.
- Bridge courses/Model Cluster Schools for out of school children – In some of the districts (Neemuch and Bhanpura), our team was informed about the residential and non-residential bridge courses which are being managed by SSA (Kasturba Gandhi Balika Yojana) and Tribal Development Department, depending upon area of jurisdiction.



Provisions like food, lodging, classrooms, books, teaching materials and teachers are made available under these residential bridge courses. The main idea behind this scheme is mainstreaming the girl child. Vocational trainings are also conducted for girl children at the model cluster schools to enhance their talent in other areas like embroidery, computer skills etc.

- Initiatives have been undertaken to create awareness among the girl children by introducing a book named as '*Jeevan Koshal Siksha*' for girls. This book educates about the health and hygiene, education and development of girls for all stages of life. It is specially distributed to the girl children who are out of school.
- Awareness Generation for better enrolment – We have seen that various awareness programmes are being organised by the DPC and schools, like '*Pravesh Mela/Ganwesh*' (mostly on 15th August every year) and '*School Challe Hum*' (during July-August every year) in the villages to promote enrolment and improve retention. During this occasion, uniforms and books are provided to the children. Apart from this, woollen clothes, shoes & socks, and school bags are also provided to the ST/SC children.

- Our team was informed about Maa-Beti Mela in Sarwania Maharaj village (Block Jawad, District Neemuch), as one of the awareness programme wherein a platform is created to discuss various issues relating to education of girl child. This platform gives an opportunity to interact with prominent personalities especially successful women in different streams of life. The students get to know the rich experience of the visiting personalities and their successful career path; in other words, inspiration is being derived from such meetings.



- Apart from education, the girl child is given vocation training in embroidery, computer application etc. Study tours are also conducted to new and historical places which are better known as *Khoj Yatra* (as reported by the District Project Coordinator, Neemuch).
- Free school Uniform Scheme – Two sets of uniforms are being provided to each and every girl child studying in classes I to VIII.
- Free Bicycle Distribution to the ST/SC girls studying in class VI & VIII, who have to travel at least 2 Km for school.
- Free Lunch – Mid-day meal is being provided to every girl child studying in classes I to VIII.
- Free Books – Free books are being provided to each and every girl studying in schools.
- Scholarship – A scholarship of Rs. 300/- every year is being provided to each poor girl who wants to continue her studies. Under *Kanya Shaksharta Protshan Yojana*, the girls who take admission in class XI after clearing her class X examination have been given a prize money of Rs. 3000/- (this amount was Rs. 2000/- up to the year 2006-07).
- Satellite schools are opened to target those children who reside in remote habitations with no schools. The maximum number of children to be enrolled here is 40. If more than 40 children are identified in any habitation, then it becomes necessary to open a primary school and a middle school in those locations.
- Girls who do not have a middle schooling facility within a distance of 3 km have been provided residential facilities. In 4 middle level schools in rural Jabalpur, Sihora, Sahapura & Majholi & Kundam, 210 girls have been admitted to hostels. These 4 girls hostels have been functioning for strengthening the skills for better boarding and educational facilities for 210 girls. These hostels are increasing learning abilities, creating awareness about hygiene, developing understanding about physical changes in adolescent and to create awareness about social evils and to work for their eradication. The total numbers of girls covered are 210. It is interesting to note that parents are reluctant to send their daughters to girls hostels and KGVB. Some attitudinal shift in the community has been possible due to dedicated work of hostel staff and teachers.

6.4 Training of Teachers

The table 6.10 presented below provides information about the status of teacher training in Madhya Pradesh. The State average of untrained teachers of primary level is about 9 percent but higher number of primary teachers were found untrained in some of the selected tribal dominated district namely Sheopur (25.1percent), Shivpuri (10.7percent), Neemuch (11.1percent), Raisen (17.2percent), Jabalpur(13.9percent) and Sidhi (16.9percent) however, in case of others the proportion of untrained teachers are either on par to the state average or less. Similar observation has been reported in case of Upper Primary Teachers where the proportion of untrained teacher is as high as 31 in comparisons to 9.7 percent of state average.

Table 6.11: Trained and Untrained Teachers in Selected Districts of Madhya Pradesh

Sl.No.	District	Primary Teachers							Upper Primary Teachers						
		Working Teachers	Professionally Trained	Professionally Trained Percentage	Professionally Untrained Teachers			Professionally Untrained Percentage	Working Teachers	Professionally Trained	Professionally Trained Percentage	Professionally Untrained Teachers			Professionally Untrained Percentage
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	Sheopur	1877	1406	74.9	417	54	471	25.1	624	508	81.4	79	37	116	18.6
2	Bhind	3881	3597	92.7	0	284	284	7.3	2124	2060	97.0	0	64	64	3.0
3	Shivpuri	5404	4828	89.3	348	228	576	10.7	2004	1775	88.6	109	120	229	11.4
4	Guna	3816	3583	93.9	22	211	233	6.1	1553	1363	87.8	18	172	190	12.2
5	Mandsaur	3218	3160	98.2	35	23	58	1.8	1468	1376	93.7	59	33	92	6.3
6	Neemuch	2240	1991	88.9	0	249	249	11.1	1062	1021	96.1	0	41	41	3.9
7	Barwani	3881	3593	92.6	170	118	288	7.4	1374	1237	90.0	76	61	137	10.0
8	Sehore	3407	3130	91.9	210	67	277	8.1	1792	1686	94.1	82	24	106	5.9
9	Raisen	4301	3563	82.8	414	324	738	17.2	1831	1559	85.1	196	76	272	14.9
10	Rajgarh	4559	4221	92.6	271	67	338	7.4	1870	1682	89.9	128	60	188	10.1
11	Vidisha	3867	3796	98.2	0	71	71	1.8	1396	1361	97.5	0	35	35	2.5
12	Betul	4856	4411	90.8	169	276	445	9.2	2169	1916	88.3	87	166	253	11.7
13	Tikamgarh	4787	4448	92.9	226	113	339	7.1	1409	1313	93.2	69	27	96	6.8
14	Jabalpur	4472	3850	86.1	521	101	622	13.9	2306	2116	91.8	149	41	190	8.2
15	Katni	3772	3506	92.9	131	135	266	7.1	1879	1746	92.9	94	39	133	7.1
16	Narsinghpur	2943	2900	98.5	25	18	43	1.5	1229	1217	99.0	8	4	12	1.0
17	Rewa	6148	6070	98.7	73	5	78	1.3	2712	2560	94.4	121	31	152	5.6
18	Sidhi	5762	4790	83.1	603	369	972	16.9	2683	1851	69.0	457	375	832	31.0
	STATE	191300	174658	91.3	8306	8297	16642	8.7	83038	74977	90.3	3884	4110	8061	9.7

Source: Data Collected from Different District Education Office

7 NGO PARTNERS IN EDUCATION

To meet the challenges of UEE, the convergence of all resources is important. A number of NGOs are working in different areas of education. The details of the partners working in the state to achieve the goals of SSA are given below.

7.1 MV Foundation

Mamidipudi Venkatarangaiya Foundation (M.V.Foundation) is providing support to Rajaya Shiksha Kendra in identified districts for identifying, bridging and mainstreaming of Out of School Children with mobilization as a major strategy. For this M.V. Foundation has conducted intensive training and mobilisation activities in the districts Trainings were organised for BRCs, CACs, Sarpanches and PTAs in the blocks. Exposure visits were organised as part of the training programme and the importance of community mobilisation was explained to them. M.V.Foundation provided support for setting up of Kasturba Gandhi Balika Vidyalay, Balika hostels and NRBC.

7.2 Microsoft- Project Shiksha

Government of Madhya Pradesh School Education Department in collaboration with Microsoft is working in the area of computer training. This programme is known as Project Shiksha. The main objective of the project is to empower teachers and student to make optimum use of potential of ICT by providing greater access to latest technologies. Deliver high quality ICT literacy and development skills for teachers to enable them to use ICT in education. Under project Shiksha Programme, an IT Academy has been established in Bhopal at Science Kit Workshop, Berasia Road, Bhopal..Similarly, seven Regional level computer training centers have also been established. Training is being conducted round the year. More than 2500 teachers, school principals and field level functionaries were trained during the academic year 2007-08. In order to be in touch with the participants and make available relevant information to all, a web site has been developed. The site can be visited at www.itabpl.cjb.in

7.3 United Nations Children's Fund

UNICEF is working in four districts of M.P viz. Guna, Shivpuri,Bhind & Jhabua intensively to promote better implementation of interventions under SSA. UNICEF is supporting development and implementation of quality package to help address issues in the area of teacher effectiveness, school - community linkages and school environment with main focus on reducing gender disparities. Some of the major areas where UNICEF is working closely are:

7.3.1 School - community linkages

- Development and printing of training module for PTAs across the state.
- Development and printing of handouts/manuals for PTA.
- Support training of PTA in four districts
- Development and printing of module for microplanning.

7.3.2 Teacher Effectiveness

- Study cum training visit for 45 teachers from Guna, Shivpuri, Bhind & Jhabua to Rishi Valley, Andhra Pradesh for introducing Multigrade and Multilevel teaching in classrooms.
- Development of material based on the textbooks for MG&ML teaching situations.
- Development of software for teacher training.
- Motivation camps for teachers in focus districts (four)

7.3.3 School Environment

- Development of model schools in four districts in all aspects.
- Development of activity booklet for promoting hygiene education in schools.
- Sanitation and hygiene box for girls enrolled in RBC, KGBV and Girl's Hostel.
- Strengthening infrastructure in KGBV, RBC, DIET and BRCs which includes white/green board, games and sport materials etc.

7.3.4 Monitoring and Evaluation

- Introduction of CRC tool and quality mapping tool in four districts.
- Development of cohort software for State and printing of Students Attendance - Achievement Register for four districts.
- Development of child friendly assessment tools.

7.3.5 Girls Education

- Life skills education for children of RBC, KGBV and Model Cluster Schools.
- Development of materials as well as implementation of school readiness programme in selected ECE centers.
- Planning and execution of state wide enrolment drive in the state with focus on girls' education.

7.4 SAMAVESH: Community Based Participatory Programme for strengthening Elementary Education

Samavesh Society for development and Governance is running a project titled “Community Based Participatory Programme” for strengthening Elementary Education in two blocks each in Dewas and Harda districts of Madhya Pradesh. The specific objectives of the programme is to evolve a support programme covering around 50 villages to provide good and effective education. On a more extensive basis, to strengthen the overall education system, i e strengthening the BRCs of two blocks and training and monitoring of CRCs.

The components of the programme are:

- Participation of the community
- Improve the school and classroom environment
- Strengthening of school management system at block level by providing inputs for strengthening of BRC and CRC teams which will include workshops, exposures and training of the BRC to improve the quality.
- 50 teachers were trained through Bal Mitra.
- With the help of school teachers, identify 35-40 children who are academically weak in class II, III and IV.
- The Bal Mitra will work with the Shiksha Protsahan Group for strengthening their basic skills in reading, writing and arithmetic.

7.5 Naandi Foundation: Ensuring Children Learn

Naandi Foundation is working with the Sarva Shiksha Abhiyan to improve the quality of education and girls' education in Sheopur district and provided resource support for this purpose. They have trained 114 school teachers for quality improvement. They have created a dynamic youth force called 'Bal Mitra', made open Black boards, organized regular village meetings, formed a group of children called 'Sandesh Vahini' and also formed Mahila Jagrati Manch for empowering women. Besides these, the foundation is also working on early childhood Education. Their forthcoming strategies include:

- Scale up operations to 220 schools
- Measuring learning levels of students
- Teachers motivation & capacity building with use of multimedia training package
- Summer camps for children -for extra curricular activities
- Capacity building of PTAs in 220 schools & increased interaction with Shiksha Sangam
- State level seminar on status & direction of primary education scenario
- Motivational songs for teachers and children
- Training teachers to handle multi-grade situations
- Capacity building of BEO/BRC/BAC/DIET
- Increasing numbers & involvement of Baal Mitra
- Follow up by district Education Department

7.6 Madhya Pradesh Consultancy Organization Limited

MPCON is a consultancy organization established in the year 1979. Geographical Information System (GIS) is recognized as one of the most useful tool in evaluating data having spatial relevance, as is the case with data collected by the department having geographical relevance in terms of location of Schools, Hostels etc. Therefore Rajya Siksha Kendra (RSK) has been in need of advanced tools like GIS for better comprehension and representation of massive data, regularly collected by the department.

The RSK GIS project will encompass various components such as Field Survey, Data Collection, Data Entry, Application Software Development, Customization of the software for each group of users as per their requirement & position in organizational hierarchy (RSK, ZSK, JSK), Training, AMC of Software, Maintenance of help desk etc. There would be seven modules, which will be covered under the RSK GIS project and under each of these modules following will be dealt with:

- Civil Works
- Village Education Register
- District Information on School Education
- 4 Alternative Innovative Education
- Ashram Schools (Girls Hostel, KGBV)
- Cluster Operational Monitoring
- Cluster Financial Monitoring

7.7 Pratham

After working in joint coordination with Rajya Shiksha Kendra, Govt. of MP to improve basic learning skills (reading, writing and arithmetic) through “Learning to Read (L2R)” program Pratham has proposed the action plan for the proposed partnership with the Govt. of MP. The four pronged strategy has been suggested by Pratham. The scope of the work plan varies from state wide intervention to creating model blocks for English Learning to intervention in 13 districts, which are below the state learning level average, based on ASER report.

- State-wide intervention:
 - Learning to Read (L2R) program for Std. I and II (Language, Arithmetic and English).
 - Reading cards – to improve reading skills
- Interventions in 13 districts to improve basic learning skills.
- Model Blocks (7 district’s 7 blocks): English learning program

7.7.1 Learning to Read (Reading Writing Campaign) for Std I and II

- Pratham is working RSK for developing module of reading writing campaign for training of teachers of class I and II to be held in summer vacations.
- Pratham will be involved in training of resource persons (DRGs, BMTs) and will facilitate the training of teachers at the blocks levels.
- Pratham will participate in the workshop for creating reading material (reading cards) and will coordinate the creating art work, layout designing etc. of the reading material.
- Pratham will work in joint coordination with the external evaluation agency appointed by the Govt. to evaluate the L2R program.
- The duration of the program will be academic year 2007-08.
- Development of Reading cards – to improve reading skills

7.7.2 Interventions in 13 districts to improve basic learning skills

ASER 2006 – MP report indicates that 13 districts in the state are below the state average in reading, writing and arithmetic skills. Pratham with consulting RSK has proposed to work in these districts. The basis of the work plan is almost like L2R Program undertaken by the State, two years ago. The program is to be implemented for the children studying in Std. I to V for Period of 6 months.

7.7.3 Model Blocks: English learning program

Pratham has proposed to create model blocks (7) for English Learning in the state. It is proposed that Pratham will create a team of master trainers at the block level. The block level master trainer will implement the program for around 3 months and then will replicate it in the respective blocks. Period of this programme is about one academic year.

7.8 Education Development Centre (EDC)

The EDC has been chosen to execute the dot-EDU T4 project in India, in cooperation with the Government of India and the various State Governments. T4 interventions are directed at creating and consolidating the necessary enabling mechanisms in this direction through the following:

- Multiple technologies for Teaching and Learning
- Innovative teacher training/learning programmes using media
- Development and adaptation of appropriate teaching learning materials, complementing the lessons with games, activities etc.
- Emphasizing the need for making learning a joyful experience
- Orientation of parents, community and local NGOs on the need for creating a conducive atmosphere for learning

8 ACHIEVEMENTS & BOTTLENECKS

8.1 Achievements and Best Practices for Ensuring Girl Child Retention

The existing status of girls retention in School education for both elementary and high schools in districts Neemuch, Mansaur, Rajgarh, West Nimar and Barwani is low but efforts are being made to enhance it. The Block Education officer reported to us that they are pulling up their resources in making emphasis on creating a general awareness on value of girl's education.

In the districts like Jabalpur, Katni (Dhimarkheda block), Narsimhapur (Gotegown block), Sihore, Betul (Bhaisdehi block), Education Department is trying to make people aware about the benefits which are being provided free of cost for education for example -Text book, Mid day meal and two sets uniforms, Bicycle to the girls studying in class 6 and 9. Some other best practices are as follows.

8.1.1 "Meena" Week

Meena week will be celebrated in all model cluster school to generate net awareness about the importance of girls education During Meena week, PTA meetings are being held to discuss the importance of girls' education, painting competitions with themes on girls' education are also organized. Bal sabhas are held wherein out of school and in-school children exchange views and share their experiences. It has been seen that many out-of-school children are fascinated and motivated by the experiences of in school children and frequently express their desire to get enrolled in school. Such children are enrolled immediately.

8.1.2 Schooling for Adolescent girls

Strategy to provide education to the adolescent girls, who have never been to school or dropped very early was observed in every study district. The completion rate at upper primary level is very poor, there are large numbers of out of school adolescent girls in the upper primary classes who are over age and are reluctant to come back to school and are married off at an early age. To overcome this problem, strategy titled "**UDAN**" will be setup in the pockets where gender gap is higher. Objective of "**UDAN**" is to provide schooling facility and preparing extra coaching classes for board exams. For this, coaching camps will be established in the every block of the district. These girls will be enrolled in open school and will appear in board exams. The initial objective is to expose these girls to upper primary school facility and basic life skills.

8.1.3 Free textbooks and Uniform distribution

Free textbooks are being distributed to all the girls in the district. Free uniform which has been distributed to all the girls, the block wise details are in Table 8.1.

Table 8.1: Block-wise Free Uniform distribution to Girls

Block	Primary Level (No. of Girls)		Middle Level (No. of Girls)	
	Target 2006-07	Achievement 2006-07	Target 2006-07	Achievement 2006-07
Jabalpur (R)	11539	11539	5821	5821
Jabalpur (U)	13278	13278	7787	7787
Kundam	9325	9325	3016	3016
Majholi	10499	10499	3985	3985
Panagar	9795	9795	3784	3784
Patan	9777	9777	4217	4217
Shahapura	12036	12036	4050	4050
Sihora	10321	10321	4855	4855
Total	86570	86570	37515	37515

8.1.4 Bicycle Distribution

Free Bicycle has been distributed to 6th class enrolled SC/ST girls, block wise details is given in Table 8.2.

Table 8.2: Block-wise Free Bicycle distribution to Girls

Block Name	Target of 2007-08	Achievement 2007-08
Kundam	686	594
Majholi	345	347
Panagar	490	350
Patan	364	275
Sahapura	475	354
Shiora	391	260
Total	3276	2705

8.1.5 Pull and Push Strategy Adopted

Two strategies are adopted to ensure 100 percent retention of girls enrolled in schools. They are Pull Strategy and Push strategy. Pull strategy includes providing economic support to villagers, building awareness about girl child education to the villagers, supporting handicrafts and physically and mentally, easy access to school and child care at house. Various intervention programme includes organising PTA Meeting, mobilizing and motivation of Teachers and PTA, Free educational benefits like free text books, free uniforms, free mid day meal for all and free bicycles for ST/SC girls studying at 6th and 9th standard and coming from distant place. Monetary benefits like scholarships to girls belonging to ST/SC and even OBC group. "Protsahan Rashi" is particularly given to ST and SC girls.

Push Strategy includes infrastructure support, school contingencies support like furniture, chairs, fan etc, building maintenance support, teacher contingency support like Rs 500 per year per teacher for Training and Learning Materials purpose, teacher training support through DIET and monthly and monitoring mechanism.

8.2 Achievements and Best Practices for Ensuring Girl Child Enrollment

8.2.1 Specific Interventions

Jabalpur (Urban) block has lower retention rate at primary level, Wards of lower retention rate were identified and calendar has been made accordingly for regular monitoring. Special focus was paid to one cluster of each block for 100percent girls enrolment, retention and completion. The cluster was identified on the basis of high dropout rate or high gender gap. Specific interventions provided to the cluster are listed below:

- **Maintain regular contact**
- **Intensive monitoring of progress**
- **Sensitizing teachers**
- **Bridge camps**
- **Flexible school timings**
- **Development of mother teacher association**
- **Coaching classes for open school examination of 8th class for girls**

8.2.2 Creating demand for Girl child education

In many of our study districts, we have seen that the community mobilization activities are under way for creating demand for girl child education. Some of them are given below: -

- **Training of female PTA members: In PTA training programme extra focus is given to female PTA members so that all the women of village take interest towards girl's education.**
- **Formation of Gender Groups: Gender groups are being formed at cluster level so that awareness about education will increase.**
- **Maa Beti Mela: Maa Beti Mela is being organized in July and December months at cluster level so that demand for girl's education is created.**
- **Motivation camps for girls and parents: Motivation camps are organized in villages where concentration of out of schoolgirls is more. Camps are organized for such girls and especially for those belonging to socially and economically weaker section. Activities like creative poetry writing, painting, drama, story writing, toy making games and sports are organized.**

8.2.3 Intervention for Making Education System More Gender Sensitive

The training were organized in most of the study districts for BRC, CRC, and DIET persons and teachers for gender sensitization for making class room processes more supportive and responsive to the girls. Training was based on-

- **Enabling recognition of personal bias**

- **Concept building of gender**
- **Understanding of issues related to girls education**
- **Understandings of Do's & Don'ts towards gender perspective.**

8.2.4 Awareness Programs

Awareness programme for sensitizing common people/villagers for enrolling their girl child in school was done in last one year. Rally Programme (School Chale Hum), Pravesh Utsav, Road Shows are the means by which awareness about girl 's education is spread among the villagers. During Pravesh Utsav newly admitted children in schools are welcomed with free facilities like text books, free uniforms for girl child etc by the DPC, BEO's .

8.3 Bottlenecks and Key Issues

The girl child education has always been a social issue for villagers. However with awareness about girl child education being developed and initiated by Education Department, the perception has started changing. Villagers who are illiterate have begun sending their girl child to school. People have started thinking about the importance of girl child education. Education has more importance in case of Boys in rural context and girls are not considered in same light. But if girl child is educated, after school she would lead a family & society, the whole family can get the benefit. The major bottlenecks are as follows:

- **Involvement of teachers:** adequate involvement of teachers for raising enrolment and retention of girl child is not available.
- **Illiteracy of parents:** Most of the parents we had interacted with were illiterates; they don't understand the value of education. Still they have been enrolling their daughters to school because the teacher comes and motivates them and also provides them the benefit of educational schemes but most of the girls are irregular and do not come to school during examination time.
- **Interest of Parents:** Parents are the partners of education and it becomes difficult if this partnership does not compensate each other, most places we have seen that parents are not properly aware of their daughter's education status and do not showing desired interest in their daughter's education.
- **Issue of insecurity:** Insecurity is a major issue for the girls who have to travel to nearby villages for middle or high school education and is a major cause of drop out at this level. Due to insecurity, the enrolment status is somehow being maintained but retention is low.
- **Poverty and Child abuse:** Poverty and child abuse is the next major issue highlighted during the primary research. Most of the girls who had never gone to school, were not sent because they were required at home for sibling care and household chores.

- **Poor Condition of Facilities:** The necessary facilities like school building, teaching aids (Maps, Charts, Globes etc), seating arrangements (most of the schools have “durrries’ strips which are dirty and soiled in most cases are not found in good condition). The same has been reported by the PRIs and PTAs. Separate toilets for girls are not available in all the schools, even if it is available it is

not being maintained properly and sometimes closed during school hours. In some cases, our study team was informed that during special days girls never come to school and they were even encouraged by the teachers for not coming to school on those days. Similarly the classrooms and drinking water facilities are not hygienic.



- **Insignificant Role of PTAs:** The executive body of the PTA is supposed to consist of the Chairperson, Secretary (Head of the school), and 10 other members of the PTA, which is only in paper in most of the schools visited. During our visit to schools we have seen that the PTA comprises of two or three parents. It was also observed that the PTAs are those parents whose wards are toppers. This PTA executive body is expected to act as the management and take necessary decisions & actions in the interest of the school which is not happening in rural Madhya Pradesh because most of the parents representing PTAs are illiterates, unaware of their role and the have some vested interest (their wards are toppers of their respective classes). Thus, the PTA which can play a very significant role in improvement of education system is more or less ineffective in rural Madhya Pradesh.

- **Social belief:** At upper primary level gender gap in most of the blocks is significant. It clearly shows that social value continues to hold back the enrolment of girls in schools. The perception of daughters as: "Paraya Dhan" seems to be common. It reveals there is no reason to send their girls to schools, as the girl has to get married. Some parents also report educating a daughter makes it harder to find suitable match for her. Early child marriage is also one of the problems for girls' education in Shahapura, Kundam & Jabalpur (Rural) blocks. The girls above 10 years age are married off.



Thus, we can conclude that the major factors responsible for low or non-retention of Girl Child are: non involvement of teachers, Poverty, taking care of household chores, Care for siblings, Poor condition of facilities etc.

9 CONCLUSIONS AND RECOMMENDATIONS

9.1 Enhancement of role of Sarva Shiksha Abhiyan

SSA is a new window which can be used for empowering the marginalized groups through education. We know that Child Rights Education should be included in the present curriculum so that child who comes to school become aware about his/her rights and can fight with the society as well as his/her parents for continuing her education.

SSA is doing its job very well in Madhya Pradesh but it is only taking care of elementary education only as of date. We would like to recommend that SSA should take care of education at all the levels up to class XII and ensure child protection and social protection of the disadvantaged groups.

9.2 Enhancement of the Role of Panchayati Raj Institutions

Panchayats can be involved in a greater way by making them part of the process to build accountability in the education system. They should be involved for each and every budgetary allocation in school. They should monitor the financial as well as physical performance of the schools including quality of school infrastructure, quality of education being imparted, teachers absence, steps to be taken up for improving enrolment and retention. They should be consulted for minimising the drop-out rate especially in case of girl child. Social audit can be made compulsory for each and every school and PRIs should be given this job.

There are Instances of Panchayats making budgetary allocations for development of schools in other States of our country. Due to CINI's initiatives in Murshidabad district of West Bengal, the Panchayats in this district are intervening to improve the enrolment of Girl Child by the making Girl Child friendly community approach. The motive is to look at education in the larger context of child protection , specially the marginalized at- risk children.

9.3 Reforms in Education Programme Management

Success of any programme depends upon the quality of management. Structures have been formed by integration of academic and administrative structures of elementary education into composite entities for better planning and management. This gives it the strength and authority of a government structure and flexibility and autonomy of a society. This institutional reform is based on the belief that community empowerment processes need facilitating structures that are oriented towards the needs of the learning community. This also enabled cost effective choices because it taps the rich synergies of resources within the government and within the community. Few suggestions in better management of Education Programme in Madhya Pradesh are as follows;

- **Strengthening Zila Shiksha Kendra (ZSK):** All the appointments should be done as per SSA norms and instructions given by Rajya Shiksha Kendra.
- **Strengthening ZSK Personnel:** The districts headquarter is the key point of the Sarva Shiksha Abhiyan. At this level the diversified tasks are being done viz. teachers training, research studies, Monitoring, Fund Management, MIS management, Administrative tasks, and management of various programmes launched by the State. All these tasks require the skilled persons particularly

the persons having managerial skill. Therefore, the ZSK staff should be given following training that would be helpful in the implementation of the Abhiyan:

- **Orientation Programme** - Two day SSA Orientation programme to the Mission Director, Project Director, and Additional Project Director.
- **Management Training** – Five- ten days training programme on Management to the DPC, DIET Principal, APCs, AE, JEs, Programmer.
- **Skill Development Training**- Trainings on financial management, procurement, Stores purchase rules, government procedures and Accounts as per needs.
- **Workshop on Stress Reduction**- A Workshop should be conducted on " how to organise the data and how to monitor closely”
- **Computer Training**– A comprehensive package of Operational knowledge of Computers should be given to each staff member of Zila Shiksha Kendra and DIET.

- **Exposure Visit**

Exposure visit of the district and Block level officials should be conducted to other better States/UTs (like Kerala, Andhra Pradesh, Chandigarh, Tamil Nadu etc) for understanding the working culture and the management of other districts as well. The visit will be helpful to gain the new ideas, innovation etc done by the people of other districts/State.

- **Strengthening Management Information System (MIS)**

The data and information availability of various programs/schemes is not there in the state. Proper assessment of the data requirements and the MIS design thereon should be worked out. In the modern age of knowledge and information, the MIS is a vital component of each organization. MIS is nothing but a cell of an organization that collects, analyses and provide the necessary data/information to the immediate management as well as the top-level management.

In other aspect, Management Information Systems (MIS) is the set of computer based systems and procedures, designed to improve the managerial decision making process that involve collection, organisation, distribution and storage of information for analysis and control.

- **Strengthening MIS Personnel**

MIS may play a vital role in successful implementation of the SSA if its staff is competent professional and aware of the new technologies. Therefore it seems to be a must to give necessary trainings based on the new technologies. This will help to develop some district specific computer based monitoring tools. In this regard, following trainings are proposed for the MIS staff:

- **Training on Oracle** – A monitoring software tool DISE based on Oracle has been implemented in the district. This software has been developed and provided by the Government of India. The MIS staff needs a detailed training on Oracle. This can be done by outsourcing a training agency.
- **Advanced Training on LINUX** – In the district, the Computer Aided Learning (CAL) programme named "Headstart" has been implemented. There are 65 Headstart centres functional

in the district. The Open Source Operating System "LINUX" has been provided and installed in the computers under this project. The MIS staff should be given an advanced training on LINUX for smooth functionality of these headstart centres. The training can be conducted by outsourcing the agency.

- **Training on Web Technologies** - The current world needs web based information system, which provides the word wide access of the information of an organization. It also facilitates the sharing of information within a minimum time of span. The district will be developing a web enabled information system that will require a skilled team of technical personnel. A short-term training on Web Technologies is proposed to be given to the MIS staff so that the desired in-house production can be done as per need of the district.

- **Strengthening of DIET**

At the ZSK level, DIET is the key institution. The DIET as part of the Zilla Shiksha Kendra is expected to develop an academic perspective plan for the district. This requires capacity development for teacher-needs assessment, pupil needs assessment, development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation for curriculum analysis and context specific interventions. The administrative and planning capabilities of DIET personnel also need upgradation. A comprehensive plan for professional development of DIET personnel is proposed. A special professional programme should be undertaken for personnel chosen from among those who have demonstrated ability and initiative from the district. This will comprise of educational administrators, DIET members and a group of teachers from district. These can be undertaken from professional institutions like IIM., IRMA.

- **Strengthening Janpad Shiksha Kendra (JSPK) by training BACs, HMs and Janshikshaks**

The JPSK will also need to be strengthened both through capacity development initiatives and the addition of infrastructure support. The administrative personnel at the Block level need to be trained in new methods of management, planning and monitoring and would have to be oriented into academic support. The blocks particularly need academic strengthening because of a historical gap between the DIET and the school. A team consisting of 4 Persons (BRCC+BAC), who will be subject specialist in Language, Science, Maths & Social Science should be developed from among the existing teachers for intensive academic support. One of them will be the BRC coordinator. The Janpad Panchayat Shiksha Samiti should be oriented towards educational issues.

- **Strengthening Jan Shiksha Kendra (JSK/CRC)**

The Cluster head or Jan Shiksha Prabhari should be developed as a competent school manager. A team of resource persons should be trained to facilitate quality processes in schools in addition to the Jan Shikshak or the Cluster Academic Co-ordinator. The idea is to move from a single Jan Shikshak to gradually building the entire Jan Shiksha Kendra as an academic team. Because, it was felt that just one resource teacher is found to be inadequate in managing the tasks of school-visit and academic discussions and acting as a link between the school and units above the JSK. The infrastructure available with the JSK would need upgradation to cater to the increasing requirements of the Upper primary sector. Educational material, books have been additionally proposed. Funds have also been earmarked for the recurring contingent needs of the JSK.

There is a need for facilitating a cluster level interface between teachers, community and panchayat representatives. Mobilisation activities like "Shiksha - Panchayats", Balsabha, Balmelas will provide

a forum for interaction to come together and discuss ways and means for improving the educational status of the cluster. It will also address teacher grievances and help to develop the community outreach to the school cluster. In addition, Gram panchayat members will be oriented towards educational issues.

- **Strengthening of Parent Teacher Association**

The stakeholders for school are parents of the students of a school. For this a Parent Teachers Association (PTA) has been formed in each school. The PTA is the local monitor for the school and should implement decisions for improvement of school. The executive body of the PTA is supposed to consist of the Chairperson, Secretary (Head of the school), and 10 other members of the PTA, which is only in paper in most of the schools visited. The PTA Executive Body should act as the management and take necessary decisions & actions in the interest of the school.

As role of PTA is very important in order to make education system more accountable and decentralisation of system, we strongly suggest appointing a PTA committee for each school with proper representation of local community and each social stratum. This committee should be involved before making budgetary allocation for the school. They should monitor and be responsible for the financial as well as physical performance of the schools including quality of school infrastructure, quality of education being imparted, teachers absence, steps to be taken up for improving enrolment and retention. They should be consulted for minimising the drop out rate especially in case of girl child.

In order to equip the PTA to work efficiently for the school, we suggest organising a one-day orientation programme immediately after its formation. This training should be conducted at their doorstep at regular intervals, i.e. at school level, which is a dream of **Jan Shiksha Yojna**.

9.4 Transfer of Teaching Staffs

It has been observed that 18116 nos. of teachers are extra in Uppaer Primary level. Thus, skill upgradation and transfer of teachers from one to another level can make available teachers in all the level. Moreover, in some of the districts (*Dewas, Ratlam, Shajapur, Mandsaur, Neemuch, Ujjain, Indore, Gwalior, Jhabua, Raisen, Betul, Hoshangabad, Jabalpur, Narsinghpur, Seoni, Mandla, Balaghat, Anooppur, Satna*) extra teachers are available in all the levels who could be transferred to the other districts where there is a shortage of teacher.

9.5 Improvement in Facilities

The availability and condition of facilities should be improved especially condition of school building, teaching aids (Maps, Charts, Globes etc), seating arrangements, safe & hygienic drinking water, separate toilet facility for girls studying in co-educational schools.

9.6 Strengthening Anganwadis and Balwadis

As mentioned in earlier sections, mostly drop-out happen because of sibling care. Thus, we strongly recommend strengthening of existing balwadis/anganwadis and construction of more such facilities within school premises so that Girl child can attend her class and can also take care of their siblings. This system will also help in enhancing enrolment of small children who will be the future students due to easy transition from anganwadi or balwadi to primary school.

9.7 Developing a Holistic Programme for Promoting Meritorious Girls Childs

During our field visit we have interacted with at least 10 girls (one case study mentioned in the report) who are dropouts but had good performance while in school, they are also interested in pursuing their studies. Thus, we would recommend the State Government to come up with a holistic programme for overall development of meritorious Girl Child. This could be done in some pockets by designing a special programme in such a way that such meritorious but drop-out girls could be identified at grassroot level and could not only be financed for their studies but also provision of their other basic needs. This could be in lines of the existing Programme named 'Super 30' being implemented by an NGO managed by Mr. Anand Kumar and Mr. Abhaya Nand I Bihar, wherein they identify 30 poor students who has pass XII from the Bihar State through tough examination. These students are then kept in a hostel and trained for qualifying IIT JEE examination- it is interesting to report that this year all of the 30 students of this program have qualified IIT JEE and one is within 10th JEE rank

Similar type of programmes could be implemented in some districts/pockets of Madhya Pradesh through identified NGOs or CBOs (Community based Organisations) for supporting meritorious Girl childs who are drop-outs. This programme could be replicated if found effective.

9.8 Reforming Education System

Education must be seen an interlinked domain of integrated response. Without a comprehensive approach, no significant and sustainable impact can be made in the education sector. This is rooted in the context of participatory planning and action processes taken forward by communities, service providers and local self-government. There is an urgent need to redesign the education strategy by bringing synergy with protection of vulnerable children. Hence, education and protection programmes should be combined into a single window programme (as against too many institutions being operational in the State). PMPSUS should support the policy dialogues with the Government and civil society organisations to develop a framework for continued and coherent actions to ensure quality early childhood education and full course of elementary education up to 16 years through a Robust Institutional system.

Annexure I: List and Contact Details of Key Persons Contacted**State Level Functionaries**

Name	Designation
Mr. Ramesh Bhandari	Addl.Mission Director (Rajaya Shiksha Kendra)
Mrs. Kamna Acharya	State Project Coordinator
Mr. S.P.Tiwari	Addl. Director Tribal Education
Mr. O. S. Verma	Addl. Director Tribal Education
Mr. J.K.Prabhakar	Addl. Director Tribal Education
Mr. T.D. Patel	Addl. Director Schedule Caste
Mr. Mahashwari	Addl. Director Schedule Caste
Mr. P.R. Tiwari	Assistant Director Directorate of Public Inspection
Districts Rewa, Bhind, Neemuch, Mandasur, Rajgarh, Sidhi, Seopur, Guna, Badwani, West Nimar, Vidisha, Raisen, Tikam garh, Katni , Jabalpur, Sehore , Rajgarh	District Education Officer/District Project Officer

District and Block Level Functionaries Contacted

District	Block	Name	Designation	Contact Number
Seopur	Seopur	B K Tirpathi	DEO	9826508284
	Seopur	Anil shriwastava	DOTW	9826242443
	Seopur	Param Jeet	DPC	9425129718
	Karahal	Pardeep	BRCC	9893064871
	Seopur	Sunil Gupta	Programmer	9826294421
	Seopur	J .P Mangal	APC	9425739536
	Karahal	Bharat Singh	Teacher	9926263962
	Karahal	Sushil Sharma	I/C Hostal	9893724455
	Seopur	Joi Choudhary	PM- Naandi	9425872275
	Vijaypur	R.C Dhakar	BRCC	9926515846
	Vijaypur	K C Yadav	B E O	9926730530
	Vijaypur	Salendar Srivastav	BAC	9926299931
Guna	Guna	Naeem Qureshi	Programmer	9993647579
	Guna	T R Kasta	DPC	9425460618
	Guna	L K Pathan	APC	9893393766
	Isagarh	Prya Kant Mathur	BRCC	9425722253
	Isagarh	R P Kushwa	BEO	NA
	Isagarh	Ramesh Namdev	BAC	NA
	Isagarh	R B SANE	BAC	NA
	Isagarh	Kiran Sharma	BAC	NA

District	Block	Name	Designation	Contact Number
	Guna	M L Arya	UDC(DEO Office)	NA
	Raghogarh	Ashok Verma	BRCC	9425723165
	Raghogarh	MR.Pariq	BAC	9425723166
Bhind	Etar	Varun Singh Bhadoriya	CAC	9926246844
	Bhind	P.S Chouhan	DPC	9826597290
	Etar	AnurudhSingh	BRCC	NA
	Gohad	B .K Lahariya	BEO	9893087540
	Gohad	Pahlad Singh	BAC	9926237738
	Gohad	Davendar Singh	CAC	9926248928
	Gohad	Manoj Sharma	CAC	9926248598
	Bhind	G.S.Bhadoria	ASST Controller (DEO Office)	9826277366
	Gohad	R P Ahirwar	CAC	9926248540
	Gohad	MSTiwary	CAC	9926260502
	Gohad	K L Sejawag	BRCC	9826512117
	Gohad	Devander Goutam	MIS	9329746372
Gohad	H K Sharma	Programmer	9826245465	
Neemuch	Jawad	Mrs S. Tomar	DEO	7423232426
	Jawad	Mr Rajesh Upadhyia	DPC	9424544662
	Jawad	Mr Akshay	APC	9425368514
Mansaur	Mansaur	Mr T.S Bhuria	DEO	9424064236
	Mansaur	Mr Rajesh Upadhyia	DPC	9424544662
	Mansaur	Mr R.D Joshi	APC	9893459619
	Mansaur	Mr R.C Bagri	BEO	9424545654
	Mansaur	Mr Ajhar Khan	Programmer	9406853666
Rajgarh	Rajgarh/Beora	Mr B.S Bisoria	DEO	9406554137
	Rajgarh/Beora	Mr P Srivastava	DPC	9425136407
	Beora	Mr Rajendra Yadav	BEO	9425442508
	Rajgarh/Beora	Mr Rajawat	APC	9425187559
	Rajgarh/Beora	Mr Jitendra Srivastava	Programmer	9827808869
Sehore	Sehore	Mr R.S Nim	DEO	9827283694
	Sehore	Mr Rajaram Parmar	DPC	9425650180
	Sehore	Mr K.K Gupta	BRC	9826464959
	Sehore	Smt Phulwati Rathod	APC(G)	9826268543
	Sehore	Mr Bishnu Sharma	APC	NA
Narsimhapur	Narsimhapur	Mr U.S Dwivedi	DEO	9893843407
	Narsimhapur	Mr G.T Grewal	ADEO	9425468771
	Narsimhapur	Mr Jaishree Pillai	DPC	9425168604
	Narsimhapur	Smt Sradhaa Shulka	APC(G)	9425875335
	Narsimhapur	Mr J Verma	BRC, Gotegaon	9425420436
Jabalpur	Jabalpur	Mr Santi Bawariya	Joint Director	9329492649
	Jabalpur	Mr R.K Singh	DEO	9425107339
	Jabalpur	Mr R.K Pandey	DPC	9425024290
	Jabalpur	Mr D.K Khare	ADEO	9425157963
	Jabalpur	Smt Savitri Sarwati	BEO	9425385764
	Jabalpur	Mr Ashish Mathur	APC(G)	9425861945
Katni				
	Katni	Mr Prashant	APC(G)	9424305674

District	Block	Name	Designation	Contact Number
		Chandrapuria		
	Katni	Mr A.K Shukla	DEO	9993585679
	Katni	Mr Sudhir Upadhyay	DPC	9425164491
	Katni	Mr N.C Gupta	ADEO	9425890689
	Nermkheda	Mr P.K Jain	BEO	9755206020
	Nermkheda	Mr G.P Yadav	BRC	9893812439
Rewa	Rewa	Mr Vajpai	APC	9993203944
	Siramur	Mr P.D Shukla	BEO	
Tikam garh	Tikam garh	Mr Nayak	DPC	9893583900
	Paleria	Mr Jain	BAC	9893938105
Sidhi	Sidhi	Mr S B SINGH	DPC	NA
	Chitrangi	Mr Jagadish Singh	BRCC	NA
Raisen	Raisen	Mr Solanki(INC)	DPC	NA
	Sanchi	Mr B. S. Singh	BAC	NA
Vidisha	Nateran	Mr Sanjay Srivastava	BRCC	NA
	Vidisha	Mr S.P Singh	DPC	NA
West Nimar	Barwaha/ Beekangaon	Mr M.L Waskale	DEO	9425961898
	Barwaha/ Beekangaon	Mr Yogesh Srivastava	DPC	9826972551
	Barwaha/ Beekangaon	Mr Kundan Bhawsar	Programmer	9826559864
	Barwaha	Mr Bansilal Chauhan	BEO	9926982735
	Barwaha	Mr Rajesh Bioria	BRC	982638212
Barwani	Barwani	Mr K.K Srivastava	AC(Tribal Dept)	NA
	Barwani	Mr Atiq Ali	DPC	9425951409
	Barwani	Mr Y.K Chaulkar	Exam Section Dept	9893138708
	Barwani	Mr I . Adil	BEO	9425449779
	Barwani	Mr S. N Bishnulkar	APC	9826565489
Betul	Betul	Mr P.R Kosha	DEO	9826159052
	Betul	Mr Sanjiv Srivastava	DPC	9425873988
	Betul	Mr M.L Patel	BRC, Atherner Block	9424416307
	Betul	Smt Nidhi Gaur	APC(G)	9425381513