DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES
MADHYA PRADESH

District

SHAHDOL

DEPARTMENT OF HOME SCIENCE
MAHARANI LAXMIBAI P.G. COLLEGE
BHOPAL

1994

C O N T E N T

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

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Madhya Pradesh

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FIGURES AT A GLANCE - INDIA , MADHYA PRADESH AND DISTT. SHAHDOL

			INDIA	MADHYA PRADESH	SHAHDOL
1.POPULATION	T.	PERSONS	844,324,222	66,135,862	17,43,068
		MALES	437,805,805	34,232,048	8,97,911
		FEMALES	406,518,417	31,903,814	8,45,157
	R.	PERSONS	950,251,746	50,787,815	13,74,923
		MALES	627,146,597	26,123,971	7,00,859
		FEMALES	323,105,149	24,663,844	6,74,064
	U.	PERSONS	217,177,625	15,348,047	3,68,145
		MALES	114,700,656	8,108,077	1,97,052
		FEMALES	102,476,969	7,239,970	1,71,093
2.DECENNIAL	TOTAL		23.56	26.75	29.58
POPULATION	RURAL		19.71	22.11	24.37
GROWTH RATE	URBAN		36.19	44.98	53.64
1982-91					
3.AREA(sq,km)			3,287,263	443,446	14,028
4.DENSITY OF POPULATION (Per sq,km)			267 .	149	124
5.SEX - RATIO (Numbers of	TOTAL		929	932	941
females per	RURAL		941	944	962
1,000 males)	URBAN		893	893	868
6.LITERATES	PERSONS		362,174,360	23,491,956	4,85,590
	MALES		230,406,481	16,101,046	3,49,248
	FEMALES		131,767,519	7,390,910	1,36,342

SOURCE : CENSUS OF INDIA - 1991

INTRODUCTION

DPEP GENDER STUDIES

An Overview

The Constitution of India recognizes education as a basic right of every child and enjoins on the State to provide free and compulsory education to all children upto the age of fourteen. (Article 45).

Universalisation of Elementary Education (UEE) consisting of five years of primary and three years of upper primary education was launched as a major educational programme in the First Five Year Plan has continued to be a priority area for planners. The National Policy on Education 1986 (updated in 1992) and its Programme of action (POA) reaffirms India's commitment to UEE which implies not only universal access and enrolment but a substantial improvement in quality of education to enable all children to achieve essential levels of learning.

It is increasingly recognised that the goal of UEE is educating us largely on account of the failure of the system to enroll and retain girls and children belonging to historically deprived castes and communities residing in rural/remote areas,certain minority groups and urban slums. This calls for decentralized participatory planning and management taking into account local area specific and group specific needs and requirements. Gender disparities cut across caste, class, region and religion and are thus to be addressed as a major barrier to UEE and societal development in general.

Two major set of events mark the last two decades in India : among others

(a) emergence of district as a meso unit of socio economic planning and

(b) emergence of the women's question.

In India, States are organized on linguistic basis and vary tremendously in physical, social and cultural characteristic as well as population size. The intra state diversities and disparities are extremely large with greater cultural continuity in districts across state boundaries. India can be better understood in terms of its districts which are more homogeneous cultural units,more viable for effective development planning and even day to day planning.

We notice a gradual movement from macro-aggregative to disaggregating decentralized educational planning with district becoming the focal point of planning for basic education, i.e. UEE, ECCE and Adult Education and now a move towards micro level participatory planning at the block and village level.

Analysis of the existing researches shows that girls education is inextricably linked with the status of women, which is location and culture specific. Planning of any intervention strategies for girls education has therefore to be based on indepth study and involvement of specific situtations cultures and communities.

Although the Indian Constitution provides for equality between sexes, and protective discrimination in favour of women and girls, major questions regarding unequal physical and social position of women were raised in a big way in post 1971 Census period with the setting up of the Committee on Status of Women in India (CSWI) which gave its report "Towards Equality" in 1974. The declining sex ratio, higher female mortality and morbidity, declining workforce participation rate and poor political participation of women were issues which were brought to the fore by the CSWI and formed the basis of sustained action during the United Nation Development Decade. Although male/female disparities were recognized and attempts made to address them within education, female lag was noticed at all levels and in all types of education. The women's question was squarely addressed by social scientists and women activists resulting into the growth of a large body of research in women's studies, state action and l d to modifications and passing of several new laws and formulation of a large number of women/girls cenetred policies and programmes.

Several EFA initiatives have been taken in the 1990s, to include: Bihar Education Project , Andhra Pradesh Primary Education Project , Uttar Pradesh Basic Education Project, Lok Jumbish in Rajasthan and Total Literacy Campaigns (TLC) in more than 200 districts, with **focus on girls education and women's empowerment**. The experience gained in these ongoing projects has been utilized in formulating one of the largest primary education programmes, namely, the DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP).

MAJOR FEATURES OF DPEP

01. Holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed to achieve UEE in the specific context of the district,

02. This holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE,

03. Addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children,

04. Improving school effectiveness,

05. Strengthening the alternatives to schooling , particularly the non-formal education system,

06. Stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness,

07. Toning up teacher competence, training and motivation,

08. Stressing learning competence and achievement,

09. Overhaul of planning and management in respect of both routine and innovative areas,

10. Convergence between elementary education and related services like ECCE and school health.

FURTHER EMPHASIES OF DPEP :

01. Local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.

02. Greater rigour and infusion of professional inputs in planning and appraisal.

03. More focussed targetting in that the districts selected to be on :

   (a) Educationally backward districts with female literacy below the national average ; and

   (b) Districts where TLCs have been sucessfully leading to enhanced demand for elementary education.

04. More focussed coverage in that the programme would be on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and also for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage, support has been considered for the upper primary stage.

The programme attempted to develop and implement in the districts selected a replicable, sustainable and cost-effective programme :

01. to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent ,

02. to reduce overall primary dropout rates for all students to less than 10 percent,

O3. to increase average primary learning achievement by 25 percent over measured baseline levels, and

O4. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

The programme aims to strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

In keeping with the objectives of the programme the formulation of the district plans was expected to be through a process of capacity building rather than by entrusting the job as a turnkey assignment to consultants, institution or individual. Taking cognizance of the scarcity of project formulation skills the programme envisages particular measures for strengthening state level resource institutions and DIETs, networking of these institutions with NCERT and NIEPA on one hand and with state level social sciences research organisations / IIMS / University/ departments on the other. Hitherto, the state level resource institutions were strengthened mainly with reference to teacher training. Hereafter equal emphasis would be laid on administration and management training for educational functionaries, NGOs and members of the VECs, district and sub-district project structure.

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

CRITERIA	EVIDENCE
EQUITY FOCUS	* Focus on districts with low female literacy rates * Baseline beneficiary studies * Specific strategies for girls, SC/ST students
DECENTRALISATION	* Action plans and budgets development at the district level * Investment in district-level institutional capacity
PARTICIPATORY PLANNING	* Village leadership, NGOs, District, Block and school level personnel involved in programme planning through consultations and workshops
TECHNICAL FEASIBILITY	* Strategies are based on empirical evidence or experience, preferably in India
MANAGERIAL FEASIBILITY	* Implementation by a registered society empowred to make financial, staffing and project design decisions * Plan for MIS development that needs GOI requirements * Acceptable plans for development of enhanced State capacity for textbook development, teacher training, management training, student learning assessment, and programme evaluation
FINANCIAL FEASIBILITY	* Programme resources are a net addition to normal growth of State Plan allocations for primary education and education as a whole * Full annual programme costs are included in annual State budgets. * Annual recruitment costs of the investment are shown to be sustainable on State Non-Plan budgets at the end of the project.

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

The National Policy on Education-1986 is a major landmark in the evolution of the status of women in India. The NPE goes substantially beyond the equal educational opportunity and social justice (equity) approach and expects education to become an instrument of women's equality and empowerment. (Paras 4.2 and 4.3).

The Programme of Action (POA) as revised in 1992 clearly spells out the need for the entire educational system to be alive to gender and regional disparities. Gender sensitivity is to be reflected in the implementation of educational programmes across the board. Education for Women's Equality (EWE) is considered too important to be left to individual commitments or proclivities of persons in charge of implementing. The POA makes it incumbent on all agencies and institutions in the field of education to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

To this effect all educational institutions have to plan and act. All educational personnel, therefore, need to be sensitized on gender issues so that the country can move from gender neutral, often gender blind educational planning and implementation, to gender aware, gender sensitive, gender inclusive education.

There is gradual realization that men and women play an overlapping variety of roles which compliment one another. A change for one inevitably brings a change for the other. A balanced gender aware approach would be the best way to implement devlopment programmes. Expecting a country to develop towards modernization, with the female, half of its population unable to take full part in the process was like asking someone to work with one arm and leg tied up behind their back.

SEX AND GENDER

The former is biologically determined whereas the later imputes values on biological differences. One is born female or male but its one's culture which makes one masculine or feminine.

Gender is thus, the cultural definition of behaviour defined as appropriate to the sexes in a given society at a given time. Gender roles are hard to change but as they are socially/culturally created, they are changeable. Sex is not.

GENDERING

Gender roles are learned behaviour. These roles in their social, economic and political dimensions vary across cultures. These roles are internalized very early in life. There is non conscious internalization of the gender role ideology (how labour, power and resources get distributed among sexes) during early childhood and school does little to modify or change this. Infact, education further strengthens the familial gender based division of labour and resources through inequitable distribution

(12)

of resources and a gender discriminatory transaction of the curricula. The main actors of gendering in school are the policy makers, the planners, the teachers and the teacher educators, as much as the curriculum developers and the text book writers, as, they all emerge from the same society and have internalized (unequal) gender roles.

The purpose of the present exercise would be to help educational personnel :

i. to analyse the content of the social roles/gender roles of women and men for helping them to see and feel the need for gender justice ;

ii. to deconstruct gender roles, especially those aspects like immutable differences, myths, beliefs of male superiority and female subordination ;

iii. to reconstruct gender roles corresponding to the need of a new social and technological social order based on equality and justice through curriculum and educational programmes.

It is only after unlearning some of the prejudices and stereotypes, an administrator, a text book writer, can become a source of women's empowerment or gender equality.

"All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programme will be designed with the assistance of concerned organizations and women's groups".

Additionally, mobilise women and all sections of population for promoting girls' education by arranging orientation programmes for educational functionaries such as state level planners, district educational planners, teachers, administrators, members of village education committees, voluntary organisations, Mahila Mandals and the functionaries of other development agencies/departments working in the area.

"The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the area of developing gender sensitive curriculum , remove sex bias in text books and training of trainers/teachers. SCERT and concerned State Level Boards and Institutions will initiate similar work".

In the area of girls education and women's empowerment, significant research and development work was done for operationalizing WPLs commitment to Education for Women's Equality after 1986. Considerable data based analysis pointed to the general educational and social lag of women and girls especially those belonging to rural areas. The most significant contribution of their field based empirical studies was to highlight the regional and gender disparities and helped in identifying districts which were backward in female literacy and schooling. This formed the basis for girls / women focussed EFA programme and the Eighth Five Year Plan (1990-95) focussed on issues of rural girls and women from disadvantaged groups.

The 1980s are a significant period when issues of sex-bias in curriculum and its transaction were raised and tools were developed to analyze Text Books and other learning methods from point of view of gender equality and later from women's empowerment. This was also the time when teacher education curriculum was revised from gender perspective and teacher Handbooks prepared for making education a powerful vehicle of women's empowerment.

The DPEP is a path breaking programme in that it is not only utilising existing educational research evidence in its project formulation but also understanding a set of studies in some of the focal areas in every DPEP district.

Following studies were carried out : -
01.   Base Line Survey

02.   Gender Studies

03.   Tribal Studies

04.   Text Book Production and Distribution

05.   State Finance

06.   Teacher Education

Against the backdrop of educational and social lag of women and girls and as a required input into District Primary Education Programme, Gender Studies were taken up in 43 districts of the States of Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamil Nadu.

METHODOLOGY

The study is primarily qualitative and was carried out in participatory research mode. The concerned communities, parents, officials and researchers met together in face to face interaction and discussed the major issues of continuance, discontinuance and non-enrolment of girls in primary education. Structured individual interviews and group discussions were carried out in addition to secondary data obtained from the State, Districts, Blocks and sample Villages. Field observation was emloyed to strengthen data obtained from secondary sources and through individual/group interviews.

In rural and urban slum settings, there is no concept of household privacy.

Household interviews in villages and urban slums were a family/community affair. Each interview turned into a mini discussion group with the male household head as chief respondent but household women viz.mother, wife, daughter all participating. The responses registered are to be seen as parental responses as both male/female parents or occassionally a grand father or a grand mother had their pieces to say,neighbours did not stay away either.

GOALS OF GENDER STUDIES

GOALS (IMMEDIATE)

GENDER AWARE	* Gender Sensitive Project Planning and Implementation.
IMPROVING SUPPLY	* Increasing number of schools places for formal/Non-formal education centre.
	* Improving infrastructure and support services for girls, increasing number of women teachers.
	* Making the content and process of education gender bias free and gender inclusive,
	* Gender sensitization of all educational personnel,parents and community.
	* Monitoring progress towards gender equality
GENERATING DEMAND	* Social Mobilisation awareness generation, consciousness raising, advocacy,campaigns for survival, protection and development of the Girl Child Education and key input.
WOMEN'S EMPOWERMENT	* Energising existing women's groups
	* Organising new groups
	* Supporting action by women and community to raise status of women.
	* Reconstruction and deconstruction of gender roles.

GOALS (LONG TERM)

* When being a man or a woman works neither to the advantage nor to the disadvantage of a person.

* It is noted that gender roles are socially created and hence are not immutable.

SPECIFIC OBJECTIVES OF THE STUDY

01. To map out gender disparties in access, enrolment and retention in schools.

02. To identify causes for non enrolment and drop out of girls and propose effective district / local specific strategies for improving enrolment, retention and achievement among girls

03. To asses the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.

04. To collect information on gender bias in (a)text books,(b)teacher's training, (c)teacher's attitude, (d)curriculum transaction and (e)administrator's attitude.

05. To identify supportive community structures such as Women's groups, V.E.Cs, Panchayats, P.T.As, Teacher organisations, Youth Clubs etc. for developing effective strategies of UPE among girls.

06. To identify ways to facilitate convergence of services of different departments for UPE among girls (focal areas ECCE, Health and Support Services).

07. To study the availability of educational (books, stationery, uniforms) and other incentives (mid-day meals, attendance prizes etc.).

08. To assess participation of women in teaching, administration and other decision making bodies.

09. To develop State/District level monitoring and evaluation framework.

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

01. Social and demographic indicators, population distribution by sex and rural-urban areas, sex ratio, age specific population especially for age group 0-6 and 6-11 years, population density, age specific mortality rates, infant mortality rate, child mortality rate, age at marriage by sex, child labour, work participation rate by sex, main and marginal workers and by rural/urban areas, wherever possible.

02. Literacy by sex, rural urban, SC/ST 1981, 1991

03. Availability of primary schools / NFE centres, ECCE Centres within walking distance of 1 to 1.6 km. for girls.

04. Availability of educational and other (books, stationery and remedial teaching) incentives (uniforms, noon meals, attendance scholarships).

05. Enrolment by sex, rural/urban, SC/ST for the last five years.

06. Dropout by sex, rural/urban, SC/ST for the last five years.

07. Total number of teachers by sex, rural urban, SC/ST.

08. Women teachers as percentage of total teachers.

09. Women's participation in terms of percentage in educational administration and other decision making bodies like Panchayats and Village Education Committees. (VEC)

10. Supportive structures such as ECCE (Anganwadi, Balawadi, Pre schools) Women's Groups (Mahila Mandals, Mahila Samakhya, NGO's etc.), Village Education Committees, Parent Teacher Association, Panchayat Education Sub-Committees, Teacher Organisations and Nehru Yuvak Kendras (Youth Clubs).

11.   Schemes and programmes of education departments and other departments (Government of India and State Governments) for girls' education and women's development.

SOURCES OF SECONDARY DATA

1.   Census of India.

2.   District Handbooks.

3.   Educational and Social Researches on Girls Education and status of women.

4.   Government (State, GOI) Documents.

5.   National Sample Surveys

Secondary Data had to be utilized for preparation of :

      i.   State status paper on Girls Education

      ii. District Profiles

PRIMARY DATAS

      Primary data has been collected through group discussions, field observation and interviews with parents, teachers, administrators, community leaders and girls themselves. The purpose has been to identify the issues connected with the following :-

01.   Reasons for continuance of girls in schooling.

02.   Reasons for discontinuance of girls from schooling.

03.   Reasons for non enrolment of girls.

04   Perceived utility of Girls' Education

05.   Perception of Gender Equality and Gender Discrimination.

06.   Proposed strategies for UPE of Girls' and Women's Empowerment.

07.   Role of parents, community leaders, administrators and teachers in UPE for Girls.

INTERVIEW SCHEDULES

G.S.1	:	District Schedule
G.S.2	:	Village / Urban Schedule
G.S.3	:	Household Schedule
G.S.3.2	:	Dropout Girl Schedule
G.S.3.3	:	Never Enrolled Girl Schedule
H.S.4	:	Teacher Schedule
G.S.5	:	Institutional Schedule
G.S.6	:	Community Leader Schedule
G.S.7	:	Educational administrator Schedule
Group Discussions	:	Interacting sessions with Community Leaders. Parents, Youth, Teachers and Administrators were organised.

THE SAMPLE DESIGN

The districts selected under the SSN Project are of low female literacy districts. Originally, it was proposed to conduct the gender studies in two blocks one with relatively high female literacy and the other with low female literacy rate. Later on the advise of the National Core Group, it was decided to select only one of the Base Line Survey Block for Gender Studies.

In each block 8 villages were selected for collection of primary data to represent :

(a) Villages having no school

(b) Villages having a primary school only

(c) Villages having middle school

(d) Villages having secondary or higher secondary school

In addition to, one / two urban slum communities were also selected for collection of primary data.

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In an earlier study on continuance / discontinuance of girls in Elementary Schooling, villages and households were selected on the basis of population size using stratified random sampling. This study showed that girls participation was contingent on availability of educational infrastructure to a great extent.

Therefore, in the present study villages with varying levels of educational infrastructure were selected from lists of such villages provided by the Block Education Officers.

Considering that the villages will vary in population size, a minimum number of 30 households and a maximum of 50 households were to be approached for interviewing. One or two urban localities were also to be interviewed.

In each block some teachers were to be interviewed.

As many as possible educational functionaries at the block and district level were to be interviewed. In each village an indepth group discussion was to be organised.

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

S.NO		Orientation
1.	State Coordinators, Gender Studies	8-9 July, 1993
2.	Assam	6-8 October, 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal Ms. Gauri Srivastava, Dr. S.C.Nuna.
3	Haryana	30 Sept.-3 October 1993 Prof.Usha Nayar.Prof.S.Bisaria, Dr.KC.Nautiyal, Dr.J.Duggal, Harish Tyagi, Mohd. Yunus, Anil kumar, Rajindra pal
4	Kerala	19-21 October 1993 Prof.Usha Nayar,Dr.K.Devendra Mohd. Yunus, Anil kumar
5	Madhya Pradesh	11-12 October, 1993 Prof.Usha Nayar, Prof.S.Bisaria
6	Maharashtra	22-23 October, 1993
7	Orissa	22-23 February, 1994 Prof.Usha Nayar, Dr.S.S.Jaireth, Ms.Satpreet Chatrath,Mr.Md.Yunus Mr. Harish Tyagi, Mr.R.Pal
8	Tamil Nadu	13-15 October 1993 Pro.Usha Nayar, Dr. Raj Rani, Mohd. Yunus, Anil Kumar
9	Karnataka	27-29 October 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal
10	Workshop of State Co-ordinators for Removal of Gender Bias from Text Books & Inputs into Primary Teachers Education	25-27 August, 1993 Dws faculty, NCGG members, Experts
11	State Coordinators Workshop on Report Writing	18-24 January, 1994

FIELD WORK

Six DPEP States completed field work by Decemeber, 1993. Field work in Madhya Pradesh (19 Districts) finished in March 1994 and field work in one district in each state was initiated by a member of the NCGG responsible for the state along with the State Coordinator. NCGG members and research staff participated fully in data analysis and report writing.

MADHYA PRADESH

In the state of Madhya Pradesh the DPEP gender studies project was undertaken by the Head of the Department of Home Science , Maharani Laxmi Bai Post Graduate College Bhopal. She was the state coordinator for the project. Principal of the institute was the chief controlling officer , under his guidance and supervision the project was controlled.

A separate cell was formed in the college and all facilities were extended. Secretarial assistance was provided and a basic base line staff was functional at this unit. Professional Assistants were selected and orientation programme was conducted with the help of the National Coordinator and her team from NCERT.

In the state of Madhya Pradesh , 19 districts viz. Sehore, Raisen, Rajgarh, Betul, Guna, Dhar, Ratlam, Mandsaur, Tikamgarh, Chhatarpur, Panna, Rajnandgaon, Rewa, Satna, Sidhi, Shahdol, Bilaspur, Raigarh, Sarguja were surveyed.

State has a vast area , as such the districts were wide apart and within the district the distances were great. The problem was aggravated due to unfriendly terrain.

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

1.   Project proposal was sent to MHRD on the 4th June, 1993. Revised proposal was sent on 29th June,1993. However, the project funds were received by NCERT on 3rd September 1993. The funds were released to States on 21st of September,1993. The States did not take any step for the appointment of the project staff till, they received the funds. The selections,   appointment   and training of the project staff,   therefore,   had to be carried over to October, 1993. In September, the States appointed state co-ordinators.

The aforementioned circumstances caused a total delay of three months.

2.   No required additional infrastructure to include room space for project personnel and extra equipment like a PC, copier etc. were provided to the department. Therefore, there was external congestion and heavy dependence on outside facilities to cope with the quantum and pressure of work.

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

Deptt.of WCD	NCERT/NIEPA	Natioanl Core Group	National Projects Implementation unit
DWCD	SCERT/SI/ College Home Science Department	State Core Group	State Rural Regd. Society / State Project Implementation Unit (Development and Primary Education)
WCD	DIETs	District Planning Committees	District Implementation Unit (D.E.Os. Office)
WCD	BRCs	Block Edn. Committees	Block Education Office
Mahila Mandals		Village Edn. Community,	Committees, Edn.Tech. Mass Media
Women/Groups	N.G.O.s	Youth Groups, Panchayat, Teachers Organisation	

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INDIA
BRIEF ANALYSIS.

India is the second most populous country in the world with a population of 846.3 million in 1991, accounting for 16 percent of the world population and just 2.4 percent of the total land area of earth. Its share in total world population has increased from 15.2 percent in 1981 to 16 percent in 1991.

POPULATION OF ALL AGE GROUPS

1991 Census was held in 31 States/Union territories of India with reference date of 01.03.1991. It could not be held in Jammu & Kashmir. Total area of the country excluding Jammu & Kashmir is 3,065 thousand sq. kms. (including Jammu & Kashmir it is 3,287 thousand sq. kms.). Total number of districts in 31 states / union territories at the time of 1991 census was 452 (including Jammu & Kashmir it was 466).

The highest population among the states/union terriories is in U.P. being 139.11 million. Other states having more than 50 million population are Bihar (86.37), Maharashtra (78.94), West Bengal (68.08), Andhra Pradesh (66.51), Madhya Pradesh (66.18) and Tamil Nadu (55.86).

Density of population of the country excluding Jammu & Kashmir and Assam for which comparative data for 1981 and 1991 is not available increased from 230 in 1981 to 273 persons per sq. km. in 1991. Highest density is in Delhi (6,352) followed by Chandigarh (5,632). Among the major states having more than 15 million population, highest population, highest density is in West Bengal (767) followed by Kerala (749). Lowest is in Rajasthan (129) preceded by Madhya Pradesh (149).

Decadal growth rate of population of India decline to 23.85 during 1981-91 which was 24.66 during 1971-81. Annual exponential growth rate during 1981-91 works out to 2.14 as against 2.22 during 1971-81.

A total of 74.37 percent of population of the country resides in Rural areas and 25.73 percent in Urban areas.

The population of scheduled castes in the country excluding Jammu & Kashmir is 138.22 million this forms 16.48 percent of the total population of the country. Scheduled tribe population is 67.76 million and forms 8.08 percent of the total population of the country as per 1991 census.

The male population of India is 51.90 percent of the total population excluding Jammu & Kashmir and 48.10 percent is female. The sex ratio as the number of female per thousand males for the country declines from 934 in 1981 to 927 in 1991.

Birth rate, Death and Infant Mortality rate are important demographic indicators and greatly influence size and growth of population. Crude birth rate in India has declined from 37.2 in 1981 to 29.3 in 1991. Crude death rate also declined from 12.5 in 1981 to 9.8 in 1991. The infant mortality rate has also come down from 120 in 1981 to 80 in 1991.

According to Sample Registration System Estimates of 1991 the birth rate is estimated to be the highest in Madhya Pradesh (35.8) followed by Uttar Pradesh (35.1) and Rajasthan (34.3). Death rate is also estimated to be the highest in Madhya Pradesh (13.8) followed by Arunachal Pradesh (13.5) and Orissa (12.7).

It is observed that the birth rate, death rate and infant mortality rates in the country are declining. However the demographic profile of the country is not uniform. The states of U.P, Bihar, Madhya Pradesh and Rajasthan together account for nearly 40 percent of the population of the country, have high crude birth rate. Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR), and low age of girls at marriage, Literacy rates particularly among females are also low in these very states.

POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

According to census definition, a person is deemed as literate if he or she read and write with understanding in any language. Recognizing that ability to read and write with understanding is not ordinarily achieved until one had some schooling or had at least some time to develop these skills, Deptt. of Education, Ministry of HRD and Planning Commission felt that the population of seven years and above only should be classified as literate or illiterate. 1991 census for the first time adopted age group 7 and above for canvassing the literacy question. 0-6 age group population which is excluded from the perview of literacy question, forms 17.94 percent of the total population of the country. Keeping in view the above decision, literacy rates for population aged 7 years and above have been worked out for 1991. Comparative position for the census years 1961, 1971 and 1981 was available for population aged 5 years and above as at that time children of the age group 0-4 only were excluded form the census literacy question.

NATIONAL LEVEL

During the last three decades population of the country has been increasing at the exponential growth rate of more than 2 percent per annum. While the expanded educational facilities pushed up the number of literates in the country. It has not been able to keep pace with the increasing population. Number of illiterates has simultaneously increased though at a declining rate of growth.

During 1961-71 population of the age group 5 and over increased by about 96 millions and the number of literates increased by about 56 million. Thus the number of illiterates increased by 40 million. Taking into account the estimates for Assam for 1981 and J & K for 1991 increase in population aged 7 years and above during 1981-91 was about 138 million and increase in the number of literates was about 120 million. Increase in the number of illiterates was only 18 million. It shows that increase in population and literates has been substantially high during these decades but the rates of increase in the number of illiterates has declined over the three decades. For the first time in 1991, number of literates has exceeded the number of illiterates thereby taking the literacy rate above 50 percent landmark.

Gender disparity in literacy is a historical phenomenon. In 1901, while the literacy rate for males was 9.83 percent, it was only 0.60 percent in case of females.

While about the fourth of the urban population is literate, literacy rate in rural areas is yet much below the level of 50 percent mark. Literacy rate for females in rural areas is still

lower being only 30.62. When it is compared with the literacy rate of 81.09 percent for urban male population, the glaring gender and rural/urban disparities become quite evident. Though there is an improvement in rural/urban differentials during the decade 1981-91, yet it is seen that if the literacy rate of rural women increases by 9 percentage points (1981-91 rate) during a decade, it will take them more than five decades to reach present level of urban males. When we are thinking of literacy for all by the year 2000, rural areas in general and rural females in particular deserve special treatment if they are to reach even the level of 80 percent literacy .

STATE LEVEL

Literacy rate at the national level reveal only a part of the story of disparities in literacy situation in the country. Literacy rates among the States/UTs range from 89.81 percent in Kerala to 34.48 in Bihar. On the basis of literacy rate State/UTs can be grouped as under :

Below 50%	Bihar (38.48), Rajasthan, Dadra & Nagar Haveli, Arunachal Pradesh, Uttar Pradesh, Andhra Pradesh Madhya Pradesh, Orissa, Meghalaya (49.10) and (Jammu & Kashmir).
50% to 60%	Assam (52.89). Haryana, Karnataka, West Bengal, Punjab, Manipur (59.89)
60% to 70% -	Tripura (60.44), Gujarat, Nagaland, Himachal Pradesh, Maharashtra (64.87).
70% to 80% -	Daman and Diu(71.20), A and N Islands,Pondichery Delhi, Goa, Chandigarh (77.81).
80% and above-	Lakshadweep (81.78), Mizoram, Kerala (89.81).

While Lakshdweep, Mizoram and Kerala have literacy rate above 80%, Bihar and Rajasthan are still below 40% .

Literacy rate in 1991 for rural areas varied from 88.92 in Kerala to 30.37 in Rajasthan and for urban areas it varied from 92.25 in Kerala to 61.0 in Uttar Pradesh. While literacy rate for male population varied from 93.62 in Kerala to 51.45 in Arunachal Pradesh literacy rate for female population varied from 86.17 in Kerala to 20.44 percent in Rajasthan. Among the states, highest literacy rate of 95.58 was in case of Kerala urban male population and the lowest rate of 11.59 was in case of Rajasthan's rural female population.

Total number of literates increased in all States/Union Territories during 1981-91. Increase in literacy rate varied from 16.05 percentage points in Arunachal Pradesh to 3.00 percentage points in Chandigarth in respect of all persons and from 19.31 percentage points in Sikkim to 3.02 percentage points in Chandigarth in respect of only females. Increase in Literacy rates was over ten percentage points in the States/UTs.of Arunachal Pradesh, Sikkim, Lakshdweep, Himachal Pradesh, Haryana, Nagaland, Daman & Diu, Tripura, Punjab and Manipur. It was below the national average of 8.65 in the States/UTs of Rajasthan (8.44), Andhra Pradesh, Tamil Nadu, Uttar Pradesh, Mizoram, Kerala, Orissa, Dadar & Nagar Haveli, Meghalaya, Bihar, Delhi and Chandigarth (3.00).

Total number of illiterates of the age group 7 and above in India excluding J & K according to 1991 census was 328.88 (Including estimates for Jammu & Kashmir, number of illiterates of the age group 7 and above comes to 332.7 million) million. Out of these more than half were in the five low literacy states of **Uttar Pradesh, Madhya Pradesh, Bihar, Andhra Pradesh and Rajasthan.** Other states having more than 10 million illiterates of age group 7 and above are Maharashtra, West Bengal, Orissa, Karnataka and Gujarat. There was increase in the number of illiterates during 1981-91 in most of the States/UTs. In case of Goa, Gujarat, Himachal Pradesh, Mizoram, Punjab, Sikkim, Tamil Nadu and Lakshdweep there was marginal decrease in the number of illiterates during 1981-91. In case of Kerala the decline was of the order of 35 percent from 39.68 lakh in 1981 to 25.74 lakh in 1991. Increase in the number of illiterate during

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1981-91 is more pronounced in case of low literacy states. It indicates that there is a vicious circle of low literacy, and increase in the absolute number of illiterates. This vicious circle will need to be broken in order to during the low literacy states to the national level and then possibly to the level of high literacy states.

Statewise analysis of literacy situation indicates wide disparity in literacy among States/UTs. While Kerala, Mizoram and Lakshdweep have achieved the distinction of crossing the 80 percent mark which is considered a stage of self reliance, states like Bihar and Rajasthan which are still below 40 percent level of literacy and Dadar & Nagar Haveli, Arunachal Pradesh, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Orissa, Meghalaya and J & K are struggling to cross the take off point of 50 percent.

In term of the size of the problem of illiteracy 7 states having more than 20 million illiterates were each need attention, as more than 70 percent of the illiterates of the country reside in these 7 States.

DISTRICT LEVEL

Of the 466 districts in the country at the time of 1991 census, census data is avialable for 452 districts (14 districts of Jammu & Kashmir were not covered). Disparity in literacy rates at the district level was more acute. It varied from 95.72 percent in Kottayam District of Kerala to 19.01 in Jhabua district of Madhya Pradesh. Highest literacy rate of 97.67 percent was in respect of urban male population of Kottayam District and the lowest rate of 4.2 percent was in rural female population of Barmer district of Rajasthan.

Table 01
Frequency distribution of districts by literacy rates in respects of all persons for Total and Rural areas is given below—

Literacy Rate All Persons	No. of Districts	
	Total	Rural
0-10	—	—
10-20	1	5
20-30	26	59
30-40	88	108
40-50	121	110
50-60	91	88
60-70	76	48
70-80	28	11
80-and above	21	17
Total	452	446*

* There are no rural areas in 6 districts.
  Source : Statistical Database for Literacy Vol-II, 1993

It is observed that there are 27 district which are still having literacy rate below 30 percent . These districts are located in the states/uts of Madhya Pradesh (3), Arunachal Pradesh(2), Bihar(10), Rajasthan(3), Orissa(1), Uttar Pradesh(7) and Andhra Pradesh(1). More than 50 percent of the total districts of the country are still having literacy rate below 50 percent. Only 21 districts (less than 5% of total) are above the 80 percent mark. These districts are located in the states of Gujrat(1), Kerala(14), Maharashtra(1), Mizoram(1), Tamil Nadu(2), Lakshdweep(1) and Pondicherry(1). Position of literacy in Urban areas is better. If we take into account literacy rate of only rural areas, number of districts which fall below 30 percent

literacy rate, rises to 64 and the number of districts with rural literacy rate of below 50 percent rises to 282. There are only 17 districts in the country where the rural literacy rate is higher than 80 percent.

Table 02

Frequency distribution of districts by literacy rates of females for total and rural areas indicates a different scenario.

Literacy Rate Female Only	No of districts	
	Total	Rural
0-10	2	27
10-20	71	107
20-30	104	99
30-40	92	82
40-50	74	74
50-60	56	28
60-70	27	11
70-80	12	7
80 and above	14	11
Total	452	446

Source : Statistical Database for Literacy Vol-II, 1993

There are 73 districts in the country which still have female literacy rate of below 20 percent including 2 districts of Rajasthan having literacy rate of below 10 percent. Of these 66 viz. 90.4 percent are located in the four low literacy Hindi speaking states of Madhya Pradesh (10), Bihar (18), Rajasthan (19) and Uttar Pradesh (19). Position of female literacy in rural areas is still worse.

There are 27 districts (15 Rajasthan, 7 Uttar Pradesh, one each in Bihar and Orissa) which have rural female literay rate of below 10 percent. The number of districts having rural female literacy rate of below 20 percent was 134 forming about 30 percent of the total districts of the country in 1991.

DISTRICT PRIMARY EDUCATION PROGRAMME
DPEP

GENDER STUDIES
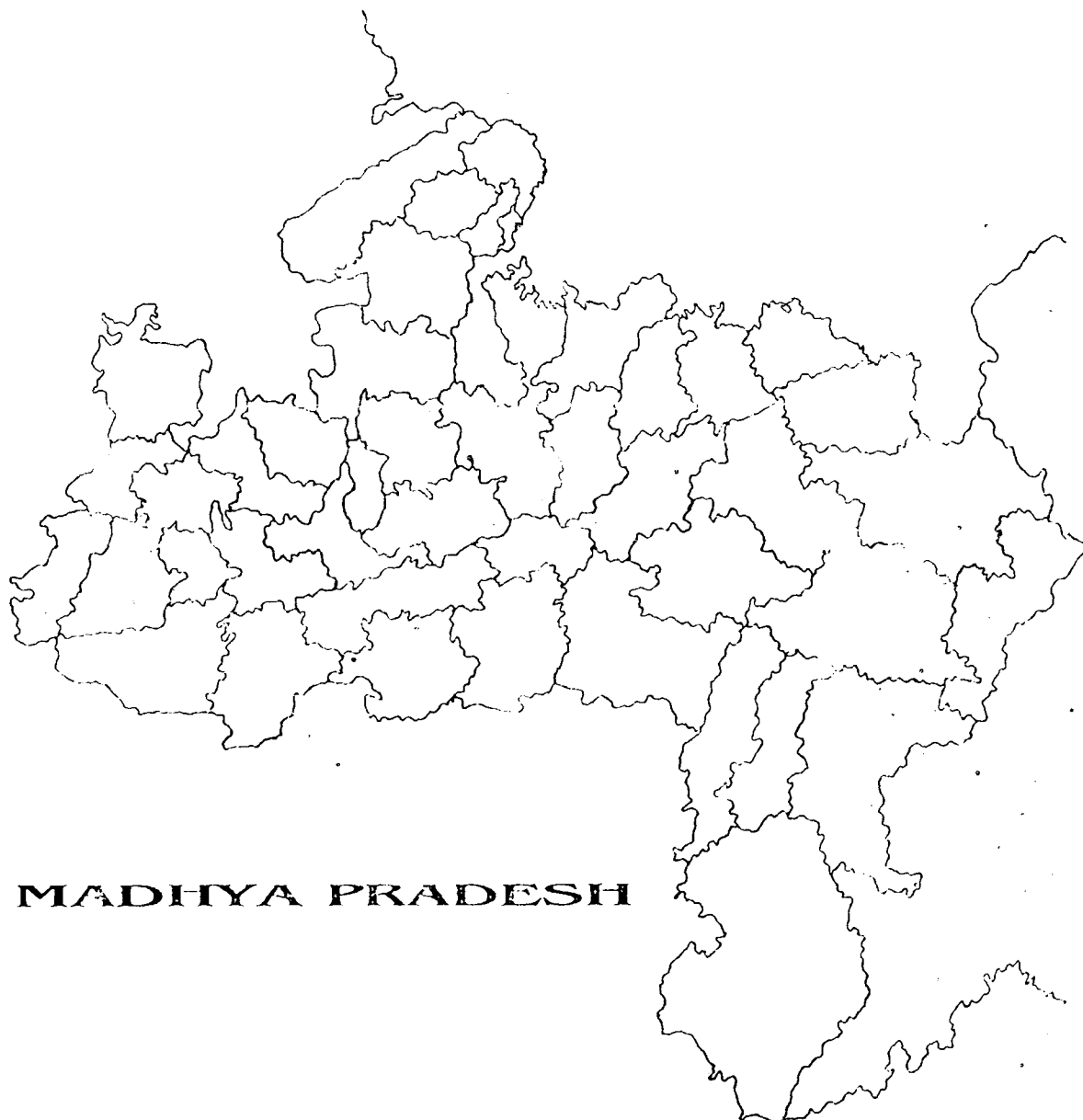
MADHYA PRADESH

DEPARTMENT OF HOME SCIENCE
MAHARANI LAXMIBAI P.G. COLLEGE
BHOPAL

1994

MADHYA PRADESH

The State of Madhya Pradesh was formed under the Indian Constitution on 1st November 1956 as per the recommendation of the State Re-organisation Commission. Being situated in the Centre of India, it was named as Madhya Pradesh, Bhopal which was earlier taken over by the central Government in June 1949 was made the Capital of the State.

Madhya Pradesh is Geographycally the largest State in the Country sharing commoan boundaries with 7 States viz. Uttar Pradesh, Bihar, Orissa, Andhra pradesh, Maharashtra, Gujrat and Rajasthan. Madhya Pradesh claims to be the heart of India.

Ranging between lalitudes 18' N to 26' N and between longitudes 74' E to 84' E, the Tropic of cancer passes through the middle of the State. The average length of the State from east to west is about 960 Kms. and from north to south about 480 Kms. The main Physical regions of the State are the Nothern region, the Narmada Valley, the Malwa Platean the,Satpura Ridge and the Chhatisgarh Plains. The State has a network of river systems, which includes the Narmada, Mahanadi, Tapti, Indravati, Chambal, Betwa, Sone, and Tawa etc.

Madhya Pradesh is the biggest State of India in terms of area which is 443446 sq kms. It is endowed with abundant and extensive forest and mineral resources, rich and fertile soil, rivers and vast expanse of cultivable land. Almost all crops are grown in the State, the major being Wheat, Jawar, Cotton, Rice, Kutki, Oilseeds and pulses. Average rainfall of the State varies between 700 mm and 1000 mm.

The State has 12 commissioner divisions, 45 revenue districts 307 tehsils, 459 Community development Blocks including Tribal Development Blocks. In addition it has 76468 villages,465 towns and 23 cities according to 1991 census.

Demographic Scenario

The total population of Madhya Pradesh is 66,181,170 as per the 1991 census. The female population in the state is 31,913,877 which is 48.22% of the population. The rural population in the state is 50,842,333 . The scheduled caste population of the state is 9,626,679 and the scheduled tribe is 15,399,034 . There is a preponderance of etheric groups in the population. Madhya Pradesh has the largest tribal population (23.3%) of the country as per 1991 census.

TABLE 03
TOTAL POPULATION OF ALL AREAS AND RURAL AREAS-1991
INDIA / MADHYA PRADESH

(IN THOUSANDS)

STATES	NO.OF DISTT.	ALL AREAS			RURAL AREAS		
		PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
INDIA	452	838584	435216	403368	622812	321219	301533
MADHYA PRADESH	45	66181	34267	31914	50842	26164	24678

* Excludes Jammu and Kashmir where 1991 census was not held.
Source : Census of India -1991

Madhya Pradesh accounts for about 7.84 percent of the total population of India. Raipur district occupies the first place in the state by recording the highest population as per 1991 census, and Datia is the least populated district of M.P.

The total population in the age-group of 0-6 is 13,091,570 of which the rural females are 5,087,939 and urban females are 1,297,527.

The state has one fifth of total scheduled tribe population of the country. There are 46 identified tribes located in 35 districts in the State. The population of such tribals is found sizeable to 23% of the total population of the state and another 14.5% belongs to the schedueled caste.

TABLE 04
STATEMENT OF SCHEDULED CASTE AND SCHEDULED TRIBE POPULATION 1991
(IN THOUSANDS)

STATE	POPULATION			% AGE TO TOTAL POPULATION.		
	TOTAL	SC	ST	TOTAL	SC	ST
INDIA	838584	138223	67758	100.00	16.48	8.08
MADHYA PRADESH	66181	9627	15399	100.00	14.54	23.27

Source : Census of India -1991

Table 05
Percentage of SC/ST Population to the Total Population Country/State

	Scheduled Caste			Scheduled Tribe		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
INDIA	16.33	17.86	11.89	8.01	9.98	2.30
M.P	14.55	14.80	13.72	23.27	28.82	4.87

Source : Census of India -1991

In Madhya Pradesh the Rural population is 28.82 percent to the total population of State and Urban population is 4.87 percent.

TRIBAL SCENARIO The tribal population is 151.73 lacs which is the highest for any state in the country. Incidentally this is also allmost one fourth of the total tribal population of the country. The tribal population of the State is not evenly distributed in the 45 districts. The various tribes living in the state have been categorised into 46 groups according to the scheduled tribe order on the basis of the distinctive social and cultural characteristics of different tribal groups the State could be divided into five cultural zones which are :-

1. Western Tribal Zone,

2. Central Tribal Zone,

3. North Eastern Tribal Zone,

4. Southern Tribal Zone,

5. North Western Tribal Zone.

Besides seven tribal groups viz, Abujhmarias of Bastar, Bharias of Patalkot, Baigas, Pahadi Korwas, Kamars, Seharias and Birhors have been recognised as primitive by Government of India.

POPULATION DENSITY : The Density of Population of the State in 1991 was 149 persons per square kilometer as against 118 persons per square kilometer in 1981. It follows that the pressure of population on every square kilometer of land has increased by 31 persons.

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

(42)

Decadal Growth rate of population

The decadal growth rate of M.P. is 26.75 percent during 1981-91 compared to all India figures of 23.85 per cent and that of Kerala is 14.32 percent.

GROWTH - RATE

The growth-rate of population in Madhya Pradesh has gone up from 25.27 per cent in 1971-81 to 26.75 per cent in 1981-91. The highest growth-rate of 50.92 per cent has been recorded by Bhopal district, followed by Jhabua district with 42.03 per cent. The third position in terms of growth-rate of population is occupied by Sidhi district, registering a growth-rate of 38.51 per cent in 1981-91. The growth-rate of Bhopal district has gone down from 56.38 per cent in 1971-81 to 50.92 per cent in 1981-91 whereas during the same period the growth-rate of Jhabua has gone up from 19.07 per cent to 42.03 percent and of Sidhi district from 27.51 per cent to 38.51 per cent. Indore district, in which is situated the throbbing industrial and commercial hub of the State, recorded a growth-rate of 29.90 per cent in 1981-91, as against the growth-rate of 37.49 per cent during the previous decade i.e., 1971-81. Dewas district, the stellate of Indore, has registered a growth-rate of 29.83 per cent in 1981-91, as compared to 33.81 per cent during 1971-81. On the other hand, the lowest growth-rate of 18.72 per cent, has been recorded in Balaghat district in 1981-91, while during the previous decade of 1971-81, Raigarh district had recorded the lowest growth-rate of 12.36 percent.

Decadal Variation in Populatiaon:

The decadal variation in population of Madhya Pradesh has gone up from 15.30 per cent 1901 - 1911 to 26.75 per cent in 1981-91 but it will be noticed, that, there has been a chequered growth in the population from 1901-21, and steady from 1921-51. Thereafter there was a spurt in the growth rate of population during the decades that follow after 1951. The galloping growth-rate of 28.67 percent during the decade 1961-71 was restrained in 1971-81 at 25.27 percent, but again the growth rate has increased to 26.75 per cent during the decade 1981-91.

The low growth-rate of popultiom as observed in the decade 1971-81 raised hopes of containing the population, but with the trend being reversed in 1981-91, a state of caution has come into play, but it is too early to make any generalisation on the basis of these figures.

Sex-Ratio

A basic Demographic Characteristic of the population is the sex composition. The balance between the sexes is an important aspect of a population structure, since the sex composition influences the economic and social life of the people. The sex ratio defined as the number of females per thousand males is used as an index to measure the sex composition in India. Table given below brings out the sex ratio of Madhya Pradesh as given in the Census of India 1991.

Table 07
Sex ratio in Madhya Pradesh
(Female per 1000 Male)

	1981	1991
Total	941	931
Rural	956	943
Urban	884	893
Scheduled Caste	932	915
Scheduled Tribe	997	985
Non SC/ST (POP)	923	916
POP (0-6 years)	978	952
Sex ratio of Kerala	-	1040
Sex ratio of India	932	929

Source : Census of India 1991.

TABLE 08
IMPORTANT DEMORGRAPHIC INDICATORS OF POPULATION
IN INDIA BY MADHYA PRADESH - 1991

NAME	ANNUAL EXP. GROWTH	URBAN POP.AS % OF TOTAL	POP.AGED 0-6 OF TOTAL POP.	SEX RATIO	CRUDE BIRTH RATE	CRUDE DEATH RATE	INFANT MORTA LITY RATE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
INDIA *	2.14	25.73	17.94	927	29.3	9.8	80.0
MADHYA PRADESH	2.38	23.18	19.78	931	35.8	13.8	122.0

*Excludes Jammu and Kashmir where 1991 census was not held.

SOURCE: (a) For columns 2 to 5 1991 census.
   (b) Columns 6 to 8 are based on sample registration system estimates of 1991.

Total Fertility Rate:

   Total fertility rate is inversely related to female literacy and education. The general marital fertility rate for M.P. was 192 per 1,000 in 1981,whereas national average was 189 and for Kerala 174.

Infant Mortality Rate:

In 1987 the IMR was 118 for females compared to 122 for males, whereas all india figures for female IMR is 96 and male IMR is 95 in case of Kerala, the female IMR is only 27 and is 5 points lower than male which is 32.

Table 09
Yearly Birth-Death and Child Mortality rate.
1988 to 1991
India / Madhya Pradesh

Year	Birth Rate			Death Rate			Child Mortality Rate		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1988									
India	33.1	26.3	31.5	12.0	7.7	11.0	102	62	94
M.P	38.4	31.2	37.0	15.4	9.8	14.3	128	83	121
1989									
India	32.2	25.2	30.6	11.1	7.2	10.3	98	58	91
M.P.	36.7	30.3	35.5	13.9	8.6	12.9	125	78	117
1990									
India	31.7	24.7	30.2	10.5	6.8	9.7	86	50	80
M.P	38.9	29.3	37.1	13.7	7.6	12.6	120	61	111
1991									
India	30.9	24.3	29.5	10.6	7.1	9.8	87	53	80
M.P.	37.3	29.7	35.8	14.9	9.2	13.8	125	74	117

Source : Sample Registration Bulletin Chief Registrar Govt. of India New Delhi.

Female Child Deaths by Age 2 years.

Female child deaths are as high as 219 in Tikamgarh Distt.

Excess of Feamle Child Deaths over Male Child Deaths by 5

years age.

Table 10
Vital Statistics 1981
(DPEP) Districts in Madhya Pradesh

State / District	Infant Mortality Rate	Female child Death by Age 2	Excess of female child death by age 5
GUNA	150	179	14.49
TIKAMGARH	195	219	10.31
CHHATARPUR	182	211	16.13
PANNA	185	204	07.28
SATNA	181	200	08.66
REWA	173	176	11.00
SHAHDUL	164	166	-04.20
SIDHI	161	160	-02.00
MANDSAUR	138	151	-03.24
RATLAM	143	158	02.06
DHAR	116	138	-03.57
BETUL	158	163	00.97
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDGAON	132	168	02.93
BILASPUR	115	143	-05.06
SURGUJA	115	132	-05.45
RAIGARH	113	139	-09.41

Source : i. Census of India 1981
         ii. Women and Dovelopment by SHEEL C.NUNA - 1990

Table 11
Nuptiality Rates For Fertility 1981
(DPEP) Districts in Madhya Pradesh

State/ districts	% Married Females in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertility rate	1988 couple protection rate
GUNA	77.91	15.00	42.03	215	28.50
TIKAMGARH	84.36	14.30	44.48	224	29.40
CHHATARPUR	80.33	14.50	42.19	221	24.40
PANNA	80.42	15.00	45.54	212	27.60
SATNA	79.36	14.80	41.20	197	24.60
REWA	83.72	14.40	40.55	191	46.40
SHAHDOL	78.22	14.80	35.57	165	27.80
SIDHI	84.38	14.60	38.70	187	24.00
MANDSAUR	72.38	14.80	38.30	186	31.70
RATLAM	61.05	15.50	38.15	190	46.40
DHAR	54.80	16.30	39.39	207	43.30
BETUL	38.84	16.90	40.69	224	33.80
SEHORE	75.48	14.80	40.77	208	33.70
RAJGARH	79.20	14.60	38.95	190	30.80
RAISEN	75.66	14.90	42.62	218	29.30
RAJNANDGAON	58.84	14.90	35.52	180	49.10
BILASPUR	64.18	15.40	34.14	169	36.20
SURGUJA	54.62	15.60	33.35	157	32.60
RAIGARH	38.53	17.00	37.22	149	45.50

Source : i. Census of India - 1981
ii. Women and Dovelopment by SHEEL C.NUNA - 1990

As per the Table given above it is evident that the excess of female child deaths over male child deaths by 5 years 16.13 in Chhatarpur district which is 10.23.

The daily per capita calorie consumption is an indicator of economic status. The lower the income, the higher is the prevalence of malnutrition in Madhya Pradesh.Poverty pushes girls and women into morbidity and ill health , lowers efficiency and sets a reverse gear in life.

Economic Scenario

Madhya Pradesh which stands first in area and sixth in population amongst the states of Indian Union has been making special efforts for speeding up industrialisation and development from a number of angles in the last fifteen years.

But the benefits of this development is yet to reach the interior and rural area of Madhya Pradesh. 36.50% of population of M.P. is below poverty line as compared to 41.4% in rural area.

Table 12
Percentage of Population below Proverty line (1987-88)
Compararive India, Madhya Pradesh and Keralal

India /State	Perentage	Percentage
India	32.7	29.20
M.P.	41.4	36.50
Kerala	15.4	16.9

Source: National Sample Survey.

Table 13

The Work Participation Rate in 1981
Madhya Pradesh & Kerala

State	Total	Rural	Urban
Madhya Pradesh	31.0	36.2	9.6
Kerala	16.6	18.2	11.9

Source : Census of India 1981

Women are involved in three types of work : Non household employment for wage work or self employment; Self employment in agriculture and Household based industries; and domestic work.

Table 14

The Marginal Workers in M.P. (1991)

	Persons	Males	Females
Total	3405964	258431	3147533
Rural	3276139	231437	3044702
Urban	129825	26994	102831

Source : Census of india 1991

The Females form a major chunk of marginal workers specially the rural women. The women in the labour force are taken as unpaid family labour, home based production. Rural women work longer hours than men and have lesser time for leisure and women and children together contribute more than the father to the family income (Jain & Chand, 1985) .

LITERACY

The education of women also presents a dismal view as the literacy rate is as low as 28.39% for women in Madhya Pradesh.

Table 15
Literacy Rates

	India	Madhya Pradesh
Total	52.11	43.45
Male	63.86	57.43
Female	39.42	28.39

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Inclusing of all Age Groups

Country/States	All communities		Scheduled Caste		Scheduled Tribe	
	Male	Female	Male	Female	Male	Female
India	46.89	24.82	31.12	10.93	24.52	08.04
M.P.	39.49	15.53	30.26	06.87	17.74	03.60
Kerala	75.26	65.73	62.33	49.73	37.52	26.02
Maharashtra	58.79	34.79	48.85	21.53	32.38	11.94

Source : Census of India , 1981

Table 17
Female Literacy Rate (1987-88) and Infant Mortality rate (1988)
Madhya Pradesh / Kerala

State	Rural		Urban	
	IMR	Female Literacy	IMR	Female Literacy
Kerala	30	73.0	22	79.6
Madhya Pradesh	127	15.6	83	54.0

Source : (i) Registrar General : Sample Registration Bulletin ,
             Dec 1989.
         (ii) National Sample Survey , 43rd Round.

There is a negative corelation between Female Literacy rate
and Infant Mortality Rate (IMR) . In the rural Madhya Pradesh the
Mortality Rate is 127 where Literacy rate is 15.6% while in the
urban area it is 83 with a Literacy Rate of 54.0%.

On the basis of the estimates of population in the age group
0-6 at the state level, worked out by the office of the Registrar
General, India , the literacy rate, works out to 43.45 percent
for the total population of Madhya Pradesh. The male literacy
rate being 57.43 percent while it is 28.39 percent for the female
counterpart.The corresponding rates at the 1981 Census had been
34.22 percent for the total population 48.41 percent for males
and,18.99 percent for females,respectively.

TABLE 18
GROSS ENROLMENT RATIO IN CLASSES I-V AND VI-VIII
OF SCHOOLS FOR GENERAL EDUCATION -1991-92
COMPARATIVE INDIA & MADHYA PRADESH

		CLASSES I-V			CLASSES VI-VIII		
S.No.	STATE/UTs	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
(1)	(2)	(3	(4)	(5)	(6)	(7)	(8)
1	INDIA	102.74	116.61	88.09	61.15	74.19	47.40
2	MADHYA PRADESH	104.54	119.20	88.79	55.53	74.22	35.68

SOURCE - Selected Educational Statistics-1991-92
          Ministry of Human Resource Development
          (Deptt. Education) Govt. of India, New Delhi.

TABLE 19
DROP-OUT RATES IN CLASSES I-V
1988-89

S.No.	STATE/UTs	TOTAL	BOYS	GIRLS
(1)	(2)	(3)	(4)	(5)
1	INDIA	47.93	46.74	49.69
2	MADHYA PRADESH	40.62	39.32	42.64

FOR CLASSES I TO V

DROP-OUT RATES AT PRIMARY STAGE DURING THE YEAR

$$= \frac{\text{ENROLMENT IN CLASS IN PRECEDING 4 YEAR(i.e 1984-85) - ENROLMENT IN CLASS V DURING THE YEAR}}{\text{ENROLMENT IN CLASS PRECEDING 4 YEAR}} * 100$$

Minus sign indicates that the enrolment in Class V is more than the enrolment in Class I preceding 4 years

SOURCE- Planning Monitoring & Statistics Div. Ministry of Human Resource, Development (Deptt. of Edu.) Govt. of India, New Delhi.

TABLE 20
LIST OF DISTRICTS HAVING LITERACY RATES BELOW
30 PERCENT FOR ALL PERSONS - 1991
MADHYA PRADESH

STATE NAME	DISTRICT NAME	LITERACY RATE
MADHYA PRADESH	SIDHI	29.15
	JHABUA	19.01
	BASTAR	24.89

Source : Statistical Database for Literacy Vol-II, 1993

TABLE 19
DROP-OUT RATES IN CLASSES I-V
1988-89

S.No.	STATE/UTs	TOTAL	BOYS	GIRLS
(1)	(2)	(3)	(4)	(5)
I	INDIA	47.93	46.74	49.69
2	MADHYA PRADESH	40.62	39.32	42.64

FOR CLASSES I TO V

$$\text{DROP-OUT RATES AT PRIMARY STAGE DURING THE YEAR} = \frac{\text{ENROLMENT IN CLASS IN PRECEDING 4 YEAR (i.e 1984-85) ENROLMENT IN CLASS V DURING THE YEAR}}{\text{ENROLMENT IN CLASS PRECEDING 4 YEAR}} * 100$$

Minus sign indicates that the enrolment in Class V is more than the enrolment in Class I preceding 4 years

SOURCE- Planning Monitoring & Statistics Div. Ministry of Human Resource, Development (Deptt. of Edu.) Govt. of India, New Delhi.

TABLE 20
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STATE NAME	DISTRICT NAME	LITERACY RATE
MADHYA PRADESH	SIDHI	29.15
	JHABUA	19.01
	BASTAR	24.89

Source : Statistical Database for Literacy Vol-II, 1993

Table 24
Female Dropouts in classes I - VIII

State	All communities	Scheduled Caste	Scheduled Tribe
Kerala	15.66	00.00	34.64
Madhya Pradesh	67.46	66.83	80.39

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

	Primary(I-V)	Middle(VI-VIII)	Elementary(I-VIII)
Total	34.3	14.4	53.5
Boys	28.4	12.6	45.9
Girls	42.3	18.2	64.7

Source : M.P. School Education Statistics Department ,1992

In Madhya Pradesh the situation of Govt. Schools is as follows.

Table 26
Government Schools M.P.
(in thousands)

	Primary	Middle	High	Higher Secondary	Total
School Education	40.65	08.90	01.15	01.38	52.08
TWD	15.90	03.23	00.40	00.39	19.92
Others	15.85	04.12	00.80	00.88	21.65
Total	72.40	16.25	02.35	02.65	93.65

Source : Statistics , M.P.School Education Department , 1992

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

	Primary	Middle	High	High Secondary
School Without Building	05.10	01.60	00.65	00.24

Source : Statistics , M.P. School Education Department , 1992

Table 28
Primary Schools
Basic Information (M.P.)

Population / School	959
Schools / Lakh Population	104
Teachers - pupil Ratio	42
Average Enrolment / School	112

Source : Statistics , M.P.School Education Deptt. , 1992

In Madhya Pradesh there is a requirement of 1,82,982 Primary School Teachers out of which 1,67,786 are recruited while there is a vacancy of 15,196 remaining.The male and female teachers in the state are as follows.

Table 29
Primary Schools
Teachers (in thousands)
Madhya Pradesh

	Male	Female	All
Total	138	43	181
Trained	95	26	121

Source : Statistics , M.P.Schools Education Deptt., 1992.

(56)

GENDER STUDIES (DPEP) IN MADHYA PRADESH

COVERAGE, TARGET GROUP, GOALS & OBJECTIVES

DPEP : Proposed Coverage in Madhya Pradesh

The District Primary Education Programme (DPEP) is to be implemented in 19 of the 45 districts of Madhya Pradesh, with assistance form the Govt. of India. Names of the 19 Districts are

Division	District
1. Bhopal	1. Sehore
	2. Raisen
	3. Rajgarh
	4. Betul
2. Gwalior	5. Guna
3. Indore	6. Dhar
4. Ujjain	7. Ratlam
	8. Mandsaur
5. Sagar	9. Tikamgarh
	10. Chhatarpur
	11. Panna
6. Raipur	12. Rajnandgaon
7. Rewa	13. Rewa
	14. Satna
	15. Sidhi
	16. Shahdol
8. Bilaspur	17. Bilaspur
	18. Raigarh
	19. Sarguja

The project covers an area of 1,81,576 sq. kms which is divided into 198 development blocks of which 78 are predominantly tribal blocks. The project area has 211 towns and 33,959 villages. The districts are educationally backward and represent the range of initial conditions in the state as well as geographical spread to include western, central and eastern Madhya Pradesh. Seven districts, Viz. Dhar, Betul, Sarguja, Raigarh, Bilaspur, Sidhi and Shahdol are districts with a predominantly tribal population. Of the nineteen districts, seventeen districts have an average female literacy rate less than the state average of 28.85%. Two districts have female literacy rates of 29.1% and 33.9%. These two districts provide a some what more advanced setting for the project activities.

The basic focus of the project is on Universalisation of Primary Education (UPE) through publicly provided primary education. This is the system that is meant to serve the poor but is yet to do so effectively. Private schools would derive benefits from the project in terms of access to improve curricula, textbooks and participation in staff development activities. NGOs with prior experience or interest in education and releted areas would also be involved in the execution of the project from time to time. However, the thrust would be on publicly provided delivery channels for education .

BASIC DATA OF 19 DPEP DISTRICTS
Madhya Pradesh

DIVISION	S. NO.	DISTRICT	LITERACY RATE			BLOCKS	NO. OF		NO. OF PRIMARY SCHOOLS			NO. OF N.F.E. CENTRES	GER 30.09.92		
			M	F	TOT		VILL AGES	HABITA TION	GOVT	NON-GOVT	TOTAL		BOYS	GIRL	OVER ALL
Bhopal	1	Sehore	56.9	22.0	40.4	5	1083	1069	930	120	1050	500	92.01	67.01	80.01
	2	Raisen	54.0	25.5	40.8	7	1518	1425	1095	74	1169	584	89.5	85.01	87.5
	3	Rajgarh	46.7	15.6	31.8	6	1747	1666	1012	48	1060	585	75.7	59.3	65.8
	4	Betul	57.4	33.9	45.9	10	1391	1328	1241	49	1290	502	93.5	86.7	90.2
Gwalior	5	Guna	48.9	18.0	34.6	9	2277	2590	1349	84	1433	700	95.01	81.01	88.01
Indore	6	Dhar	47.6	20.7	34.5	13	1570	3017	1522	29	1551	689	91.01	60.01	76.01
Ujjain	7	Ratlam	58.4	29.1	44.2	6	1070	1308	971	168	1139	575	86.01	72.01	79.01
	8	Mandsaur	67.9	28.3	48.7	8	1765	1580	1397	280	1677	685	91.7	90.8	90.4
Sagar	9	Tikamgarh	47.5	20.0	34.8	6	973	1671	901	82	983	700	90.7	89.9	90.9
	10	Chhatarpur	46.9	21.3	35.2	8	1204	1540	1004	62	1066	586	90.6	94.6	91.8
	11	Panna	46.3	19.4	33.7	5	1048	1405	861	51	912	600	81.4	74.8	78.52
Durg	12	Rajnandgaon	61.3	27.8	44.4	12	2399	2754	1747	48	1795	1300	86.01	89.01	87.01
Rewa	13	Rewa	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	79.8	92.6
	14	Satna	60.0	27.8	44.7	8		2040	1191	196	1387	70	86.34	62.1	70.7
	15	Sidhi	43.2	13.6	29.2	8			1208	71	1279	640	70.80	69.90	71.70
	16	Shahdol	48.4	20.1	34.8	12	2112	4118	2029	218	2247	700	86.90	62.60	75.01
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	77.99	50.06	64.27
	18	Raigarh	56.0	26.5	41.2	17	2244	5297	2899	158	3057	600	71.57	61.23	66.46
Sarguja	19	Sarguja	42.1	17.4	30.1	24	2438	6864	3055	127	3182	600	79.66	59.33	69.69
			54.3	23.7	39.5	198	24326	34489	24783	1886	26669	9696			

COVERAGE OF DPEP DISTRICTS UNDER TOTAL LITERACY CAMPAIGN (tlc),ICDS AND NON-FORMAL EDUCATION (NFE) AS ON OCT , 93

DIVISION	S. NO.	DISTRICT	TOTAL NO OF BLOCK	NO OF BLOCK UNDER T.L.C.	NO OF ONGOING PROJECTS		NO OF BLOCKS		WHETHER DISTT. IN COVERED UNDER CDPE
					ICDS	NFE	EAS	INT JRY	
Bhopal	1	Sehore	5	0	2	5			YES
	2	Raisen	7	7	2	6			YES
	3	Rajgarh	6	0	1	6			YES
	4	Betul	10	1	6	6	10	10	
Gwalior	5	Guna	9	0	3	7			
Indore	6	Dhar	13	0	11	7	12	12	YES
Ujjain	7	Ratlam	6	6	2	6	3		
	8	Mandsaur	8	1	1	7			
Sagar	9	Tikamgarh	6	0	3	7			YES
	10	Chhatarpur	8	8	4	6			
	11	Panna	5	0	2	5			
Durg	12	Rajnandgaon	12	2	3	13	6	6	YES
Rewa	13	Rewa	9	9	3	8			
	14	Satna	8	8	4	7			
	15	Sidhi	8	0	5	6	8	8	
	16	Shahdol	12	0	4	7	12	12	
Bilaspur	17	Bilaspur	25	6	15	11	12	12	
	18	Raigarh	17	8	13	12	13	13	YES
Sarguja	19	Sarguja	24	0	11	20	24	24	(PART- ILLY)
		TOTAL	198	56	95	152	100	97	

(61)

The previous tables give basic, demographic, administrative and educational data in relation to the 19 project districts and also depicts coverage of various programmes in these districts.

Target Group

The target group for the programme would be

i.   all children of 6-11 years age group

ii. all children of 11-14 years age group who have not completed 5 years of schooling or its equivalent through the non-formal stream

Goals

The goals of the project in Madhya Pradesh are broadly in line with the goals of the district primary Education Programme at the national level as set out in the DPEP guidelines. The goals are :

1.   To provide access for all children to primary education classes(i-v), i.e., primary education wherever possible or its equivalent non-formal education. This would mean that the Gross Access Ratio would be raised to 99% or more.

ii. To achieve universal enrolment at the primary level, i.e., to raise the Gross Enrolment Ratio to 120%

iii. To reduce dropout rates at the primary level to less than 10%, i.e., raise the Retention Rate to 90%

iv. To increase average primary learning achievement by 25% over measured baseline levels.The present baseline levels in Madhya Pradesh are not known and are being measured.Experimental studies in the past have shown this to be in the region of 4%-5%. This implies that the achievement levels would be raised to ~ 30% by the end of the project period. •

v. To strengthen the capacity of state and district institutions and organisations for the planning, management and evaluation of primary education.

Objectives

By the end of the project period, the following objectives have been set to be reached:

1. BUILDING INSTITUTIONAL CAPACITY

2. IMPROVING QUALITY

3. ENVIRONMENT BUILDING

4. UNIVERSAL ACCESS

OPERATIONAL DETAILS

In Madhya Pradesh 19 districts viz. BETUL, BILASPUR, CHHATARPUR, DHAR, GUNA, MANDSAUR, PANNA, RAIGARH, RAISEN, RAJGARH, RAJNANDGAON, RATLAM, REWA, SARGUJA, SATNA, SEHORE, SHAHDOL, SIDHI and TIKAMGARH were selected for DPEP project. These districts have the lowest female literacy rates in the State.

Indentification of Blocks

Under the Base Line Study of DPEP two to three blocks were identified in each DPEP district. Keeping in view the limitation of time and resources it was decided to conduct Gender Studies only in one of the base line block in each of nineteen sampled districts.

Identification of Villages

. In each block, eight villages were selected out of the list of villages in consultation with the Block Education Officers. of the Block / District. Besides one urban slum was also included in each Block / District for study purpose.

The villages were selected on the following basis :

(i)   Two villages with no school

(ii)   Two villages with primary school,

(iii) Two villages with middle school and

(iv)   Two villages with higher secondary school

(v)   One urban slum of each Block/District.

Thus 152 villages and 19 urban slums communities were selected for intensive study among all the ninteen DPEP districts.

Identification of Households

A total number of 5130 hosueholds (270 households in each districts) were selected on a random basis. Keeping in view the purpose of Gender Study, the households without girls were excluded. In a household, if there were more than one drop-out or never enrolled girl, only one of each was interviewed.

The following 9 shedules were canvassed for collection of data.

S.NO	NAME OF SHEDULE	CODE NO.
01	District Schedule	GS 1
02	Village / Slum Schedule	GS 2
03	Household Schedule	GS 3
04	Drop-out Girl Schedule	GS 3.2
05	Never Enrolled Girls Schedule	GS 3.3
06	Teacher Schedule	GS 4
07	Institutional Schedule	GS 5
08	Community Leader Schedule	GS 6
09	Educational Administrators Schedule	Gs 7

COLLECTION OF DATA

For each district a research team consisting of 6 persons was formed. A three days orientation programme was organised for the research team to acquaint them with the basic concept OF DPEP Gender Studies and methodology of field work.

Schedule GS 1 and 2 were filled on the basis of secondary data obtained from district / block authorities, personally. The data for schedules GS 3.1 to GS 5 was collected through the persoanl interviews with Parents, Drop-out and Non-enrolled Girls. Schedules GS 6 to 9 were filled with the consultation of Teachers / Head Teachers of schools /-institutions, Community Leaders of village / area and Education Administrators of district level. The research teams were depended to a great extent on personal observation and group discussions with the concerns.

LIMITATION OF THE STUDY

* This was the first exposure of State Project field research.
* Frequent transfers of the members of the State Project team from one programme to another affected the quality and time of completion of the Study.

Madhya Pradesh being a lower literacy state, the compilation of the field work was expected to be an uphill task. However all concerned officials and non - officlas took keen interest and gave their support to the full extent.

GAINS OF THE STUDY

*   The study has made the State Government aware of the dire need to collect gender segregated data and to undertake special programmes for UPE of girls and their empowerment.

*   State Education department has been sensitized to a great extent to take up intensive studies at the grass-root level for the upliftment and empowerment of girls and women.

*   The study has been helpful in doing spade work for gender related implementation of DPEP at least in 152 villages and 19 slum locations.

*   In sum the study has been able to build State level capabilities in gender studies.

    The entire process was a great learning experience for the State controlling authorities and research teams of State Gender Studies. The team is now in a position to undertake further research and action projects and to prepare local specific gender sensitization materials. The team is also prepare to plan and carry out awareness generation, advocacy campaigns and gender sensitization of officials at all levels, communities, VECs and panchayats, teachers and teacher educators.

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT
01. Campaigns to create parental awareness and motivation and soliciting community support

02. Orientation programmes for members of VECs, panchayats, NYKs
03. Strengthening and preparing mahila mandals for playing key role in UPE

Incentives to be given to all girls regardless of caste, class, creed on time
01. Free books and stationery for girls
02. Two sets of dresses shoes and winter clothing for girls
03. Community support and community (Mahila Mandal) managed noon meal
04. Considering the difficulty of upgrading every primary school, all girls completing primary stage be given a cycle to be able to attend a middle school

SERVING OUT OF SCHOOL GIRLS
01. Non Formal Education
    NFE has emerged as a major demand especially of rgirls above 8 years with element of income generating skills
02. Distance Education Mode
03. Balika Yojna (Scheme for Adolescent girls DW & CD)

TOTAL LITERACY CAMPAGIGN
01. For combating illiteracy especially mothers illiteracy, TLCs should focuson women's literacy and empowerment
02. Development of gender sensitive materials focussing on women's achievements, contributions and their rights

CONVERGENCE OF SERVICES
01. Sibling care being a major hurdle, creche, day care centres and anganwadis should be provided
02. NFE centres for girls may function next to anganwadis simultaneously
03. Gender sensitization of Anganwadi workers

GENDER SENSIIVE CURRICULUM DEVELOPMENT AND TRANSACTION
01. Preparation of materials for teacher training, curriculum development and transaction
02. Orientation of teachers and teacher educators
03. Orientation of educational planners and administrators
04. Preparation of gender inclusive materials for NFE both for insutructors and learners.

STATE : MADHYA PRADESH
DISTRICT : SHAHDOL

SHAHDOL

STATE : MADHYA PRADESH
DISTRICT : SHAHDOL
BLOCK WISE POPULATION

⑨

④

⑪

⑫

⑩

⑦

S H A H D O L

⑥

①

⑧

③

⑤

② ②
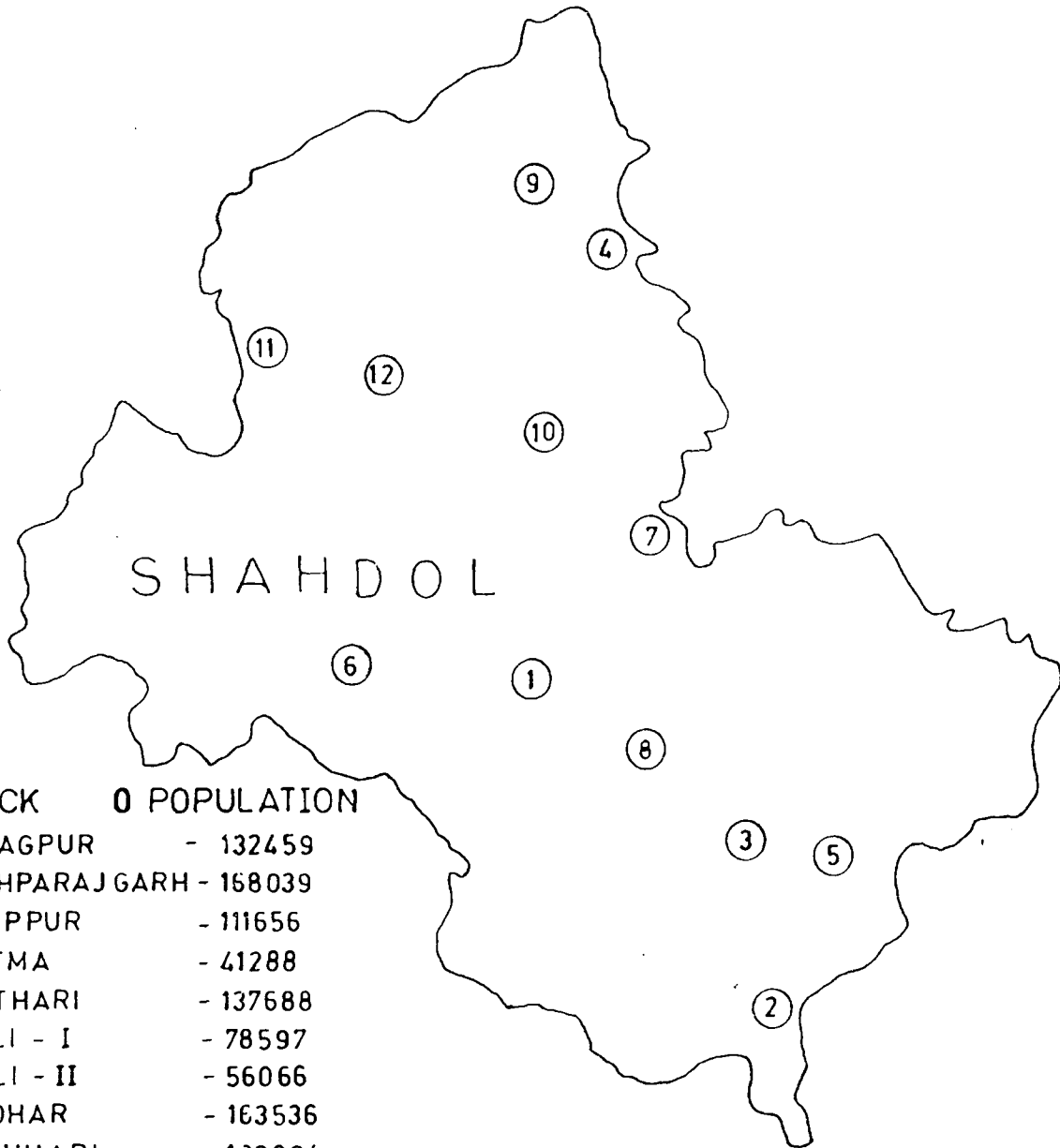
O BLOCK	O POPULATION
①SOHAGPUR	- 132459
②PUSHPARAJGARH	- 168039
③ANUPPUR	- 111656
④KOTMA	- 41288
⑤JAITHARI	- 137688
⑥PALI - I	- 78597
⑦PALI - II	- 56066
⑧BUDHAR	- 163536
⑨BYAUHARI	- 129094
⑩JAISINGHNAGAR	- 126292
⑪UMARIA	- 152942
⑫MANPUR	- 143326

SOURCE : CENSUS 1991

Based upon survey of India map with the permission of the Surveyor General of India.

Chapter I

District Shahdol : An Overview

The valley of Narmada cuts the country neatly into North and South. Moving northerend from Amarkantak here is an abrupt valley of Sone, flowing westwards though the last Vindhyas to join the Ganga at Danapur near Patna. What we see before us, in the valley of Sone, is the district of Shahdol.

Shahdol is predominantly the land of hills, hillocks and uneven terrain, yet beautiful with certain pockets and belts of lush green sal and mixed forests and varied flora and fauna.

For administrative purpose the district has five sub divisions - Sohagpur, Umaria, Beohari, Anuppur and Pusprajgarh. Seven tensils - Umaria, Beohari, Jaisinghnagar, Sohagpur, Anuppur, Kotma and Pusprajgarh. Twelve blocks _ Shogpur, Pali, Karkeli, Manpur, Beohari, Jaisinghnagar, Gohparu, Burhar, Anuppur, Kotma, Jaithari, and Pusprajgarh. Of these Karkeli, Manpur and Beohari are C.D.Blocks - rest nine are T.D. Blocks.

There are 632 Panchayats and 15 Municipal towns besides one D.R.D.A., one D.U.D.A. and one S.A.D.A. (at Amarkantak).

Ban Sagar is a major area of construction. Began as multiirrigational project, over three decades from now, it is still under construction. States of Madhya Pradesh, Uttar Pradesh and Bihar are involved in the project. Another major area of construction activity is Sanjay Gandhi Super Thrmal Power Station at Manjthar, near Pali which is due to be commissioned.

The distict is known for coal mining. which began in 1882 when Shaw Wallace and company commissioned its first coal mining operations at Umaria. At present coal mining activities are being carried out at Umaria, Dhanpuri, Amlai, Chachai, Bangwar, Pali, Nowrozabad, Badara-Jamena, Bhalumada, Rajnagar and Ramnagar.

Geographical Profile.

Maikal hill ranges run east-west and form the sonthern boundary of the district. To pographically, this part of the Maikal ranges can be distinctly divided into two parts, the eastern and the western. From Amarkantak towards kirarghat the hill rises steeply culminating in the platean of rich black cottan soil, which runs from Pushparajgarh southwest towards Benibari (a small town of this district near Mandla Border) and hence to Mandla district. This is comparatively even land, still studded with hillocks and is very fertile. This forms the eastern part of the hill.

As we travel west wards, the terrain becomes more and more difficults with chains of rising peaks and slopes. Due to massive felling of the trees for procuring more land for cultivation, the top soil has alarmingly eroded and crop failures are increasingly frequent.

The Maikal hill ranges cover entire Pushparajgarh T.D. block and sourthern parts of Pali and Karkeli block.

The foot hill areas are comparitively even but not to the extent of facilitating agriculture which by and large depends on rains.

The area of Sone valley in the northern part of the district, is fertile and full of agricultural activities. There are some irrigational facilities in this area. Eastern parts of Manpur and entire Beohari blocks come under this area.

At the north - west part, the terrain is again hilly and full of forests culminating into historical fort of Bandhavgarh. The hilly and forested area runs through the north-east part of Karkeli, northern parts of Pali and south - west part of Manpur blocks.

The main rivers of the district are Narmada, Sone, Johila, Mahanadi and Banas. Narmada, thorgh originates from Amarkantak, enters in Mandala district after travelling through the gorges and hilly forests of the Maikal at this side of the district.

Despite gradual and massive deforestation over a long period of time, the southern and western central part of the district is full of Sal and mixed forest out of total 13,86,006 hectares of land.

Demographic Profile.

According to the 1991 census the total population of the district is 17,43,068 male being 8,97,911 (51.51%) and female 8,45,157 (48.49%).

Except in the case of industrial and urban areas, most of the rural areas are sparsely populated. Population density in the district is 124 persons per sq.km. (1991 census). It has been 73 and 96 in 1971 and 1981 respectively.

Table 1.1

Distribution of Population, Sex ratio and Growth Rate
District Shahdol, Madhya Pradesh

State/ District	Males	Females	Sex-Ratio 1981	Sex-Ratio 1991	Decennial Growth Rate 71-81	Decennial Growth Rate 81-91
Madhya Pradesh	34,232,048	31,903,814	941	932	25.27	26.75
Shahdol	897,911	845,157	948	941	30.62	29.58

Source : Census of India - 1991

Table 1.2

PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.
District Shahdol, Madhya Pradesh

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	SHAHDOL	1,743,068	2.63

SOURCE : CENSUS OF INDIA - 1991

Table 1.3

THE RURAL - URBAN PROPORTION TO TOTAL POPULATION IN
THE DISTRICT IN 1981 & 91

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION			
		1981 RURAL	1981 URBAN	1991 RURAL	1991 URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	SHAHDOL	82.19	17.81	78.88	21.12

SOURCE : CENSUS OF INDIA - 1991

Table 1.4

DISTRIBUTION OF SEX RATIO, GROWTH RATE AND DENSITY OF POPULATION BY DISTRICT.

STATE / DISTRICT	SEX RATIO (FEMALES PER 1000 MALES) 1981	1991	DENSITY OF POPULATION PER Sq.Km. 1981	1991	DECENNIAL GROWTH RATE OF POPULATION 1971-81	1981-91
MADHYA PRADESH	941	932	118	149	+25.27	+26.75
SHAHDOL	940	941	096	124	+30.62	+29.58

SOURCE : CENSUS OF INDIA - 1991

Table 1.5

DECENNIAL GROWTH - RATE AND SEX - RATIO
Distribution by Rural / Urban : District Shahdol

STATE /DISTRICT	DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
	%	%	%			
MADHYA PRADESH	26.75	22.11	44.98	932	944	893
SHAHDOL	29.58	24.37	53.64	941	962	868

SOURCE : CENSUS OF INDIA , 1991

Rural population in the district is 13,74,923 (census 1991) while urban population is 3,68,145. The sex ratio in the district as per 1991 census is 941.

Table 1.6

DECADAL VARIATION IN POPULATION SINCE 1901
District Shahdol, Madhya Pradesh

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	81-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
SHAHDOL	+14.36	-07.11	+20.50	+14.23	+09.41	+27.41	+24.13	+30.62	+29.58

SOURCE : CENSUS OF INDIA - 1991

Table 1.7
SEX-RATIO IN RURAL AND URBAN AREAS OF THE STATE/ DISTRICT
1901-1991

STATE / DISTRICT	RURAL/ URBAN	<----------- SEX - RATIO ----------->								
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA	R	995	991	982	983	980	975	970	956	956	944
PRADESH	U	937	913	878	872	882	907	896	868	884	893
SHAHDOL	R	1004	1018	999	996	988	972	966	972	969	962
	U	840	913	949	937	924	935	838	837	858	868

SOURCE : CENSUS OF INDIA , 1991

Scheduled tribes population stands at 8,07,764 (46.32% of the total population) of which 4,08,578 are males and 3,99,186 are females.

The scheduled caste population is 1,34,295, male population being 69,363 and female 64,932 . Population growth rate in the district is 29.64% .

The scheduled castes in the district are chamars, Basores and Kumhars. Main tribes in the district are Gonds, Baigas, Bhumias, Bharias, Kols, Palihas, Agarias, Panikas and Kanwars.

DECADAL VARIATION IN POPULATION MADHYA PRADESH AND DISTRICT SHAHDOL 1901 – 1991
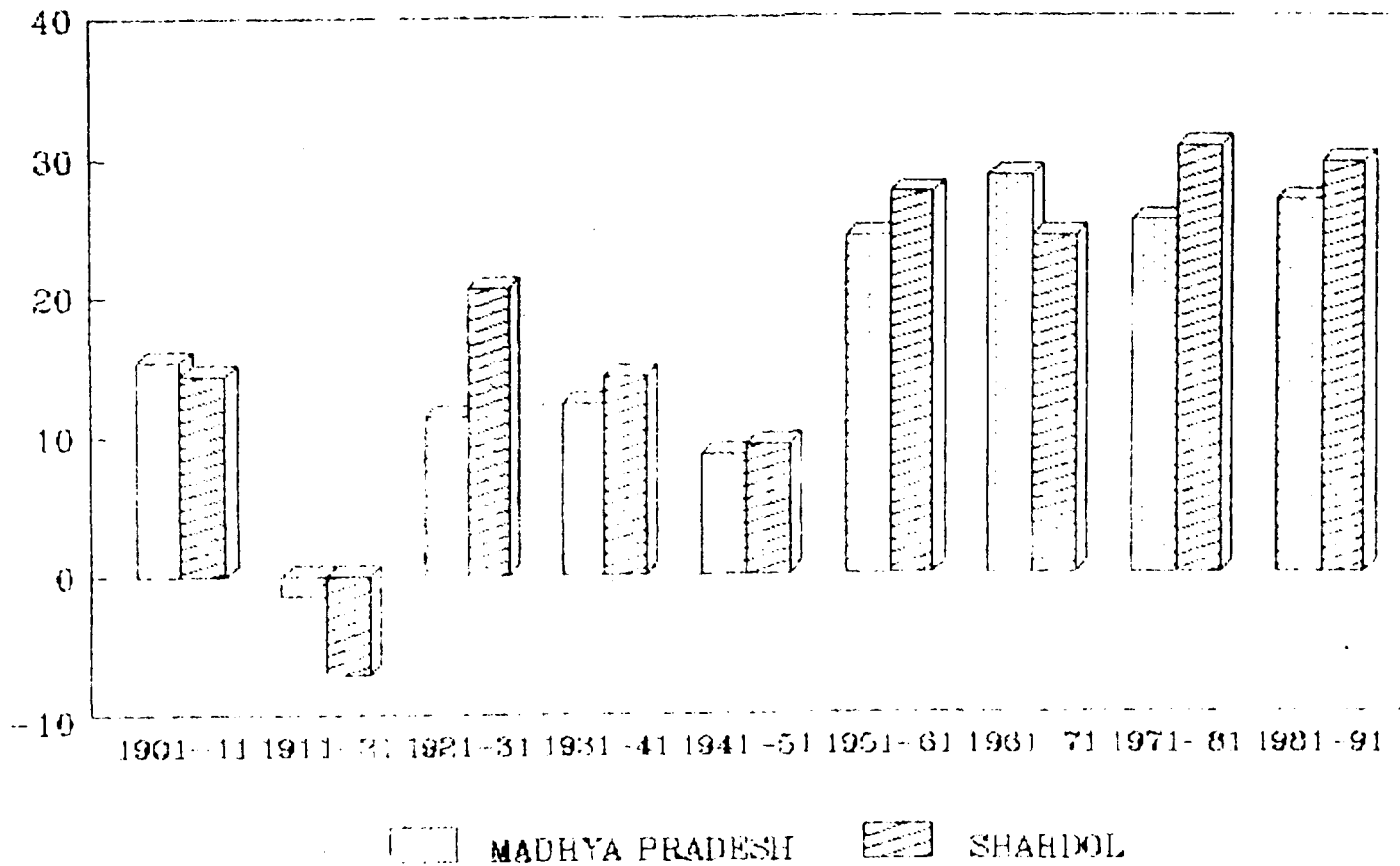
MADHYA PRADESH   SHAHDOL

SEX RATIO – COMPARATIVE
MADHYA PRADESH AND DISTRICT SHAHDOL
1901–1991

RURAL

MADHYA PRADESH   SHAHDOL

SEX RATIO – COMPARATIVE
MADHYA PRADESH AND DISTRICT SHAHDOL
1901–1991

URBAN
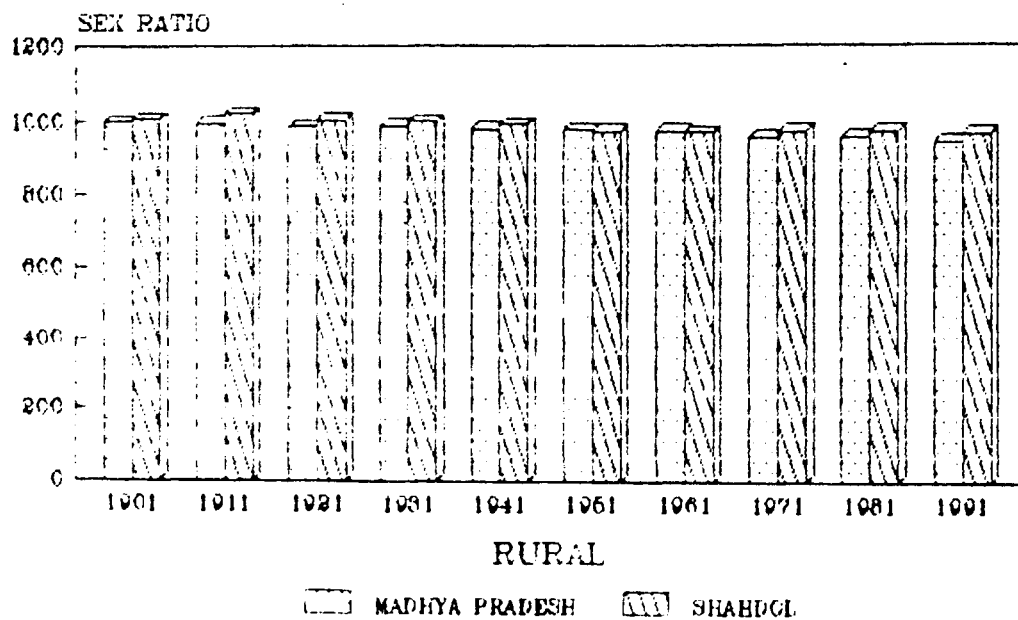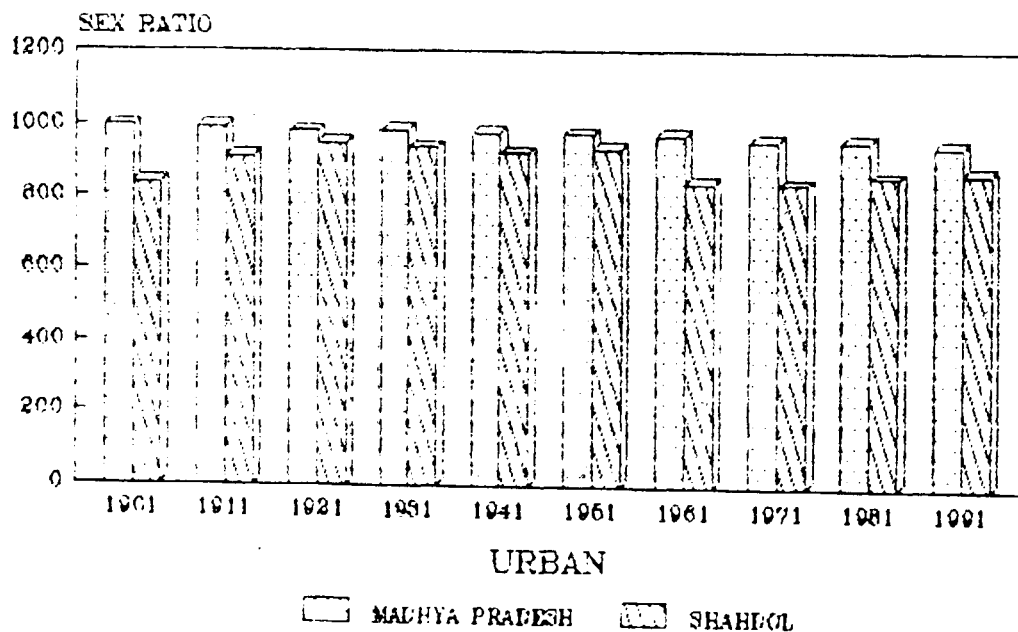
MADHYA PRADESH   SHAHDOL

Table 1.8

Block wise Habitations and Population therein
District Shahdol , Madhya Pradesh.

S.No.	Block	No.of Habitations	Population
1.	Sohagpur	29	6122
2.	Burhar	123	27269
3.	Anuppur	33	11570
4.	Kotma	21	4054
5.	Jaithari	39	7208
6.	Pushprajgarh	328	68076
7.	Pali	27	5292
8.	Karkeli	56	12507
9.	Gohparu	31	7723
10.	Jaisinghnagar	66	11208
11.	Manpur	26	6213
12.	Beohari	84	32576
	Total	863	199818

In the Maikal hill ranges the tribes have their own dialect Gondi, Bhumias have their own dialect which they do not use in front of any outsider.

Economic Status

Agriculture is the main occupation in the district. Out of total 6,55,807 workers (as per 1991 census), 3,47,986 are cultivators (53.06%) and 16,63,767 are agricultural labourers (25.36%). Thus a total 78.40% workers are engaged in agricultural activities. 17,622 workers are engaged in mining and quarrying.

Table 1.9

TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .
District Shahdol, Madhya Pradesh

STATE /DISTRICT	TOTAL RURAL URBAN	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
MADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
SHAHDOL	TOTAL	P	1743068	755323	657577	97746
		M	897911	481965	473696	8269
		F	845157	273358	183881	89477
	RURAL	P	1374923	650085	556967	93118
		M	700859	391003	383577	7426
		F	674064	259082	173390	85692
	URBAN	P	368145	105238	100610	4628
		M	197052	90962	90119	843
		F	171093	14276	10491	3785

SOURCE : CENSUS OF INDIA - 1991

%AGE TO TOTAL POPULATION OF WORKERS

PERCENTAGE

60
50
40
30
20
10
0

TOTAL   MAIN   MARGINAL   TOTAL   MAIN   MARGINAL

MADHYA PRADESH   SHAHDOL

PERSONS   MALES   FEMALES
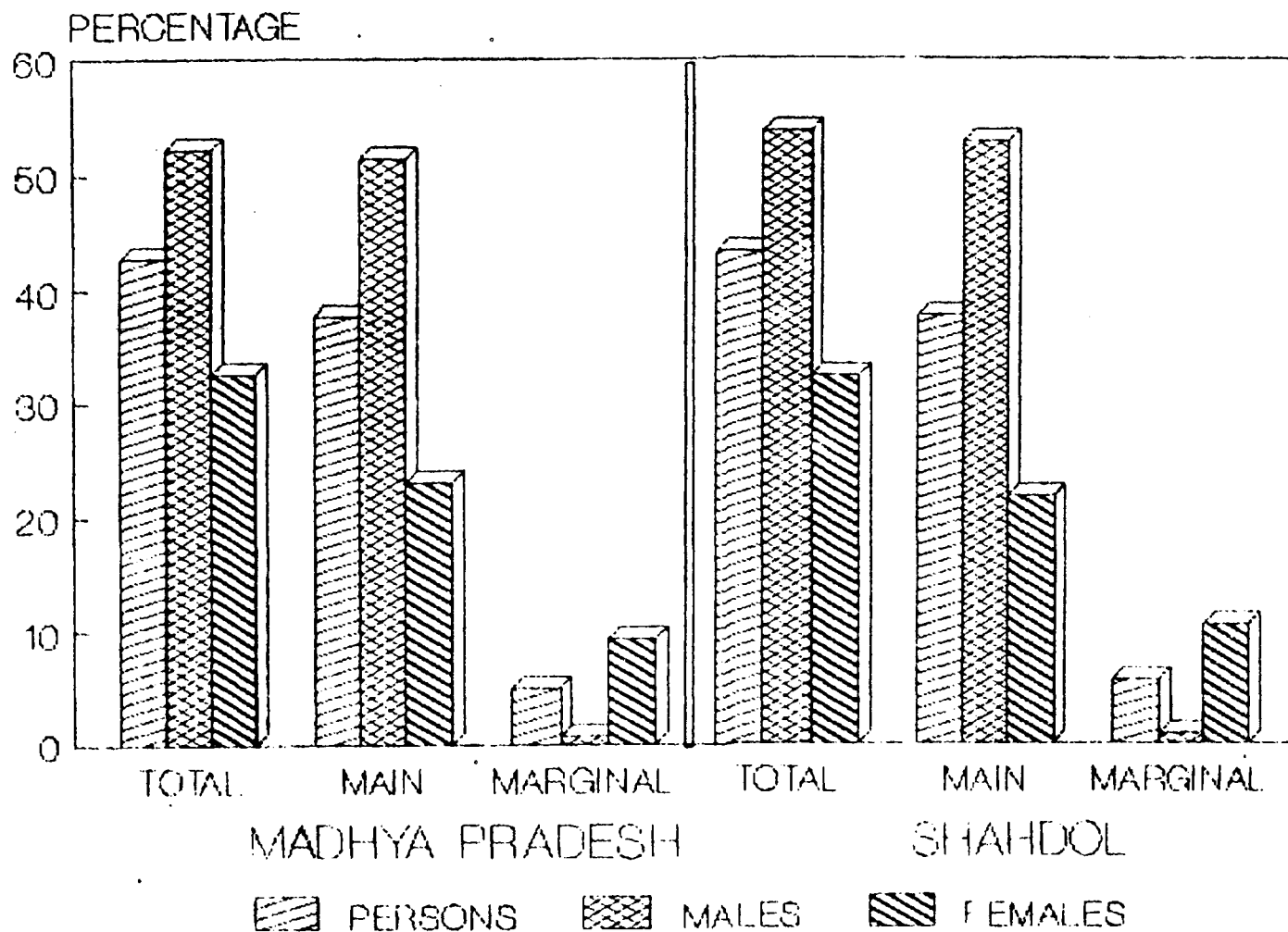
SOURCE : CENSUS OF INDIA , 1991

Table 1.10

PERCENTAGE TO TOTAL POPULATION OF WORKERS.
District Shahdol, Madhya Pradesh

STATE /DISTRICT	T R U	P M F	PERCENTAGE TO TOTAL POPULATION OF TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKERS	
			1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.80	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
SHAHDOL	T	P	43.85	43.33	39.02	37.72	4.83	5.61
		M	56.72	53.68	55.51	52.76	1.21	0.92
		F	30.27	32.34	21.63	21.76	8.64	10.58
	R	P	46.66	47.28	41.09	40.51	5.57	6.77
		M	58.42	55.79	57.13	54.73	1.29	1.06
		F	34.52	38.44	24.54	25.73	9.98	12.71
	U	P	30.86	28.59	29.48	27.33	1.38	1.26
		M	49.30	46.16	48.46	45.73	0.84	0.43
		F	09.37	08.34	07.36	06.13	2.01	2.21

SOURCE : CENSUS OF INDIA 1991

Thus the district has agro-based economy. However there is a paper manufacturing unit at Amlai (O.P.M.) and a soda factory. Besides this the district is known for its coal reserves. The history of coal mining began in 1882 when Shaw Wallace and co. commissioned its first coal mining operations at Umaria. In fact the necessity of transporting coal and forest produce, led to the construction of railway line in the area. At present coal mining activities are being carried out at Umaria, Dhanpuri, Amali, Charchai, Bangwar, Pali, Nowrozabad, Badara-Jamin, Bhalumada, Rajnagar and Ramnagar.

Mining of bauxite, lime stone and china clay in also being carried out. Power generation at Chachai and Pali are due to be commissioned.

As per DRDA 1,46,817 families (42%) are below poverty line.

Educational Scenario

In the district Shahdol there are 1956 primary schools, including those attached to middle schools.

Table — 1.11

Block wise number of Primary Schools
District Shahdol, Madhya Pradesh

S. No.	Blocks	Primary Schools			Junior Primary Schools
		Girls	Mixed	Total	
1.	Sohagpur	12	159	171	11
2.	Burhar	09	193	202	09
3.	Anuppur	14	97	111	07
4.	Kotma	11	72	83	02
5.	Jaithari	10	170	180	04
6.	Pushprajgarh	12	244	256	12
7.	Pali	06	97	103	03
8.	Karkeli	13	218	231	19
9.	Gohparu	04	116	120	07
10.	Jaisinghnagar	10	175	185	13
11.	Manpur	11	154	165	19
12.	Beohari	04	145	149	17
	Grand Total	116	1840	1956	123

There are 123 Juniour primary schools and 21 Ashram schools. 116 primary ,schools are exclusively for girls while 1840 are co-educational schools.

(Source : DPEP distt. Shahdol.)

Table - 1.12

Block-wise enrolments in the Primary Educations (All) As on 30th Sept. 1993

S. no.	Block	Total Girls	Boys	S.C Girls	Boys	S.T Girls	Boys	Grand Total
1.	Sohagpur	11857	15472	588	821	1854	3265	27329
2.	Burhar	7555	10577	609	1000	2718	3980	18132
3.	Anuppur	8384	10310	1266	1559	2066	2830	18694
4.	Kotma	4268	5499	497	675	945	1355	9767
5.	Jaithari	9727	12291	855	1162	2839	4228	22018
6.	Pushprajgarh	9189	11266	304	381	7265	8831	20455
7.	Pali	4434	5575	301	376	2348	3235	10009
8.	Karkeli	10111	14886	1011	1326	3422	5961	24997
9.	Gehparu	3474	4964	266	419	2035	2966	8438
10.	Jaisinghnagar	5224	7074	381	622	2305	3393	12298
11.	Manpur	6609	10673	655	1219	1971	3486	17282
12.	Beohari	7014	10953	613	998	1852	3766	17967

Source : Education Deptt. District Shahdol

Enrolment in the district for primary education is 2,07,386 students of which girls are 87,846 and boys 119540 . Of the Scheduled Caste students, girls are 7346 and boys 10558 . The Scheduled Tribe students enrolment is, 47296 girls and 47296 boys.

The teacher pupil ratio is 1:32. There are ·1612 untrained teachers (41.6%) and 2259 (58.4%) trained teachers, thus making a total of 3871 teachers in the district.

Almost all the primary schools, barring a few, have less than one teacher per class. The number of schools without buildings are 166 primary schools and 123 junior primary schools.

There are 333 middle schools (43 girls and 290 co-educational). 57 high schools (03 girls and 54 co-educational) 54 higher secondary (14 girls and 40 co-educational).

There is one girls college and 13 co-educational college. Of these 12 are P.G. college. The district has one secondary technical school, three ITIs and one polytechnic.

Table 1.13

Trend of GER and RR over 1988-93
As on 30th sept. of 1988-93
District Shahdol, Madhya Pradesh

Indicator	Group	1988	1989	1990	1991	1992	1993
1. GER	1. Over-all	67.95	70.44	71,81	72.64	73.48	77.23
	2. Boys	83.72	85.02	86.70	85.40	84.11	86.38
	3. Girls	51.04	54.91	55.80	58.94	62.09	67.50
	4. Scheduled Castes						
	a) Over-all	69.11	78.94	94.81	89.49	84.18	87.07
	b) Boys	91.97	109.22	122.45	111.02	99.59	99.45
	c) Girls	44.61	64.02	65.21	65.40	65.59	73.86
	5. Scheduled Tribes						
	a) Over-all	50.29	54.96	56.51	54.56	52.62	55.30
	b) Boys	67.80	71.47	73.49	68.17	62.85	78.83
	c) Girls	31.53	37.28	38.33	39.99	41.65	35.44
2. RR	1. Over-all	96.5	107	86.3	63.3	61.3	41.2
	2. Boys	96.8	97.7	83.0	71.1	65.2	45.28
	3. Girls	95.7	138.5	95.4	50.1	54.5	35.90
	4. Scheduled Castes						
	a) Over-all	79.4	71.1	74.7	58.8	81.7	37.37
	b) Boys	84.8	76.3	81.36	68.3	90.0	44.26
	c) Girls	62.1	57.5	58.0	39.4	67.5	26.50
	5. Scheduled Tribes						
	a) Over-all	90.8	92.7	80.7	51.0	55.4	26.00
	b) Boys	94.1	94.9	80.0	60.0	55.0	31.23
	c) Girls	77.0	84.5	83.9	31.3	41.9	18.63

Source : District Education Department, Shahdol.

(82)

There is a Navodaya Vidhyalaya at Amarkantak and Central Schools at Jumuna, Dhanpuri, Shahdol and Nowrozabad.

Seven NFE Projects are in operation comprising of 700 NFE Centres. Out of these centres 646 are of primary and 54 are of Middle Levels. 63 NFE centres are in urban and 637 are in rural areas. 320 NFE centres are co-educational and 380 are meant for girls. There are 620 Anganwadis attached to primary schools.

Table 1.14

Block-wise enrolments in Govt. managed Primary Education.
District Shahdol, Madhya Pradesh

S. No.	Block	Total Girls	Boys	S.C Girls	Boys	S.T Girls	Boys	Grand Total
1.	Sohagpur	7340	9055	385	269	1337	2176	16395
2.	Burhar	5848	9296	505	837	2621	3797	15144
3.	Anuppur	5811	9485	493	601	2833	5194	15496
4.	Kotma	2511	2869	311	410	771	1048	5380
5.	Jaithari	8177	9880	754	993	2755	4069	18057
6.	Pushprajgarh	9047	11001	287	352	7241	8756	20048
7.	Pali	3431	3804	193	262	2249	3036	7235
8.	Karkeli	7504	11252	784	1006	2920	5207	18756
9.	Gohparu	3409	4832	263	412	2015	2942	8241
10.	Jaisinghnagar	5160	6944	374	615	2304	3388	12104
11.	Manpur	6388	10272	645	1193	1954	3470	16660
12.	Beohari	6089	9077	577	919	1726	3633	15166
	Total	70715	97967	5571	7869	30726	46750	168682

Table 1.15

Block wise distribution of NFE Centres
District Shahdol, Madhya Pradesh

1. Sohagpur	- 90	7. Pali	- 19
2. Burhar	- 90	8. Karkeli	- 79
3. Anuppur	- 14	9. Gohaparu	- 34
4. Kotma	- 28	10. Jaisingnagar	- 64
5. Jaithari	- 30	11. Manpur	- 90
6. Pushprajgarh	- 18	12. Beohari	- 90

Table 1.16
Block wise Population and Literates
District Shahdol, Madhya Pradesh

S. No.	Block	Male	Female	Literates					
				Total	%	Male	%	Fe-male	%
1.	Sohagpur	119279	108581	85964	37.70	56383	47.27	99581	27.24
2.	Burhar	92743	87578	50738	28.18	36257	39.20	14481	16.53
3.	Anupur	78646	71544	51846	34.52	36766	46.74	15080	21.00
4.	Kotma	41214	38252	27407	34.48	19111	46.37	8296	21.68
5.	Jaithari	78538	74632	42694	27.87	31080	39.57	11614	15.56
6.	P.Garh	84611	83428	33024	19.65	25473	30.10	7551	09.00
7.	Pali	38349	35280	19188	26.00	13626	35.50	5562	15.76
8.	Karkeli	104669	98533	56212	27.66	41253	39.40	14959	15.18
9.	Gohparu	40167	38430	14361	18.27	11184	27.84	3177	06.26
10.	J.Nagar	68533	64584	28101	21.10	21367	31.17	6734	10.40
11.	Manpur	73690	70294	32898	22.84	25468	34.56	7430	10.56
12.	Beohari	78501	74063	40996	26.87	30836	39.28	10160	13.71

Source : Census of India - 1993

BLOCK WISE FEMALE POPULATION
DISTRICT : SHAHDOL
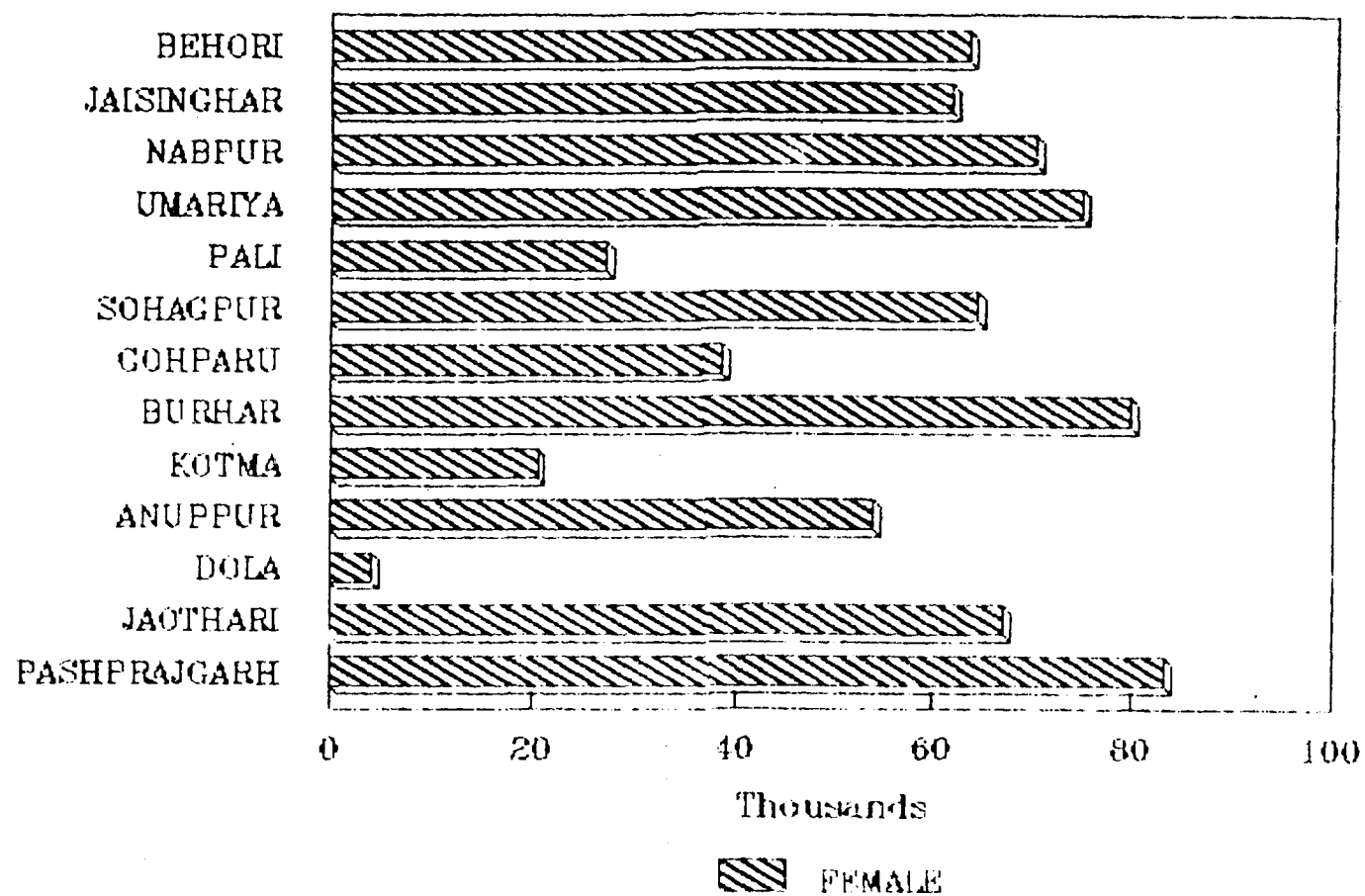
SOURCE : CENSUS OF INDIA 1991

BLOCK WISE LITERACY RATE
DISTRICT : SHAHDOL
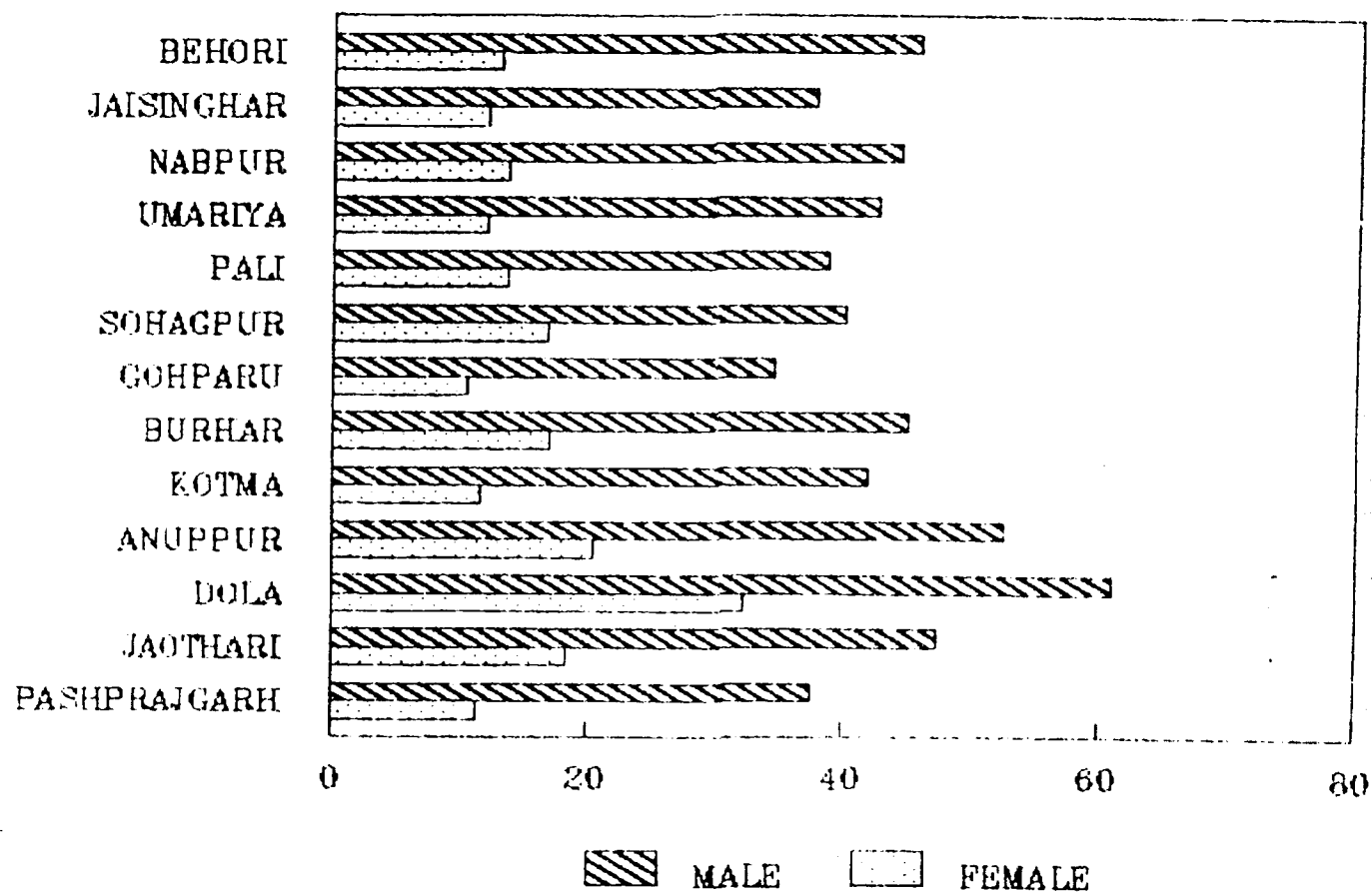
SOURCE : CENSUS OF INDIA 1991

BLOCK WISE LITERACY RATE
DISTRICT : SHAHDOL
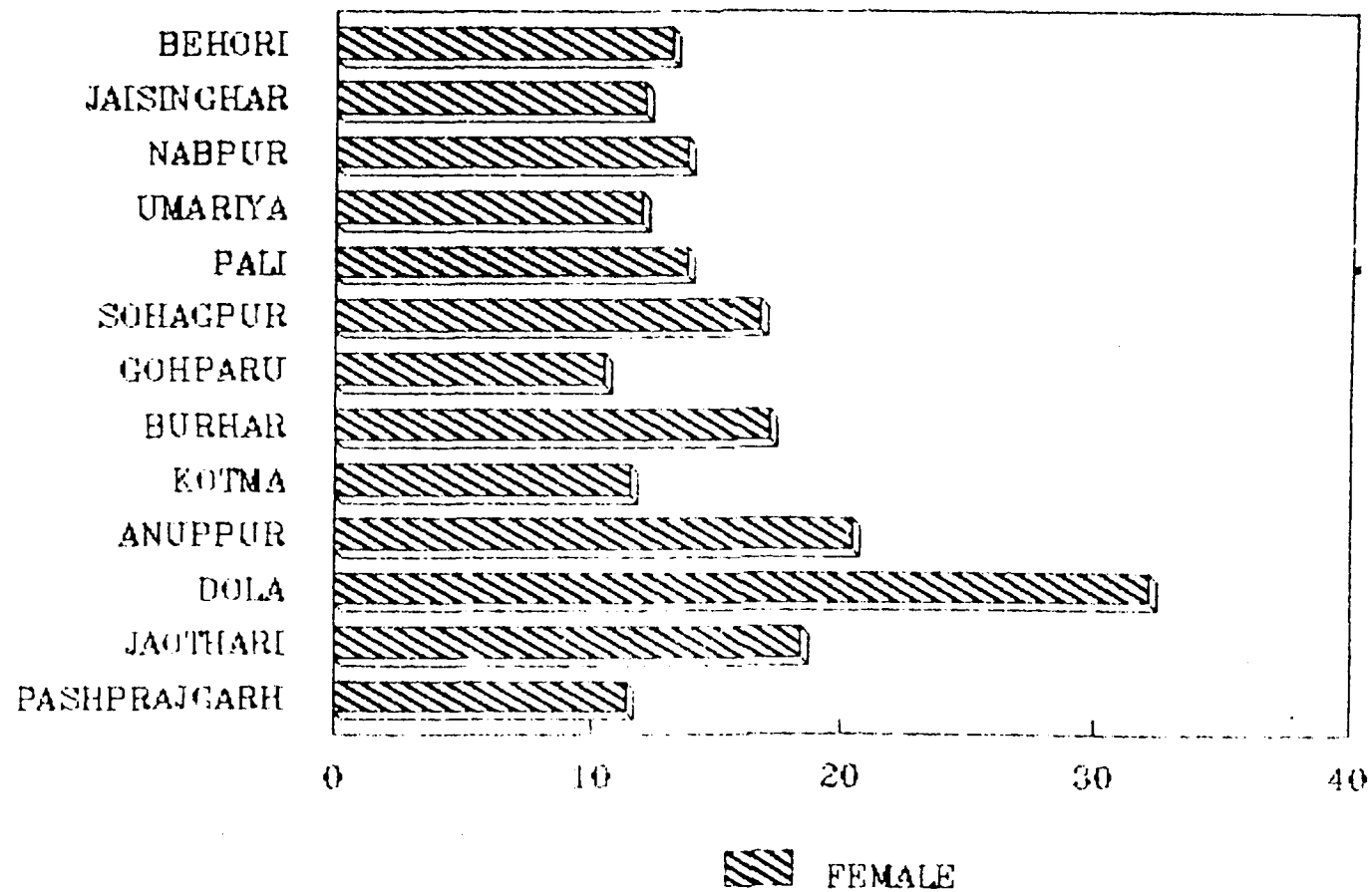
SOURCE : CENSUS OF INDIA 1991

Table 1.17

COMPARATIVE - LITERACY RATE

		Total (%)	Male (%)	Female (%)
01.	India	52.21	64.13	39.29
02.	Madhya Pradesh	43.45	57.43	28.39
03.	Shahdol District	34.80	48.40	20.10

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.18

RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	SHAHDOL	13.75	2.98

SOURCE : CENSUS OF INDIA - 1991

Table 1.19
Comperative population and Literates Year 1951- 1991
District Shahdol, Madhya Pradesh

Cen-sus Year	Population					Literates				
	Male	Female	Growth %	Total	%	Male	%	Female	%	
1951	330496	320261		33494	05.14	30926	09.35	2568	00.80	
1961	424042	405607	27.48	85423	10.29	73863	17.40	11560	02.85	
1971	526740	503099	24013	150338	14.59	121253	23.00	29085	05.78	
1981	690395	654430	30.61	262122	19.48	204653	29.64	57469	08.78	
1991	898670	845199	29.58	483429	27.70	348804	38.80	134625	15.92	

The literacy rate for the district is 34.8% of which 48.4% is for males and 20.1% is for females. For rural area the literacy rate is 27.7% of which 38.8% is for males and 15.92% is that for females. The total literates in the district are 4,85,590 of which males being 3,49,248 and females being 1,36,342.

Besides there are Samnvit Shiksha Vikas Samiti with co-campaigners. Feild Publicity, GOI, Family Planning Association, Nehru Yuvak Kendra, Teacher organisation involving themselves and positively contributing towards achieving the targets of UPE .

(86)

INDEX ON GENDER EQUALITY

19 DPEP dISTRICTS OF MADHYA PRADESH

$$\text{GEN. EQU.} = \frac{\text{RATIO OF FEMALE LITERATE TO TOTAL LITERATE}}{\text{RATIO OF FEMALE POPULATION TO TOTAL POPULATION}} \times 100$$

| Rank District | Literacy rate – 1991 | | | | Index of Gender Equality |
| | Rural | | Urban | | |
	Female	Male	Female	Male	
01. Madhya Pradesh	28	57	42	61	65

Group A

01. Batul	27	51	66	85	73
02. Raigarh	23	53	56	82	64
03. Rewa	23	57	50	78	60
04. Rajnandgaon	22	57	58	83	62
05. Satna	22	56	51	77	62
06. Bilaspur	21	58	58	84	60
07. Raisen	20	50	52	76	62
08. Mandsaur	20	63	56	84	58
09. Dhar	16	42	54	79	59

Rank District	Literacy rate - 1991				Index of Gender Equality
	Rural		Urban		
	Female	Male	Female	Male	
Group B					
01. Sehore	15	52	53	77	54
02. Panna	15	42	50	73	57
03. Tikamgarh	15	44	42	67	56
04. Ratlam	14	46	61	83	65
05. Chhatarpur	14	40	50	74	59
06. Shahdol	13	41	78	75	46
07. Surguja	12	37	55	78	57
08. Sidhi	11	40	50	79	46
09. Guna	10	42	50	77	51
10. Rajgarh	09	41	46	76	64

REFERENCE : Usha Nayar, Universalisation of Primary Education of Rural Girl in India,NCERT, New Delhi, 1993
Source:
1. Literacy Figures are from Statistical Database for Literacy National Institute of Adult Education, New Delhi, 1992.

Chapter II

The locale : Ineraction Observation

The District Primary Education programmes is a major attempt to actualise constitutional promise of equality and extra protection to girls and women specially those belonging to the weaker section of the country. Mainly those districts are chosen which have low literacy rates except Kerala in eight states.

Shahdol is one of the nineteen districts of Madhya Pradesh chosen for DPEP. Shahdol is one of the district with less than 20% female literacy. The female literacy rate for Shahdol is as low as 15.92% . The literacy rates for Scheduled caste is 16.27% and that of Scheduled Tribe 11.76% . (Source – Commissioner, Tribal Welfare Development, New Delhi, 1993.)

Education will foster new value sthrough redesigned curricula, textbooks, training and orientation of teachers, decision makers and administrator and active participation of all educational institutions. Womens' studies are expected to play a pivotal role in promoting action aimed at education and all round development of women.

The villages were selected from the list of four types viz :

(i)   Villages unserved by a primary school.

(ii)   Villages with a primary school only.

(iii)   Villages with a middle school.

(iv)   Villages with a high /higher secondary school.

In this study it was observed that the availability of educational and other infrastructural facilities were in a positive correlation with the village and population size. It was found that girls are permitted to study in the village schools only, but after that they drop out. Girls are not allowed to go to other village for continuing their studies as it is not considered safe for them. In this study stratified random sampling was employed using the stratificatory variable of level of education, i.e. no school, primary, middle, high/higher secondary schools.

This mode of purposive stratified random sampling gave us the population size continum, with unserved villages with small population and availability of better schooling facilities in larger villages.

Main features of sample villages.
Unserved villages

Village Gambhirwatola
Block - Anuppur   District - Shahdol

Village Gambhirwatola is appoximately 30 kms away from the block headquarters and nearly 80 kms. away from district headquarters. There are 605 persons living in the village, males being 300 and females 305. In the age group of 0-6 years the number of boys is 46 and the number of girls is 52. It is a village inhabited by tribals primarily, 502 ST persons reside in the village of which females being 257 and males 245. The male literates is 120 and female literates are 53 thus crude literacy rate is 28.5%.

The main occupation of the villagers is agriculture work on the fields of landlords. Some are working on the nearby colliery. The economic condition is not very good.

There is no school in the village nor are there any support services available. There are hardly any developmental facilities available. The situation is further worseved due to general illiteracy prevalent in the village, there is lack of motivation amongst parents regarding education.

It was observed that girls are engaged in remunerative employment during sowing and harvesting season. Besides they are also involved in household chores, sibling care and grazing animals.

Early marriages are also prevalent in the village. Early child bearing also affects the health of mother and children.

The terrain is uneven and hilly which makes access to education a difficult thing to achieve.

VILLAGE NAKTITOLA
Block - Anupour   District - Shahdol

The village Naktitola of Anupour block in Shahdol district
is situated 16 kms away from the block headquarter. The village
has a population of 225 persons residing in 44 .households. The
number of males is 110 and females 115. The residents of the
village are predominantly tribals.

Only 20 persons in the village are literate of which   only
three are females. In the age group of 0-6 year, the number of
girls are eighteen and boys twenty four. This figure is sleved
because of the discriminatory behaviour meted out to girls. The
boys are the preferred sex and are given all the attention and
care while the girls are malnourished, are not immunised and do
not get love and care from parents spacially mothers.

The crude literacy rate in the village is 12.89% for women
it is 2.61%.

The roads leading to adjacent villgaes is dusty and
specially during rainy season the approach becomes shishy and
unsuitable for commutation. There are no transportation
facilities available in the village.

The villagers are mostly engaged on daily wages as labourers
and thus they are sometimes without work. They are financially
very poor.

The . village has no school and no other support service is
available here lack of educational facilities in the village thus
restricts the children from obtaining education. The poor
economic condition is further responsible for the children not
being educated, as the parents cannot afford to send the children

to school. Thus non-accessibility of schools is the main factor for the children's illiteracy.

Besides general illiterarcy, lack of motivation, early marriages are the main hurdles in the achievement of UPE

Village Daikhal
Block – Anuppur   District – Shahdol

Tribal village Daikhal is 42   Kms. away from the block head quarters. There are 1740 persons in the village, the males being 869 and females 871. There are 349 households in this village. In the age group of 0-6 years the number of boys is 191 and numbers of girls is 190. There are 787 ST persons and 95 SC's. The male literates are 246 while female literates are 31. That makes the crude literacy rate of 15.92 percent.

The village is being evacuated beause of coal mines. Most of the villagers have decided to leave the village as they have received the notice for the same.

The link road is about 2 kms. from the metal road, is dusty and uneven, hence the approach to the village drung the rainy seasons becomes very difficult. Most of the villagers are engaged in collection hence they are not all that poor financially. It is also found that fresh business flourishes in the village.

The village Daikhal has one primary co-educational school. and a private primary school. There is no proper building for the school hence the classes are held in the open in the village. There only one male teacher in the school who performs his dusty halfheartedly. The studunts are also demotivated due to the teachers attitude as well as because of lack of furniture and other facilities.

Girls were found to be mostly occupied with household work as well as livestock care and looking after young sibling. On the other hand the boys were found to be attending school as will as studying and playing Gender disparities were observed in the village.

Village Deori
Block – Anuppur   District – Shahdol

Extending over a fairly large area, village Deori is a typical village. Situated 2 kms away from metallic road. The following castes and tribes are found in the village' Gond Soni, Panika, Aheer, Kumhar, Chowdhary and Brahmins. The villagers are mainly occupied in agriculture, either as farmers or as labourers.

There are 1090 people residing in the village in about 239 households. The number of literates are 245 males and 68 females. The crude literacy rate for the village is 28.72%. The 0-6 propulation in the village is 94 males and 84 females.

There is only one primary school run by government and is coeducational. The lack of motivation among parents is due to their illiteracy. The students also lose interest after primary educational there is no middle and high school in the village.

Gender disparity with regards to education was obvious. The boys are encouraged to attend school while the girls are dissuaded from education and are expected to help with household work and also take care of siblings.

The attitude of teachers is not good. They do not encourage the students to be regular nor do they take much interest in girls education. The teachers are mostly absent and thus the education of children suffers.

In the village certain social customms were prevalent which further lowers women's morale, such as dowry, early marriages. The women have low self esteem, they do not rate their work as worth while and it further mars her development.

Social taboos on the onset of puberty, financial burdens, lack of motivation and illiteracy of parents further results in illiteracy among girls.

Village Amlai
Block - Anuppur   District - Shahdol
Village Amlai is a faerly well populated habitation with a population of 2001 person living in 400 households. The village is scatlered in a radius of five kilometers. A metallic road is connected from the village by a Kuchcha road, the approach to this village becomes very difficult even by foot.

There are 988 males and 1013 females in the village. The total population in the age group 0-6 is 288 of which males being 137 and females being 151. The total literates in the village are 483 of which females are only 90. The crude literawy rate of the village is 24.14% and that of females is 8.84%.

The economic condition of the villagers is good as agriculture is their main occupation. But the SC/ST population are not all that better off.

The village Amlai has one middle school, There are no other support services available in the village.

The school condition is not very good, nor are there any facilities, yet the children were enthusiastic about education.

The parents belonging to economically poor families do not show much interest in education of their daughters. Daughters are mostly engaged in income earning and income saving activities.

In the village it was observed that gender discrimination is done. The boys get preference in the most of the matters of food, health care, education, time for study, play etc. The girls are married off early and so the inlaws do not permit girls to study.

The girls who do complete their middle education have to compulsorily drop out as there is no middle school in the village.

Village Payari
Block – Anuppur   District – Shahdol

The village Payari of Anuppur block in Shahdol district   is a fairly well populated village with 318 households and 1492 persons. There are 764 males and 728 females in the village. The total population in the village in the 0-6 age group is 274 of which boys being 130 and girls being 144. The major caste in the village is harijan 70% (S.C.),Pandit (Gen), Panika and kewat (OBC) nearly 30%.

The three kms. long pucca link road is dusty and never, leading to the constriction of commutation.

In the payari village there are two schools the parents are reluctant to send their daughters over to school as they feel that it is a waste of time and energy The parents do not realise the importance of education for girls.

Early marriages, purdah system also cause havoc on the girls education.

The teachers are also not satisfied with facilities extended to them. They world be very irregular in their attendance as they keep rushing to the bigger form on.

In adequate and late distribution of incentives,domestic work,care of siblings, lack of motivation of parents are the other factors coming in the way of girls education.

Village Bamhani
Block – Anuppur   District – Shahdol

Village Bamhani is in block Anuppur in Shahdol district. It is a large village with separate tolas (division) which are in habited by perticular castes.

The village is situated at about 8 kms away from the metallic road, hence the village is some what isolated. There are 1867 people living in about 411 households of which males being 952 and females being 915. The 0-6 population is 301 children, 158 boys and 143 girls. Despite being the stronger sex biologically the girls one lesser in number in 0-6 age group due to the discriminatory treatment extended to girls. As boy is the prefered sex, on the arrival of a girl child she is not given proper nutrition, medical care, immunisation etc. , thus resulting in their diminishing number. There are 705 literates in the village thus making a crude literacy rate of 37.76%. The female literates in the village are 187.

The village has one intermediate school, one middle school, one primary school and one private school. Among the support services available are J.R.Y., Mahila Mandal and Ayurvedic clinic.

In the SC tola there is abject poverty. Traces of untouchability and it scauring the minds of SC children is also observed in the SC total.

Girls are mostly ooccupied with the household work and other domestic activities.

The teaching staff is out adequate after the primary level. Teachers one burdened with extra subjects which they them selves

have not studied.

The other fear that if the girls get educated they
might not be able to find a suitable match for their daughters.

Village Deogawan

Block - Anuppur   District - Shahdol

Tribal village Deogawan is 16 kms. away from the block headquarter and 42 kms. away from the district headquater. There are 1368 people lliving in aboout 329 households. The males being 698 and females 670. There are 329 households in this village, In the age group of 0-6 years the number of boys in 136 and the number of girls is 118. There are 272 persons belonging to 272 scheduled tribe persons living in the village. The male literates are 240 and female literates are 127. The crude literacy rate in the village is 34.14.

The main occupation of the villagers is agricultural work either as farmers or labourers. The economic condition of labours is very poor especially those of labourers.

The village has two separate primary schools, one educational middle school and a coeducational high school. Support services like anganwadis, balwadis, Mahila Mandals etc. are not available in the village.

In the ST division there is exterme poverty.

Girls are mostly occupied in fetching water, cooking, collecting fuel, care of livestock, came of siblings etc.

The villagers are orthodox in their outlook as far as women and girls are concerned. They are not in a favour of sending their daughters to coeducational institutions. Early marriage is practised. Dowry system and purdah operate.

Education is a low priority with the parents who are mostly illiterate and apathetic to education of their daughters.

Slum : Indira Nagar Basti

Block - Anuppur   District - Shahdol

Indira Nagar Basti is a slum of Shahdol district. This slum is about 3 kms from metallic road. The ocupants of this slum are SC,ST, OBC and general caste persons. The total population of the snum is about 400 persons.

The main occupation of the develleer is garbage collecting, scultioning, portering and pot making. The economic condition of these people is very poor .The approach road to this slum is very difficult. There is only one primary school (private) in the vicimity. there is no support service available in the slum.

In this slum there is no proper drainage, hygien is not observed and it is a haven for dreaded diseases .

The children are initiated into jobs very early in the age due to parents' poor condition. The illiteracy of the parents further accentuates this problem.

GROUP DISCUSSION AND OBSERVATION

The study team interacted with the villagers and conducted group discussion in the villages and urban slum to bring out the important issues regarding girls education, gender equality and women's empowerment. The study team was enlightened about all sorts of problems in the village. The parents were made to discuss about girls education and education in general. The groups discussed in detail their own opinion and the solution to the problem prevalent in the village.

1) The smaller villages have no schools, no infra structural facilities. The school are in far off villages to which commutation is difficult. The children are not permitted to commote all by themselve for the purpose of education.

2) In the villages it is observed that there is disparity between the mail female literacy rates.
The population size and village size also is correlated with the availability of infra structural facilities.

3) In the village girl are overbounded with household chores and sibiling care. the girls and women slog all day long and the poore the family harder in the slogging. The girl do not have any priority or time for education.

4) The girl are not send to coeducational school. The parent feel that in the coeducational school where is only single mail teacher his absence would create security problem for the girl. The parents feel safe if female teacher are there in the schools.

ix) The villagers felt that girls are in the parental home for a few years after which they have to go to their in laws place. As a lot of expenses are required for her marriage and dowry, they prefer to save money for the same rather than spending it on their education. Besides if the girls stay back from school they also help with woking, washing, collecting fodder & fuel, silding care, fortching water etc. The villagers rest their eyes on their sons and hence try to get them education, good food, clothing and health care, hence differential behaviour is meted out to them.

x) The group discussions by an large ended at a positive note with regards to education. It emerged from the discussion that support services, upgradation of schools and incontire can play a vital role in girls education. It was observed that issues of early marriage, dowry, pundah and equal property rights, joint ownership of family assets and joint decision mating had some amount of resistance from the villagers. The girls and women tock the second grade treatment and lower status as a normal way of life.

CHAPTER III

ANALYSIS OF DATA

3.1   THE HOUSEHOLD CONTEXT

In all, 270 households were visited, and the information obtained by the investigators is presented below.

TABLE 3.1.1

DESCRIPTION OF SAMPLE HOUSEHOLDS IN

BLOCK :   DISTRICT : SHAHDOL

---

* Total Number of Households : 270

* Total Number of Members of Households : 1314

* Average Size of Households : 4.9

* Major Religion: HINDU

    No.   %
    256 94.2

* Mother Tongue: HINDI

    No.   %
    270 100

In all 1314 persons were residing in the sample 270 Households. The average size of the Household was 4.9. Nearly 94 percent of the sample population were Hindu and mother tongue was Hindi.

TABLE 3.1.2
DRINKING WATER

----

* Source of Drinking Water

	No.	%
Wells	192	71.1
Handpumps	58	21.5
Taps	·20	7.4

* Distance of Source of Drinking Water

	No.	%
Close by	113	41.8
0.5 Km.	7	02.6
1 Km. and above	150	55.6

----

7 percent of the households take water from wells whereas 21 percent of the households are using handpumps for drinking water.

44 percent of the total households have source of drinking water within 0.5 Km. and 56 percent households have to walk more than a kilometer to fetch drinking water. This task is being done largely by women folk.

Table 3.1.3

Fuel and Electricity

----

* Main Sources of Fuel

	No.	%
Wood	184	68.1
Cow-Dung Cakes	86	31.9

* Availability of Eletricity

	No.	%
	187	69.26

FUEL,ELECT,DRAINAGE ,TOILET   FACILITY
DISTRICT : SHAHDOL

PERCENTAGE

FUEL ,ELECTRICITY , DRAINAGE TOILET
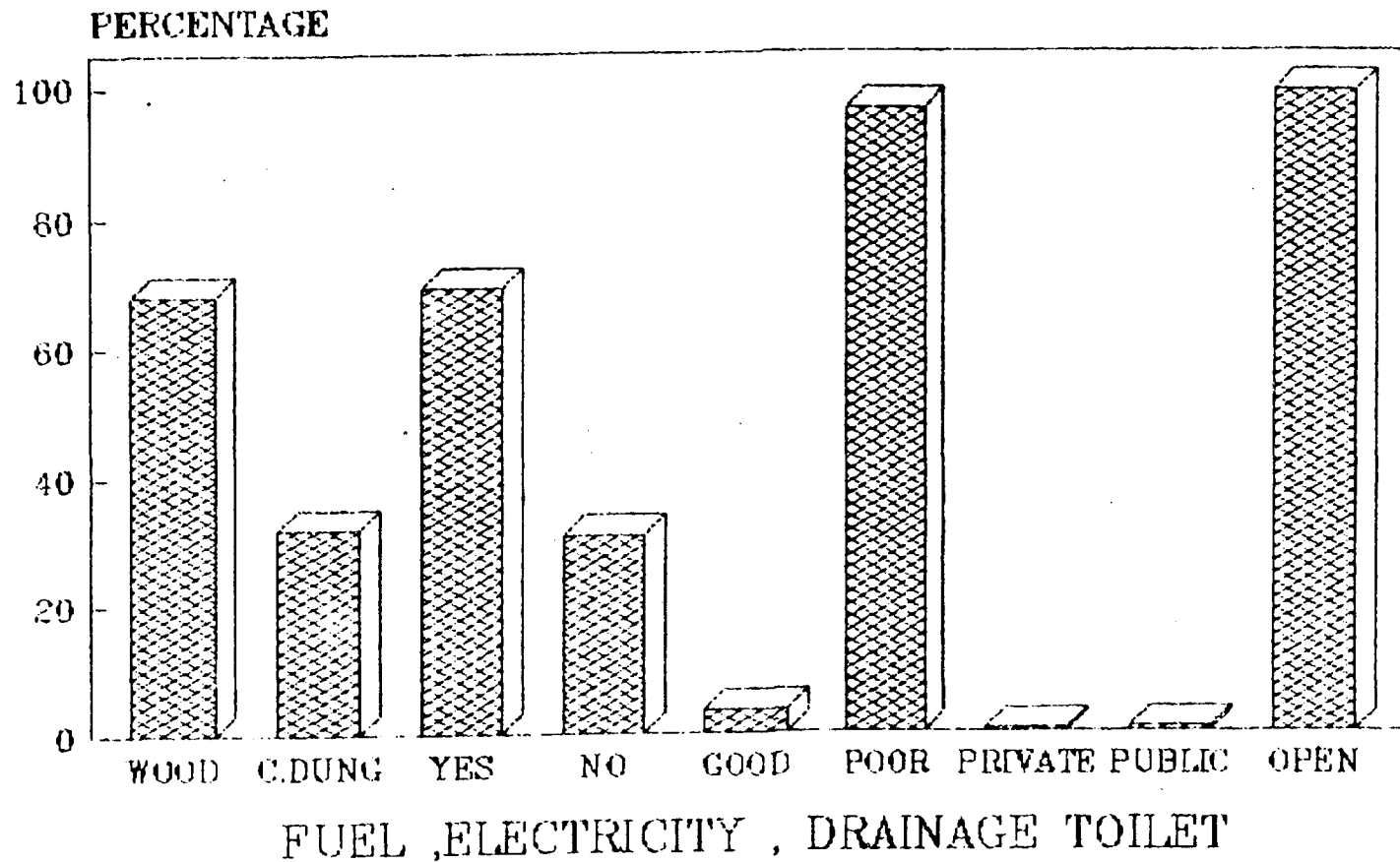
SOURCE : SAMPLED 9 VILLAGE DATA

68 percent of sample households are using wood as fuel and 32 percent households' are using Cow-Dung cakes.

Nearly 69 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation

	No.	%
Good	10	3.7
Poor	260	96.3
No response	00	00.0

Toilet facilities

	No.	%
Private	1	0.4
Public	2	0.7
Open	267	98.9

Nearly four percent households have good drainage facility and 96 percent have poor drainage leading to waterlogging and poor sanitary conditions. Private toilet is being used in 1 Household only (1 in urban slum). Majority i.e. 267 households (99%) used open spaces for defeacation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	161	12.25	083	14.73	078	13.54
6 - 11	384	29.22	116	20.17	268	46.53
12 - 14	226	14.61	065	11.30	161	22.05
15 +	543	43.91	311	54.09	232	46.18
Total	1314	100.00	575	100.00	739	100.00

Close to 45 percent of the household members belong to age group 6 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	793	60.35	262	50.79	501	86.98
Literate below primary	242	18.42	112	19.48	130	22.57
Primary	150	11.42	073	12.70	077	13.37
Middle	088	06.70	060	10.43	028	04.86
High School	015	01.14	013	02.26	002	00.35
Higher Secondary	021	01.60	020	03.48	001	00.17
Degree (Graduate)	005	00.38	005	00.87	000	00.00
Total	1314	100.00	575	100.00	739	100.00

Table 3.1.6 shows that 60 percent of the sample household members were found illiterate , 18 percent were literate below primary level and only 21 percent had completed primary education and above.

B. DISTRIBUTION OF SAMPLE OF SCHOOL GOING CHILD POPULATION BY AGE AND SEX

Age Group	Total	%	Male	%	Female	%
Primary						
6 – 10	126	50.60	36	34.95	90	61.64
11 – 14	085	34.14	44	42.72	41	28.08
15 – 18	003	01.20	03	02.91	00	00.00
Middle						
6 – 10	003	01.20	02	01.94	01	00.68
11 – 14	018	07.23	08	07.77	10	06.85
15 – 18	008	03.21	06	05.83	02	01.37
High School						
6 – 10	000	00.00	00	00.00	00	00.00
11 – 14	003	01.20	01	00.97	02	01.37
15 – 18	003	01.20	03	02.91	00	00.00
Total	249	100.00	103	100.00	146	100.00

In 270 Households' data for age group 6 – 14 years shows 131 girls are going to primary and upper primary classes. Only 15 are in upper primary classes in the age group 15-18 years.

C. DISTRIBUTION OF NEVER ENROLLED SAMPLE CHILD POPULATION BY AGE AND SEX.

Age Group	Total	%	Male	%	Female	%
6 – 10	162	61.36	44	63.77	118	60.51
11 – 14	091	34.47	15	21.74	76	38.97
15 – 18	011	04.17	10	14.49	01	00.51
Total	264	100.00	69	100.00	195	100.00

In 270 households' data for age group 6 – 14 years shows that 194 girls had never been enrolled in school. 01 Girls of age group 15-18 were also not enrolled for schooling.

D. DISTRIBUTION OF SAMPLE OF DROPPED-OUT CHILD POPULATION BY AGE AND SEX

Age Group	Total	%	Male	%	Female	%
Primary Drop-out						
6 - 10	46	37.10	18	50.00	28	31.81
11 - 14	55	44.35	07	19.44	48	54.54
15 - 18	03	02.41	03	08.33	00	00.00
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	15	12.09	06	16.67	09	10.22
15 - 18	05	04.03	02	05.56	03	03.41
Total	124	100.00	36	100.00	88	100.00

In 270 households' data for age group 6 - 18 shows 76 girls had

dropped out from primary classes and 12 girls from middle class.

E. DISTRIBUTION OF BACK GROUND VARIABLES OF THE DROP-OUT GIRLS BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	28	35.44	46	58.23
upto 4	22	27.85	12	15.19
7	09	11.39	09	11.39
10	12	15.19	12	15.19
12	08	10.13	00	00.00
12+	00	00.00	00	00.00
Total	79	100.00	79	100.00

BY BIRTH ORDER

Birth order	No.	%
1	39	49.37
2	20	25.32
3	16	20.25
4	04	05.06
5	00	00.00
Total	79	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	05	09.62
10,000	50	57.69
5,000 and below	17	32.69
Total	79	100.00

BY CASTE

Caste	No.	%
General	30	37.97
Scheduled Caste	25	31.64
Scheduled Tribe	24	30.38
Total	79	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	20	25.32
4	23	29.11
5	25	31.64
6	07	08.86
7	04	05.06
8	00	00.00
9	00	00.00
Total	79	100.00

F. DISTRIBUTION OF BACK GROUND VARIABLES OF THE NEVER ENROLLED GIRLS

BY EDUCATIONAL LEVEL

Educational Level		Father	%	Mother	%
Illiterate		39	30.23	54	41.86
Literate upto	4	21	16.28	40	30.11
	7	29	22.48	35	27.13
	10	15	11.63	00	00.00
	12	25	19.39	00	00.00
	12+	00	00.00	00	00.00
Total		129	100.00	129	100.00

BY BIRTH ORDER

Birth order	No.	%
1	29	22.48
2	35	27.13
3	33	25.58
4	25	19.38
5	07	05.42
Total	129	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	38	29.46
10,000	45	34.88
5,000 and below	46	35.69
Total	129	100.00

BY CASTE

Caste	No.	%
General	47	36.43
Scheduled Caste	40	31.00
Scheduled Tribe	42	32.56
Total	129	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	42	32.56
4	32	24.81
5	12	09.30
6	23	17.83
7	08	06.20
8	12	09.30
9	00	00.00
Total	129	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Culti.	343	26.10	120	20.87	123	16.64
Service	150	11.41	125	21.74	025	03.38
Casual Labour	358	27.24	074	13.83	258	34.91
House Wife	140	10.65	000	00.00	140	18.94
Others	019	01.44	019	03.55	000	00.00
Non Workers	304	23.13	237	44.30	067	09.07
Total	1314	100.00	575	100.00	739	100.00

Table 3.1.7 shows that 23 percent of the sample household persons are non-workers and 27 percent are working as casual labourers. Only 26 percent are cultivators. Service sector covers even less than 11 percent of sample household population.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total.
1.	12,000 +	79	29.26
2.	9,000	17	06.30
3.	6,000	45	16.67
4.	3,000	102	37.78
5.	3,000 below	27	10.00
	Total	270	100.00

Table 3.1.8 indicates that 38 percent sample households had income between Rs. 3,000 to Rs. 6,000 per annum. Nearly 10 percent households had below Rs. 3,000 per annum. That is to say that poeple work either as casual labour or agricultural labourers in the district.

Only 06 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	25	09.26	20	07.41
Middle	30	11.11	60	22.22
High school	29	10.48	20	07.41
Hr. Secondary	50	18.52	39	14.44
Graduation General	58	21.48	40	14.81
Graduation Professional	10	03.70	09	03.33
P.G. and above	11	04.07	11	04.03
No Response	57	21.11	71	26.30
Total	270	100.00	270	100.00

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (e.g. what will they get after being educated: No use of education) were lower for boys. 22 percent parents wish their daughters going upto primary, middle and secondary levels whereas 40 percent want secondary and post secondary education for their sons. Nearly one fourth parents, want higher education for boys. Only 03 percent aspire for higher education of daughters. This is a noticeable change of attitude towards education of girls.

TABLE 3.1.10
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	33	11.85	22	08.15
Doctor	15	05.93	10	03.70
Police Officer	05	01.85	06	02.22
Tailoring	20	10.74	00	00.00
Nurse	00	00.00	31	11.48
House Wife	00	00.00	90	33.33
Govt. Service	90	32.96	21	07.78
Engineer	00	00.00	00	00.00
No Aspiration	109	36.67	90	33.33
Total	270	100.00	270	100.00

Table 3.1.10 shows as for education , lower occupational aspirations are noticed for daughters compared to sons. Thirty three percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (08%). Only 12 percent parents wish to see them as doctors, police officers.

In some of the occupational aspirations the response is zero. Teaching services and nursing jobs are preferred by most in case of girls. The occupational aspirations are stereotyped and marked with poor response for girls.
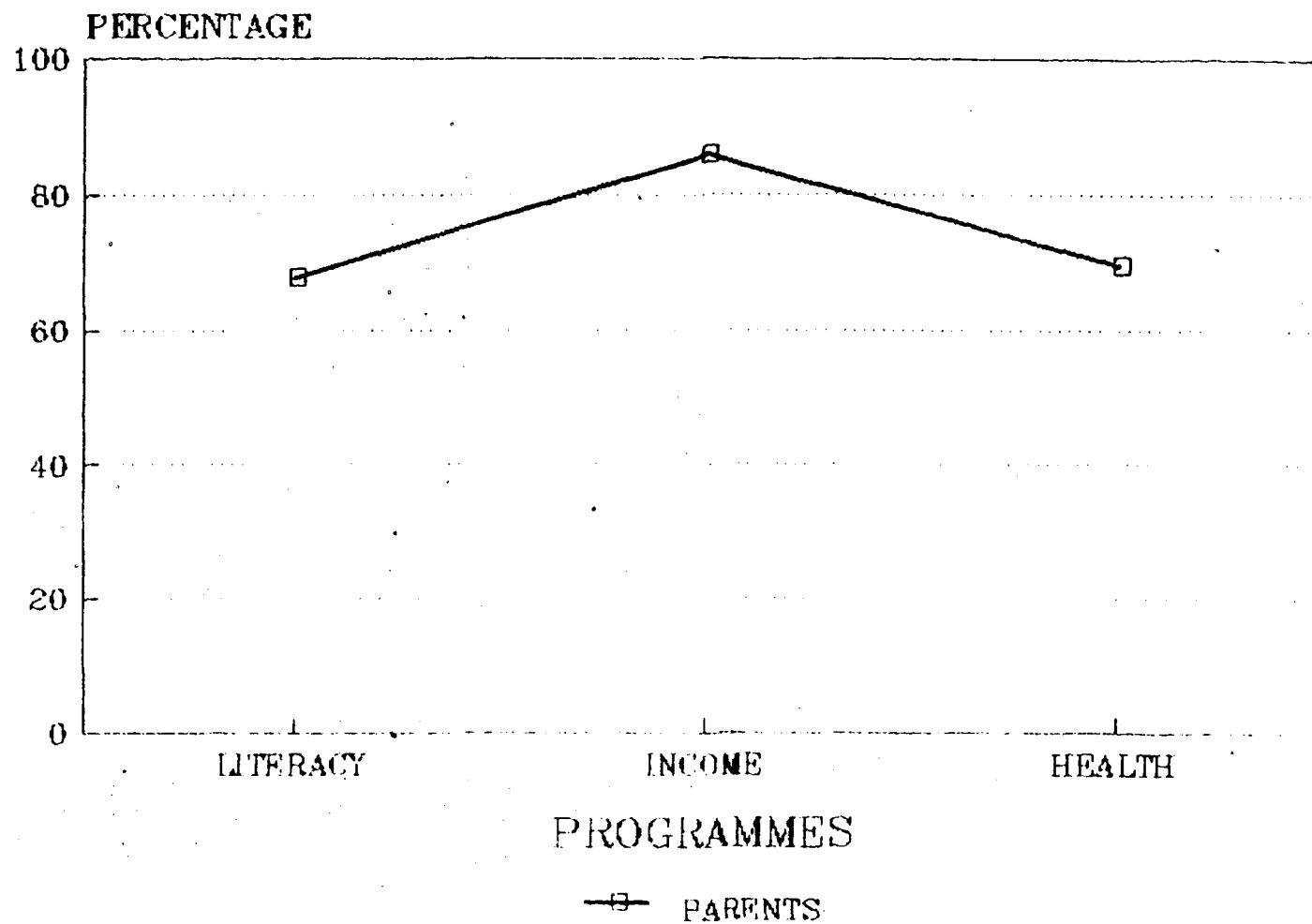
Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	183	67.78
Income generating	232	85.93
Programme on health and Nutrition	188	69.63

Table 3.1.11 shows that interviewed parents desired their preference (86%) for programme on income generating skills for their female wards. Programme on health and nutrition (70%) comes next with lowest preference (68%) for Literacy programme.

PERCEPTION ABOUT PROGRAMMES NEEDED
FOR GIRLS EDUCATION IN DISTRICT SHAHDOL

PERCENTAGE

PROGRAMMES

—⊡— PARENTS

SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS   IN
SCHOOL

	Reasons	Respondents (n=270)	
		No.	%
1.	Better economic standing of household	246	91.11
2.	Parental education	081	30.00
3.	Parental motivation	156	57.78
4.	Parental Support like:		
	i. Payment of fees other than tuition fees	151	55.93
	ii. Provision of books and stationery	247	91.48
	iii. Provision of adequate food and clothing	103	38.15
	iv. Creating space and time for studies at home	118	43.70
	v. Provision of academic Support (themselves or paid)	003	11.11
5.	Self motivation of the girl child.	033	12.22
6.	Positive ttitude of teachers	065	24.07

Five main reasons for continuance of Girls in schooling :-

1. Provision of books and stationery (91.48%).

2. Better economic standing Household (91.11%).

3. Parental motivation (57.78%).

4. Payment of fees other than tution fees (55.93%)

5. Creating space and time for studies at home (43.70%).

(125)

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents (n = 270) No.	%
1. Inability of parents to pay extra tuition fee/fund	151	55.93
2. Inability of parents to provide clothes and shoes	178	65.93
3. Inability of parents to provide books	182	67.41
4. Inability of parents to provide stationery	178	65.93
5. Inability of parents to provide food	020	07.41
6. Helping parents in occupation	162	60.00
7. Engaged in remunerative employment	018	06.67
8. Domestic work	235	87.04
9. Care of siblings	243	90.00
10. Absence of support services viz. Anganwadi,Balwadi,Creches	022	08.15
11. Early marriage	241	89.26
12. Social taboo on onset of poberty	012	04.44
13. Parental lack of motivation	141	52.22
14. Parental illiteracy	026	09.63
15. Lack of academic support/help, from parents/family members,others	008	02.96
16. School far away	000	00.00
17. Un-attractive school environment	004	01.48
18. Un-suitable school timings	000	00.00
19. Lack of relevance of curriculum	004	01.48
20. No women teachers	000	00.00
21. Lack of separate schools	006	02.22
22. Teachers' negative attitude	011	04.07
23. Failure	006	02.22
24. Illness of family members	001	00.37
25. Own Illness	007	02.59

Five main reasons for dropping out of girls from school :

1. Care of siblings (90.00%).

2. Early marriage (89.26%). *

3. Domestic Work (87.04%).

4. Inability of parents to provide books (67.41%).

5. Inability of parents to provide stationery (65.93%).

TABLE 3.1.14

PARENTAL PERCEPTION OF REASONS FOR NON-ENROLMENT OF GIRLS IN SCHOOL.

	Reasons	Respondents (n=270) No.	%
1.	Inability of parents to pay extra tuition fee / fund	150	55.56
2.	Inability of parents to provide clothes and shoes	250	92.59
3.	Inability of parents to provide books	249	92.22
4.	Inability of parents to provide stationery	249	92.22
5.	Inability of parents to provide food and medicines	021	07.78
6.	Helping parents in occupation	197	72.96
7.	Engaged in remunerative employment	019	07.04
8.	Domestic work	154	57.04
9.	Care of siblings	016	05.93
10.	Parental lack of motivation	039	14.44
11.	Parental illiteracy	029	10.74
12.	Non-availability of school / NFE centres close to habitation	028	10.37
13.	Un-suitable school timings	000	00.00
14.	No female teachers	000	00.00
15.	No separate school for girls	003	01.11
16.	Lack of support services such as anganwadies,balwadies,creches	017	06.30
17.	Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	060	22.22

Five main reasons for non-enrolment of girls in school:

1. Inability of parents to provide clothes and shoes (92.59%).

2. Inability of parents to provide stationery (92.22%).

3. Inability of parents to provide books (92.22%).

4. Helping parents in occupation (72.96%).

5. Domestic Work (57.04%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

	Utility	Respondents (n=270) No.	%
1.	Develops a positive self image and confidence among girls	171	63.33
2.	Prepares girls for economic contribution	211	78.15
3.	Can improve health and nutritional status of children and other family members	049	18.15
4.	Will ensure education of future generations	247	91.48
5.	Will make girls and women aware of their rights	022	08.15
6.	Helps in raising age of marriage & reduce maternal , infant and child mortality	014	05.19
7.	Helps in reducing the family size	139	51.48
8.	Will prepare girls for leadership roles in society	024	08.89
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family,panchayats, municipalities and legislature	056	20.74

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (91.48%).

2. Will prepare girls for participation and decision process in all works (20.74%).

3. Prepare Girls for economic contribution (78.15%).

4. Develops a positive self image & confidence among girls (63.33%).

5. Helps in reducing the family size (51.48%).

(128)

## TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

	Indicators	Respondents (n=270)	
		Agree	%
1.	Girls and boys need equal education	248	91.85
2.	Both need to be given equal amount of food	251	92.96
3.	Both need to be given equal health care and medical attention when needed	236	87.41
4.	Both can be assigned same duties/ responsibilities	116	42.96
5.	Both should be given the same freedom	065	24.07
6.	Both should be given equal time to play	120	44.44
7.	Both can perform all tasks equally well	059	21.85
8.	Both can have similar occupations	016	05.93
9.	Both have same intelligence and abilities	097	35.93
10.	Men and Women should be paid equal wages for equal work	219	81.11
11.	Husband and wife should take all decisions jointly	261	96.67
12.	Household work must be shared by all members of the household	090	33.33
13.	Assets of the family should be registered in joint names of husband and wife	191	70.74

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decisions jointly (96.67%).

2. Both need the same kind of food (92.96%).

3. Girls and boys need equal education (91.85%).

4. Both need to be given equal health care (87.41%).

5. Men and women should be paid equal wages for equal work (81.11%)

Parents appear to favour, equality in food, education, health and medical care for their children. A large number of parents (92%) perceive the boys and girls need equal education but they do not agree to share the house hold work by all members of the household (33%). Same time they do not agree that both boys and girls have same intelligence and abilities (36%). Concept of their ignorance towards girls is very much clear.

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP   DISTRICT : SHAHDOL

PERCENTAGE

Chart values (approximate):
- 6 - 8: ~5
- 9 - 11: ~19
- 12 - 14: ~76
- 15 +: (none)
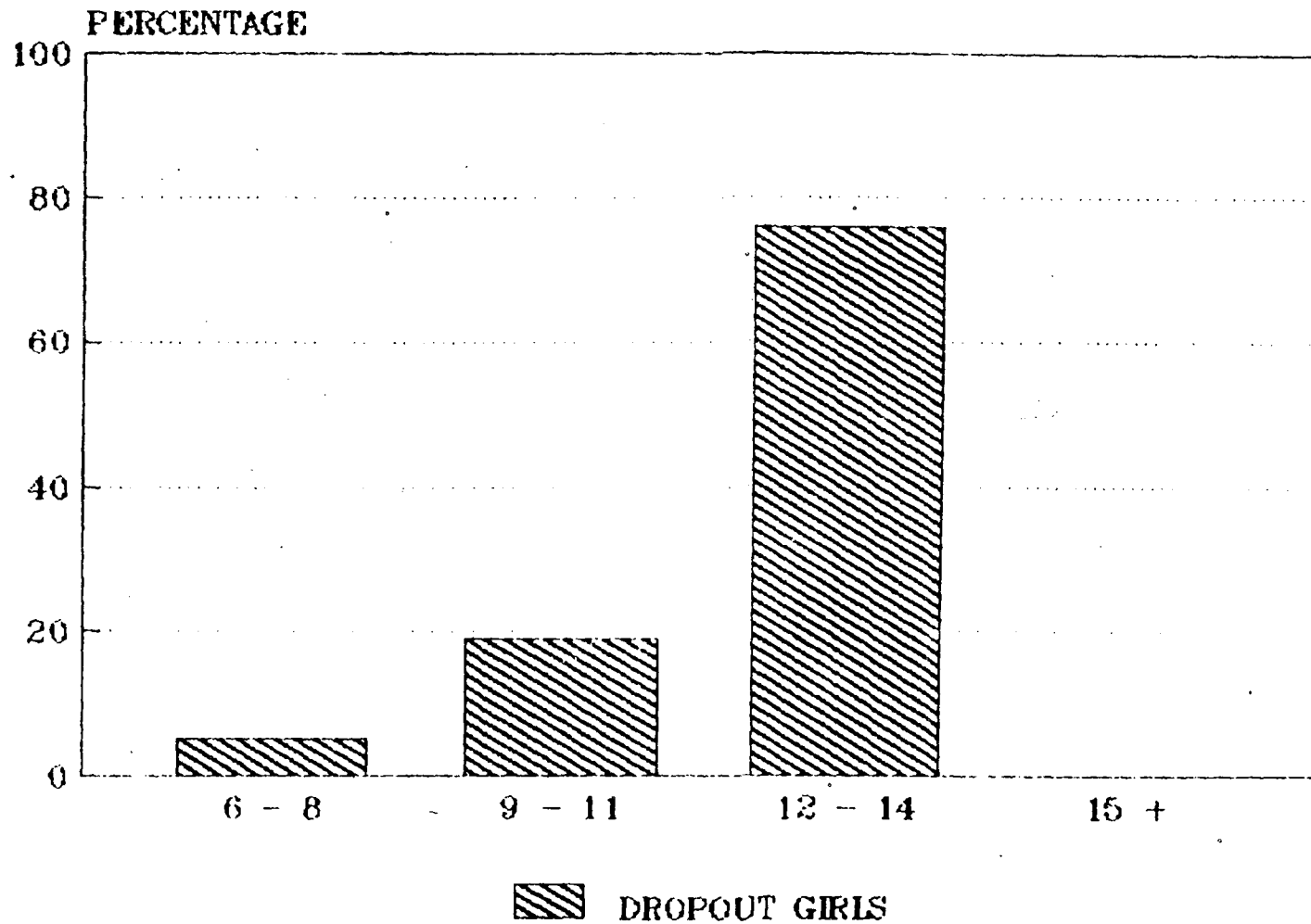
Legend: DROPOUT GIRLS

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 395 girls were found in age group 6-14 years out of them 79 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be intersted in resuming their studies.

TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	04	05.06
2.	9 - 11	15	18.99
3.	12 - 14	60	75.95
4.	15 +	00	00.00
	Total	79	100.00

Table 3.2.1 shows that out of total 79 interviewed girls, 76 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 19 percent . It is interesting to note that due to government efforts during last few years for universal access, enrolment and retention is increasing at primary level. Only 04 girls out of 79 girls who were interviewed tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls were between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%	
1.	Ist	01	01.27	
2.	IInd	15	18.99	
3.	IIIrd	14	17.72	
4.	IVth	08	10.13	
5.	Vth	11	13.92	
6.	VIth +	30	37.97	
	Total	79	100.00	

## DISTRIBUTION OF RESPODENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respodent	Regularity				Punctuality			
	Yes	%	No.	%	Yes	%	No.	%
79	69	87.34	10	12.66	67	84.81	12	15.19

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 20 percent girls of the sample households had dropped out of their school after classes I and II. Only 62 percent of the respondents completed class four of schooling. Forty two percent girls had completed 5 years of schooling. Only 38 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

The data shows that most of the drop-out girls were regular and punctual.

DISTRIBUTION OF GIRLS ACCORDING TO
CLASS LAST ATTENDED DISTRICT : SHAHDOL

PERCENTAGE

DROPOUT GIRLS
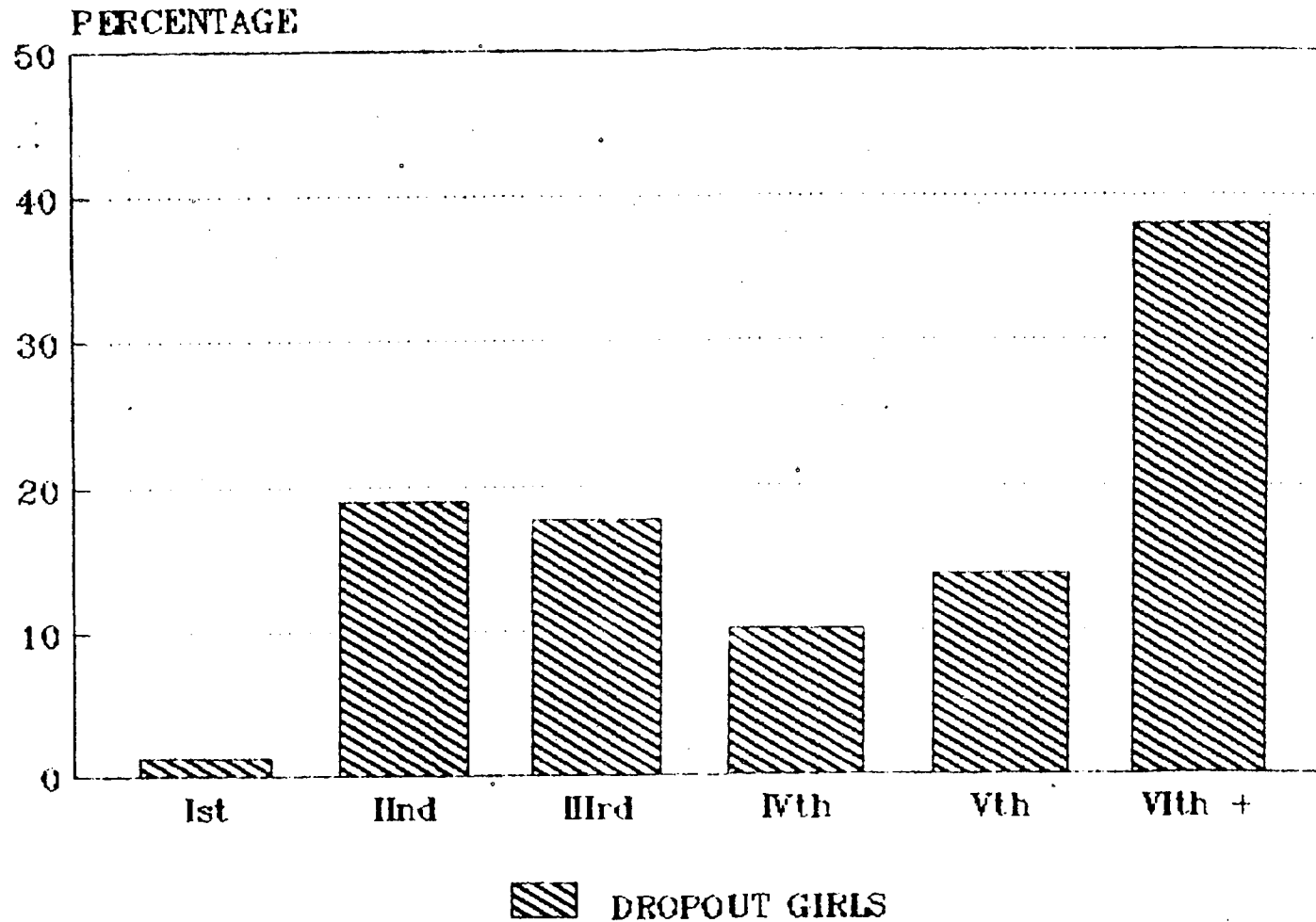
SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	13	16.45
2.	Domestic work	12	15.19
3.	Parental Illiteracy	15	18.99
4.	Lack of self motivation	13	16.45
5.	Mother / own illness	10	01.26
6.	Early Marriage	04	05.06
7.	School far away	12	15.19
	Total	79	100.00

Table 3.2.3 shows that Poverty, Parental illiteracy, Domestic work and Early marrige are the main causes for dropping out of girls. Some times , Lack of self motivation is also a reason for dropping out of girls and it is due to non-awareness about importance of education.

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME THEIR STUDIES

Total	Positive Responses	%	Negative Responses	%
79	48	60.76	31	39.24

Table 3.2.4 cleary shows that 61 percent of the drop-out girls wish to resume their studies and 39 percent do not want to resume their studies for one reason or the other.

TABLE 3.2.5

DISTRIBUTION OF RESPONDENTS BY THEIR PARENT'S WILLINGNESS TO RESUME STUDIES

S.No.	Reasons	No. of Respondents	%
1.	Education of future generation	30	37.97
2.	Economic Support.	21	26.58
3.	Create self confidence in the girls.	15	18.99
4.	Self motivation	13	16.45
	Total	79	100.00

Any one can infer from Table 3.2.5 that most of the parents are in favour of their daughters resuming their studies because they feel that their education shall help the future generation (40%) and girls will attain self confidence (nearly 19%).
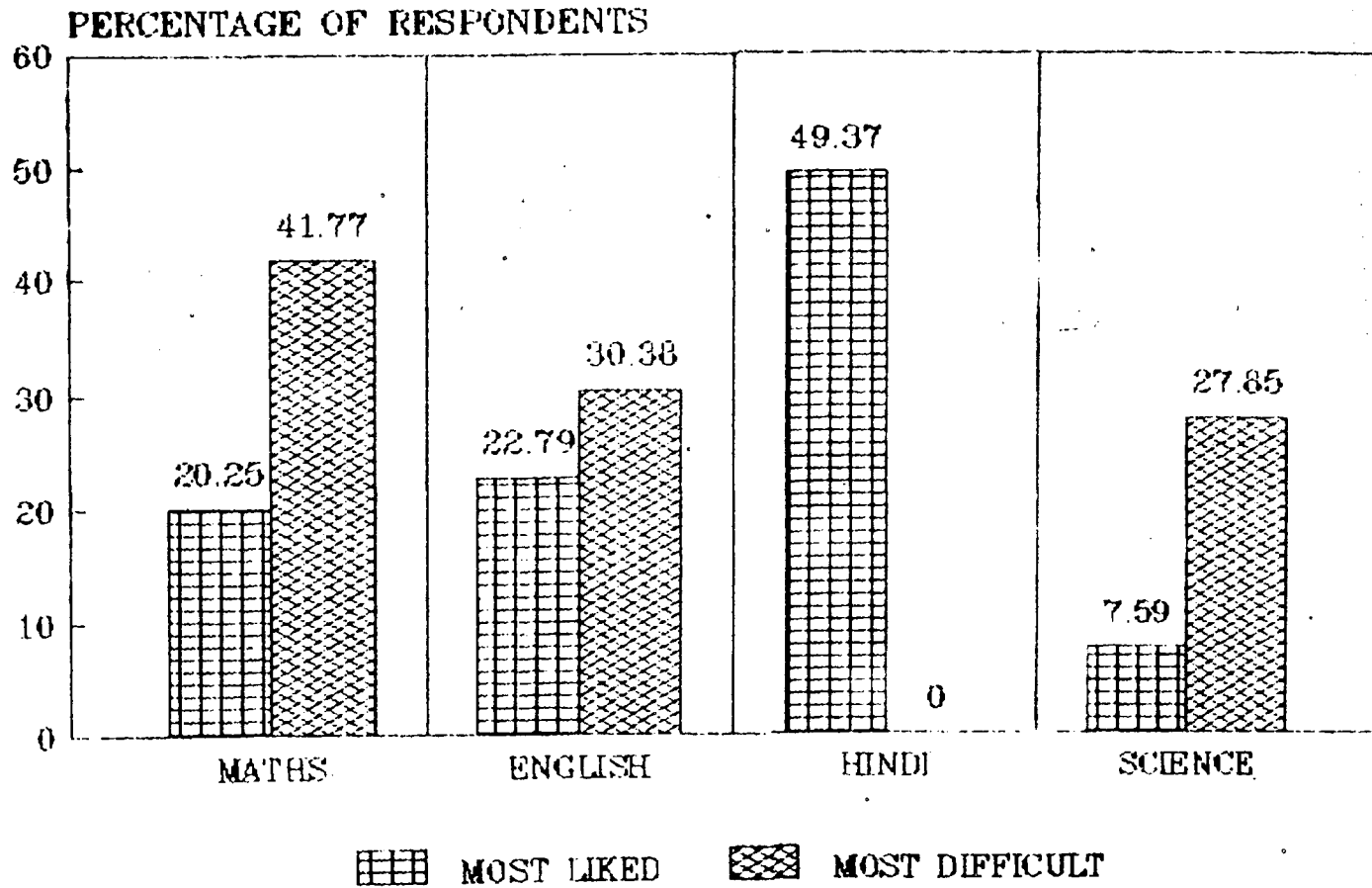
TABLE 3.2.6

DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=79)	No. of Respondents	%
1.	For Teachers	64	81.01
2.	For School	66	83.54
3.	For Learning	71	89.87

The girls show positive liking of the teachers (81%), their school 84 percent and for learning at school 90 percent.

SUBJECT LIKED / DIFFICULT
DISTRICT SHAHDOL

PERCENTAGE OF RESPONDENTS

SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.2.7

DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICULT

S.No.	Subjects	Subjects Most Liked Respondents		Subjects Most Difficult Respondents	
		No.	%	No.	%
1.	Mathematics	16	20.25	33	41.77
2.	English	18	22.79	24	30.38
3.	Hindi	39	49.37	00	00.00
4.	Science	06	07.59	22	27.85
	Total	79	100.00	79	100.00

Table 3.2.7 shows that 50 percent of the total respondents say that they like Hindi the most and 20 percent for Mathematics, 08 percent for science and 23 percent for English. 42 percent of the total respondents say that the most difficult subject is mathematics and 39 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR SCHOOL FROM HOME

S.No.	Distance	No. of Respondents	%
1.	Close by	20	25.32
2.	1 Km.	28	35.44
3.	2 Km.	11	13.92
4.	3 Km.	12	15.19
	Total	79	100.00

Table 3.2.8 shows that 61 percent of the total respondents reside with in one kilometer from the school where as 39 percent had to commute 2 to 3 kilometer to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	70	88.61
By Bus	03	03.80
By Cycle	06	07.59
Total	79	100.00

89 percent of the drop-out girls had been commuting to their respective school on foot, only 03 (4%) out of 79 interviewed dropout 6 (8%) girls were using the cycle to go to school.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	69	87.34
Negative	10	12.66
Total	79	100.00

Table 3.2.10 shows that 87 percent of total respondents had received help from their teachers as and when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING
AT HOME

Response	Respondents	
	No.	%
Difficulty faced	49	62.03
No Difficulty	30	37.97
Total	79	100.00

Table 3.2.11 shows that 62 percent of total respondents had
experienced difficulty in studying at home. The discussions showed
that their parents are illiterate and keep these girls busy in
some work or the other.

TABLE 3.2.12

DISTRIBUTION OF RESPONDENTS ACCORDING TO FAILURE IN EXAMINATION

Response	Respondents	
	No.	%
Positive	06	07.59
Negative	73	92.41
Total	79	100.00

92 percent of the total respondents did not fail even once in
any examination. This is due to the efforts put by the teachers
and also the self motivation of the girls.

TABLE 3.2.13
DISTRIBUTION OF RESPONDENTS BY REASONS OF THEIR DROPPING OUT OF SCHOOL

	Reasons	Respondents (n=79)	
		No.	%
1.	Inability of parents to pay extra tuition fee/fund	19	24.05
2.	Inability of parents to Provide clothes and shoes	13	16.46
3.	Inability of parents to provide books	20	25.32
4.	Inability of parents to Provide stationery	19	24.05
5.	Inability of parents to provide food	08	10.13
6.	Helping parents in occupation	19	24.05
7.	Enagaged in remunerative employment	02	02.53
8.	Domestic work	62	78.48
9.	Care of siblings	38	48.10
10.	Absence of support services viz. Aganwadi,Balwadi,Creches	00	00.00
11.	Early marriage	55	69.62
12.	Social taboo on onset of puberty	00	00.00
13.	Parental lack of motivation	39	49.37
14.	Parental illiteracy	08	10.13
15.	Lack of academic support/help from parents/family members	01	01.27
16.	School far away	18	22.78
17.	Un-attractive school environment	01	01.27
18.	Un-suitable school timings	00	00.00
19.	Lack of relevance of curriculum	00	00.00
20.	No female teachers	05	06.33
21.	Lack of separate schools for girls	23	29.11
22.	Teachers negative attitude	01	01.27
23.	Failure	06	07.59
24.	Illness of family members	02	02.53
25.	Own Illness	04	05.06

Main Reasons for Dropping Out :

1. Domestic work (78.48%).

2. Early marriage (69.62%).

3. Parental lack of motivation (49.37%).

4. Care of sibling (48.10%).

5. Lack of seprate schools (29.11%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=79)	
		No.	%
1.	Food	36	45.57
2.	Clothing	35	44.00
3.	Toys/Games	59	74.68
4.	Books,Magazines,Stationerys	50	63.29
5.	Help in studies	55	69.62
6.	Ritual and Social Visits	45	56.96
7.	Opportunities for play	30	37.97

Parental Discrimination

1. Toys / Games (74.68%).

2. Help in studies (69.62%).

3. Book , Magazines,Stationeries (63.29%).

4. Ritual and Social Visits (56.96%).

As it is evident in table above, girls perceive that their parents discriminate against them and favour their brothers in matters like food , clothing , toys, games , time for play & help in studies. They expressed their unhappiness at often being excluded from social visits , fairs etc. "Only at the time of wedding or when fastivities are observed on the birth of a brother we get a change to sing & dance".

In contrast to their counterparts who were attending the schools , investigators found these girls engaged in one or the other household tasks. It was sometimes difficult to make them wait for interviews as they were rushing to their next errands.

## TABLE 3.2.15
WORK DONE BY GIRLS AT HOME

S.No.	Activities	Respondents (n=79) No.	%
1.	Fetching water	75	94.94
2.	Collection fodder & fuel	22	27.85
3.	Caring of livestock	14	17.72
4.	Making cowdung cakes	36	45.57
5.	Caring siblings	34	43.04
6.	Cooking	56	70.89
7.	Washing / cleaning utensils	73	92.41
8.	Grazing cattle	08	10.13
9.	Wage earning activities	00	00.00
10.	Agricultural operations	05	06.33
11.	Home based production	06	07.59

Main works Done by the girls at Home

1. Fetching water (94.94%).

2. Washing / Cleaning Utencils (92.41%).

3. Cooking (70.89%).

4. Making cowdung cakes (45.57%).

5. Care of sibling (43.04%).

Discussions with drop-out girls showed that they are used to spend 6 to 9 hours daily on an average on activities like fetching water , making cow-dung cakes , cooking, washing / cleaning and caring younger siblings. In addition , many of them reported that they help their parents for about 6 hours a day in their economic activities like agricultural operations or working as domestic helpers in diferent households of the village. They used to spent upto 6 hours daily in helping their parents in economic / wage - earning viz. agricultural operations or working as domestic help in more affluent households of the village.

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP   DISTRICT : SHAHDOL

PERCENTAGE

NEVER ENROLLED GIRLS
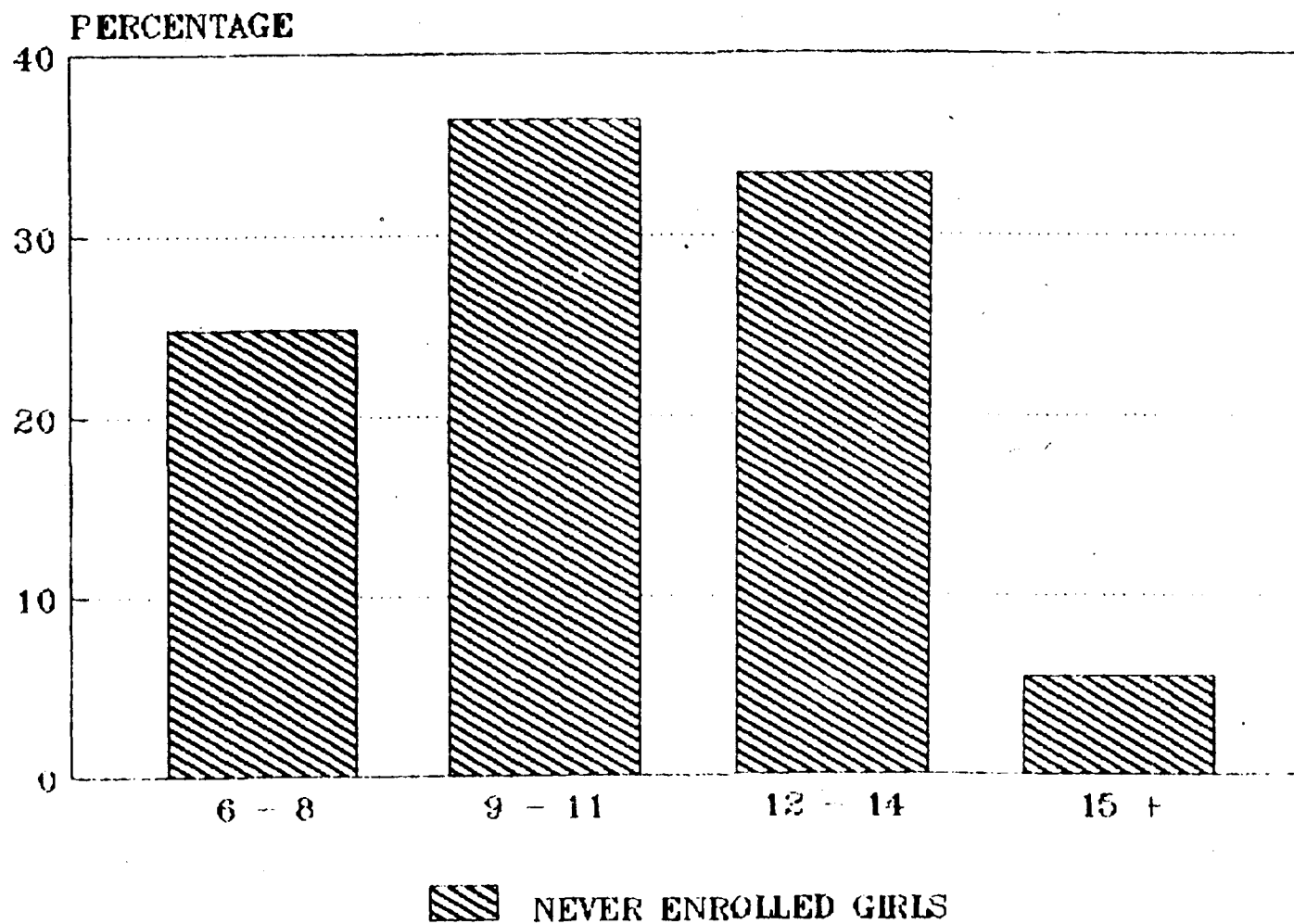
SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 395 never enrolled girls were interviewed to obtain information about the reasons for their non-enrolment in school and also to ascertain if they would be interested in resuming the studies.

TABLE 3.3.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	32	24.81
2.	9 - 11	47	36.43
3.	12 - 14	43	33.33
4.	15 +	07	05.43
	Total	129	100.00

The table indicates the following:

1) 62 percent of the never enrolled girls belong to primary age group 06-11 years and another 33 percent belong to the elementary age group 12-14 years.

i) While 7 - 9 year old girls in all the villages should be brought to school, the older girls between 8 - 15 years should also be provided with non-formal education equivalent to primary and upper primary stages in a phased manner.

TABLE 3.3.2
DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=129) No.	%
1.	Inability of parents to pay extra tution fee / fund	48	37.21
2.	Inability of parents to provide clothes and shoes	64	49.61
3.	Inability of parents to provide books	69	53.49
4.	Inability of parents to provide stationery	66	51.16
5.	Inability of parents to provide food and medicines	06	04.65
6.	Helping parents in occupation	45	34.88
7.	Engaged in remunerative employment	09	06.98
8.	Domestic work	70	54.26
9.	Care of siblings	45	34.88
10.	Parental lack of motivation	62	48.06
11.	Parental illiteracy	42	32.56
12.	Non-availability of school / NFE centre close to habitation	28	21.71
13.	Un-suitable school timings	05	03.88
14.	No female teachers	02	01.55
15.	No separate school for girls	04	03.10
16.	Lack of support services such as anganwadies,balwadies,creches	18	13.95
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	37	28.68

Five main reasons for non-enrolment of girls in school:

1. Domestic Work (54.26%).
2. Inability of parents to provide books (53.49%).
3. Inability of parents to provide stationery (51.16%).
4. Inability of parents to provide clothes and shoes (49.61%).
5. Parental lack of motivation (34.88%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
129	114 (88.37%)	15 (11.63%)

Figures in parenthesis show percentages. Majority, 88 percent of the never enrolled girls desired to go to school.

TABLE 3.3.4

DISTRIBUTION OF RESPONDENTS BY WHETHER THEY HAD TALKED TO PARENTS ABOUT GOING TO SCHOOL

Total no. of Respondents	Yes	No
129	71 (55.04%)	58 (44.96%)

Figures in parenthesis show percentages. About 55 percent of the girls respondents had talked to their parents about their desire to go to school.

TABLE 3.3.5

DISTRIBUTION OF RESPONDENTS BY THEIR PARENTS WILLINGNESS TO SEND THEM TO SCHOOL NOW.

Total no. of Respondents	Yes	No
129	22 (17.05%)	107 (82.95%)

Figures in parenthesis show percentages. Only about 17 percent girls indicated that their parents may send them to school , if approached.

TABLE 3.3.6

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

	Ability	Respondents (n =129)	
		No.	%
1.	Ability to read/write	11	08.53
2.	Ability to write name	02	01.55
3.	Ability to count	34	26.36
4.	Can not read/write	82	63.56

Out of 129 never enrolled girls, only 11 could read and write, 2 could barely write their name and 34 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

Programme	Respondents	(n=129)
	No.	%
Literacy programme	57	44.19
Income generating programme	42	32.56
Health and Nutrition programme	19	14.73

The girls (33%) expressed their preference for having income generating programmes largely. Fifteen percent are interested in Health and Nutrition programme Forty four percent for as well as Literacy programme.

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

Girls spend about five to eight hours a day on fetching water, collecting fodder and fuel, caring live-stock, making cowdung cakes, cooking , washing / cleaning utensils and sibling

PERCEPTION ABOUT PROGRAMMES NEEDED
FOR GIRLS EDUCATION IN DISTRICT SHAHDOL

PERCENTAGE

PROGRAMMES

PARENTS   NON-ENR.GIRLS
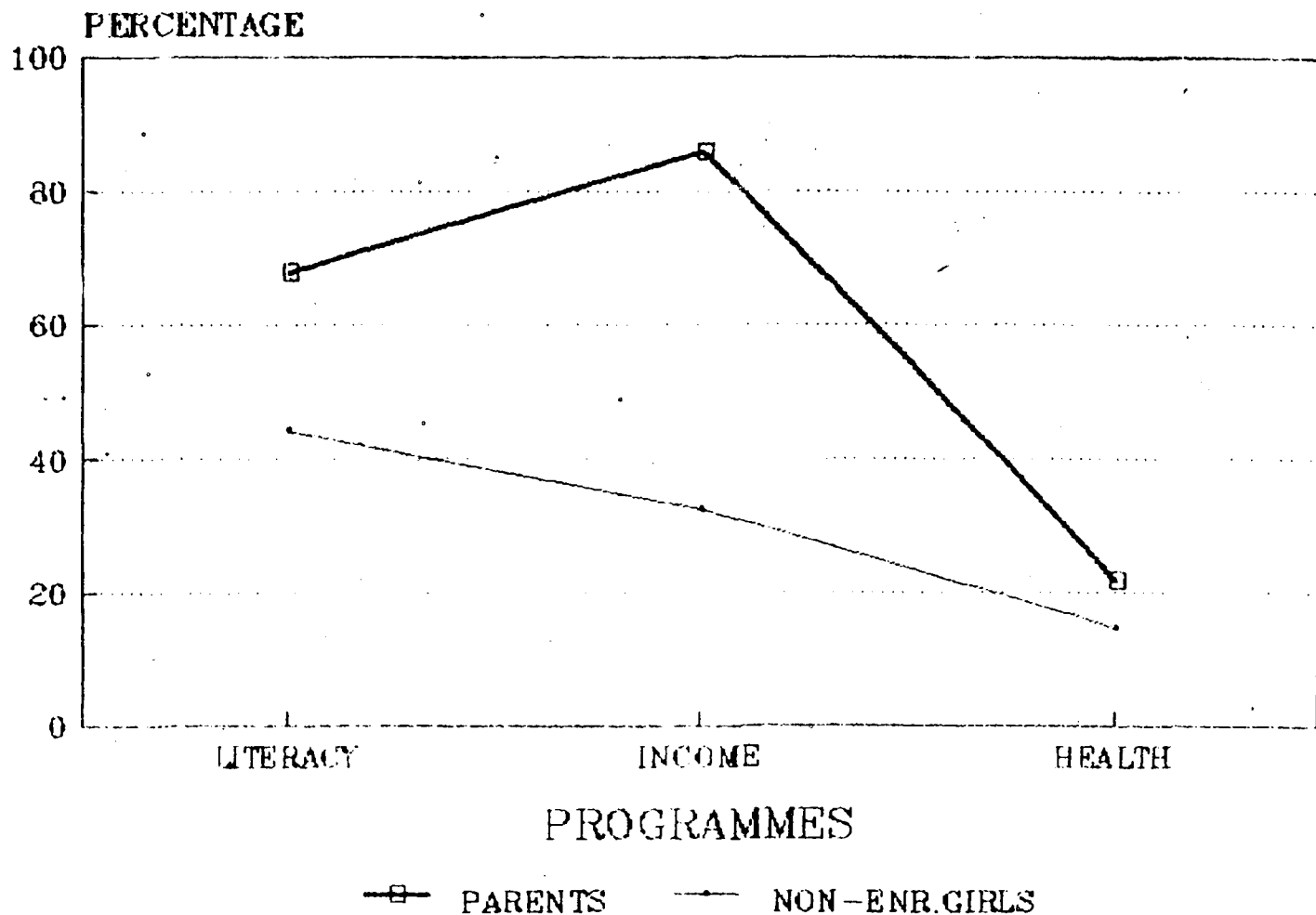
SOURCE : SAMPLED 9 VILLAGE DATA

care. They spend additional four to five hours daily into helping other then household work viz. cattle grazing , agricultural operations and other home based production activities of the family.

Girls from 05 to 15 years age from Scheduled Castes and Scheduled Tribes were found working as part-time / full-time domestic help in affluent households.

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=175) %
1.	Food	39	30.33
2.	Clothing	47	66.43
3.	Toys/Games/Play	05	65.89
4.	Ritual and Social visits	90	69.77

Majority of the never enrolled girls interviewed expressed their feelings of being discriminated by their parents in matters of food, clothing , toys / games and time for playing.

CHAPTER 3.4

TEACHERS AND THEIR PERCEPTIONS

In all 19 teachers were interviewed, out of them one was female. The age of these teachers ranged between 22-49 years with majority of them belonging to age group 35 and below. The service length of these teachers ranged from 02 to 26 years. Only 5 teachers had more than 20 years as length of service. Six male teachers had JBT qualification.

All the teachers were married except 3 male teacher. 5 had three children each, 5 had 4 child and 4 had two children each. Two teachers had no child. Only One teacher had more then 4 children. Average number of children per teacher was around 2. Average household size of teachers was around 4. Out of 19 teachers, only 8 lived at a distance of less than 5 kilometer from the school. Rest 6 teachers lived at a distance of more then 2 to 40 kms. and were using bus and cycle.

TABLE 3.4.1

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT REASONS
FOR CONTINUANCE GIRLS IN SCHOOLING

	Reasons	Respondents (n=19)	
		No.	%
1.	Better economic standing of households	12	63.16
2.	Parental Education	11	57.89
3.	Parental motivation	17	89.47
4.	Parental Support like:		
	i. Payment of fees other than tuition fees	03	15.79
	ii. Provision of books and stationery	03	15.79
	iii. Provision of adequate food and clothing	00	00.00
	iv. Creating space and time for studies at home	00	00.00
	v. Provision of academic Support (themselves to paid)	00	00.00
5.	Self motivation of the girl child.	01	05.26
6.	Positive attitude of teachers	02	10.53

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (89.47%).

2. Better economic standing of house hold (63.16%).

3. Parental education (57.89%).

4. Provision of books and stationery (15.79%).

5. Payment of fees other than tuition fees (15.79%).

TABLE 3.4.2

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION OF REASONS FOR GIRLS DROPPING OUT FROM SCHOOL.

	Reasons	Respondents (n=**)	
		No.	%
1.	Inability of parents to pay extra tuition fee/fund	00	56.25
2.	Inability of parents to Provide clothes and shoes	07	50.00
3.	Inability of parents to provide books	02	14.29
4.	Inability of parents to Provide stationery	05	35.71
5.	Inability of parents to provide food	00	00.00
6.	Helping parents in occupation	07	50.00
7.	Enagaged in remunerative employment	12	85.71
8.	Domestic work	14	100.00
9.	Care of siblings	14	100.00
10.	Absence of support services viz. Anganwadi, Balwadi, Creches	04	28.57
11.	Early marriage	01	07.14
12.	Social taboos on onset of Poberty	13	92.96
13.	Parental lack of motivation	10	71.43
14.	Parental illiteracy	14	100.00
15.	Lack of academic support/help from parents/family members, others	01	07.14
16.	School far away	01	07.14
17.	Unattractive school environment	00	00.00
18.	Unsuitable school timings	00	00.00
19.	Lack of relevance of curriculum	00	00.00
20.	No female teachers	04	28.57
21.	Lack of separate schools	05	35.71
22.	Teachers negative attitude	00	00.00
23.	Failure	00	00.00
24.	Illness of family members	03	21.43
25.	Own Illness	02	14.29

Major reasons for dropping out of girls from school

1. Parental illiteracy (100.00%).

2. Care of Siblings (100.00%).

3. Domestic work (100.00%).

3. Social taboo on onset of puberty (92.96%).

5. Engaged in remunerative employment (92.86%)

TABLE 3.4.3

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION OF REASONS FOR NON ENROLMENT IN SCHOOL.

Reasons	Respondents (n=19)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	12	63.16
2. Inability of parents to provide clothes and shoes	05	26.32
3. Inability of parents to provide books	03	15.79
4. Inability of parents to provide stationery	03	15.79
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	02	10.53
7. Engaged in remunerative employment	00	00.00
8. Domestic work	18	94.74
9. Care of siblings	14	73.68
10. Parental lack of motivation	18	94.74
11. Parental illiteracy	18	94.74
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	00	00.00
14. No female teachers	02	10.53
15. No separate school for girls	00	00.00
16. Lack of support services such as anganwadies,balwadies,creches	00	00.00
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	00	00.00

Five main reasons for non-enrolment of girls in school:

1. Parental illiteracy (94.74%).

2. Parental lack of motivation (94.74%).

3. Domestic work (94.74%).

4. Care of siblings (73.68%).

5. Inability of parents to pay extra tuition fee/fund (63.16%).

(150)

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

Majority of teachers reported domestic work and sibling care as the major reasons for irregular attendance of girls in villages. "As they do not attend classes regularly, they miss the course and fall back in class." In many cases it leads to failure or drop-out. Parental illiteracy is also a main reason in irregularity of their girls child in attending the school.

TEACHER'S EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

Most of the teachers reported that they make their best effort to contact and motivate the parents of such girls who do not attend school regularly or drop-out of school. The fact that most of them commute from long distances, they get very little time to make contact with the parents.

i. INCREASE ENROLMENT OF GIRLS

    1. Attendance scholarship to all

    2. Timely distribution of incentives

    3. Programme to motivate the parents

    4. Incentives to all

ii. IMPROVE ATTENDANCE OF GIRLS

    1. Curriculum relevant to local needs.

    2. Arrange picnics for students

    3. Introduce art and craft

iii. IMPROVE ACHIEVEMENT

    1. Remedial coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

    1. Monthly association between teachers and parents

    2. Demands for separate senior school for girls

    3. Incentives to all

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

Eight out of 16 teachers reported that incentives were not distributed in time . The teachers perceive that incentives being given to schedule caste children especially girls have had a positive effect on their enrolment and attendance. They recommended that these incentives, viz. free uniforms, attendance scholarships, free books and stationery must be made available to all girls. It was also expressed by many of them that the mid-day meal scheme will definitely attract children of poverty groups.

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

i.) To provide separate school for girls.

ii.) Attendence scholarships to all

iii.) Timely distribution of Incentives.

iv.) Motivation and envirement building.

TABLE 3.4.4

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT UTILITY OF GIRLS EDUCATION.

Utility	Respondents (n=19)	
	No.	%
1. Develops a positive self image and confidence among girls	17	89.47
2. Prepares girls for economic contribution	03	15.79
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	07	36.84
5. Will make girls and women aware of their rights	00	00.00
6. Helps in age at marriage and reduces maternal, infant and child mortality	02	10.53
7. Helps in reducing the family size	14	73.68
8. Will prepare girls for leadership roles in society.	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	02	10.53

Five main PERCEPTIONS of parents on utility of girls education:

1. Develops a positive selfimage and confidence among girls (89.47%).
2. Helps in reducing the family size (73.68%).
3. Will ensure education of future generations (36.84%).
4. Prepare girls for economic contribution (15.79%).
5. Will prepare girls for participation and decision process in all works in life (10.53%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents who agree	%
1. Girls and boys need equal education.	19	100.00
2. Both need to be given equal amount of food.	16	84.21
3. Both need to be given equal health care and medical attention when needed.	18	94.74
4. Both can be assigned same duties/ responsibilities.	17	89.47
5. Both should be given the same freedom.	15	78.95
6. Both should be given equal time to play.	15	78.95
7. Both can perform all tasks equally well.	14	73.68
8. Both can have similar occupations.	14	73.68
9. Both have same intelligence and abilities.	16	84.21
10. Men and Women should be paid equal wages for equal work.	17	89.47
11. Husband and wife should take all decisions jointly.	17	89.47
12. Household work must be shared by all members of the household.	16	84.21
13. Assets of the family should be registered in joint names of husband and wife.	13	68.42

Five main perceptions of parents about gender equality:

1. Girls and boys need equal education (100.0%).

2. Both need to be given equal health care (94.74%).

3. Husband and wife should take all decisions jointly (89.47%).

4. Men and women should be paid equal wages for equal work (89.47%)

5. Both can be assigned the same duties responsibilities (89.47%).

All the teachers express highly egalitarian views regarding equal food, equal education, equal wages, intelligence and ability and joint family decision making. By and large, they agree that both boys and girls should be given the same freedom, equal time to play, can be assigned same duties (responsibilities) and can have same occupation. Majority also agree that household work should be shared by both men and women.

CHAPTER : 3.5

INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

In all, 01 Educational Administrator including District Primary Education Officer and 02 head teachers of village primary schools and 2 head teachers of high school, were interviewed. Information was obtained about facilities available in schools and also the position of students/teachers in these institutions, reasons for drop-out, reasons for non-enrolment, utility of girls education and for gender equality were recorded.

TABLE 3.5.1

Physical Facilities In schools (7 Sample Schools)

S.No.	Facility	Available	Not Available
1.	Playground	5	1
2.	Laboratory	0	6
3.	Library	4	2
4.	Toilets	3	3
5.	Separate Toilets for girls	0	6
6.	Health/medical checkup in the school	0	6

INCENTIVE SCHEMES

Free uniforms , attendance scholarships for scheduled caste girls and scheduled tribe girls were the incentive schemes given in these institutions. Education is free. Free writing materials, free stationery and book bank are the other schemes for SC / ST students upto senior secondary level. In there opinon, all type of incentives should be distributed among girl students irrespective of their caste.

TABLE 3.5.2

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION OF REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING

Reasons	Respondents (n = 6)	
	No.	%
1. Better economic standing of households	01	16.67
2. Parental education	04	66.67
3. Parental motivation	04	66.67
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	00	00.00
iii. Provision of adequate food and clothing	00	00.00
iv. Creating space and time for studies at home	00	00.00
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	03	50.00
6. Positive attitude of teachers	01	16.67

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (66.67%).

2. Parental edcuation (66.67%).

3. Self motivation of girl child (50.00%).

4. Positive attitude of teachers (16.67%).

5. Better economic standing of household (16.67%).

TABLE 3.5.3

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL.

	Reasons	Respondents (n = 6) No.	%
1.	Inability of parents to pay extra tuition fee/fund	02	33.33
2.	Inability of parents to Provide clothes and shoes	01	16.67
3.	Inability of parents to provide books	00	00.00
4.	Inability of parents to Provide stationery	00	00.00
5.	Inability of parents to provide food	00	00.00
6.	Helping parents in occupation	01	16.67
7.	Enagaged in remunerative employment	01	16.67
8.	Domestic work	03	50.00
9.	Care of siblings	01	16.67
10.	Absence of support services viz. Anganwadi,Balwadi,Creches	00	00.00
11.	Early marriage	00	00.00
12.	Social.taboos on onset of puberty	00	00.00
13.	Parental lack of motivation	05	83.33
14.	Parental illiteracy	05	83.33
15.	Lack of academic support/help from parents/family members,others	01	16.67
16.	School far away	01	16.67
17.	Unattractive school environment	00	00.00
18.	Unsuitable school timings	00	00.00
19.	Lack of relevance of curriculum	00	00.00
20.	No female teachers	01	16.67
21.	Lack of separate schools	00	00.00
22.	Teachers negative attitude	00	00.00
23.	Failure	00	00.00
24.	Illness of family members	00	00.00
25.	Own Illness	00	00.00

Major reasons for dropping out of girls from school

1. Parental illiteracy (83.33%).

2. Parental lack of motivation (83.33%).

3. Domestic work (50.00%).

4. Inability of parents to pay extra tuition fee/fund (33.33%).

5. No women teacher (16.67%).

TABLE 3.5.4

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION OF REASONS FOR NON-ENROLMENT IN SCHOOL.

	Reasons	Respondents (n = 6)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	02	33.33
2.	Inability of parents to provide clothes and shoes	01	16.67
3.	Inability of parents to provide books	00	00.00
4.	Inability of parents to provide stationery	00	00.00
5.	Inability of parents to provide food and medicines	00	00.00
6.	Helping parents in occupation	01	16.67
7.	Engaged in remunerative employment	01	16.67
8.	Domestic work	03	50.00
9.	Care of siblings	03	50.00
10.	Parental lack of motivation	05	83.33
11.	Parental illiteracy	05	83.33
12.	Non-availability of school / NFE centre close to habitation	00	00.00
13.	Un-suitable school timings	00	00.00
14.	No female teachers	01	16.67
15.	No separate school for girls	00	00.00
16.	Lack of support services such as anganwadies,balwadies,creches	00	00.00
17.	Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	00	00.00

Five main reasons for non-enrolment of girls in school:

1. Parental illiteracy (83.33%).

2. Parental lack of motivation (83.33%).

3. Care of siblings (50.00%).

4. Domestic work (50.00%).

5. Inability of parents to pay extra tuition fee/fund (33.33%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

Majority of teachers/ Institutional Heads reported that demostic work and sibiling care are the major reasons for irregular attendance of girls. "As they do not attend classes regularly, they miss out on the courses and fall back in class . In many cases it leads to failure or dropout."

ADMINISTRATORS EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

Most of the adminsitrators reported that they make their best efforts in bringing them back to the system.

i. INCREASE ENROLMENT OF GIRLS

1. Income generating programmes.
2. More incentives to all.
3. Convergence of Services.
4. Increasing no. of incentives.

ii. IMPROVE ATTENDENCE OF GIRLS
1. Girls should be rewarded for better attendance.
2. Some bonus marks in examination should be awarded.
3. Use of mass media

iii. IMPROVE ACHIEVEMENT
1. Remedical coaching exclusively for girls

iv. REDUCE DROPOUT AMONG GIRLS
1. Less Home work.
2. Provide senior schools nearby
3. Day care centres to be opened.
4. Incentivies to all.
5. Readmission in school.

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

Most of them reported that incentives were distributed on time. They also stated that incentives being given to the children are adequate in quantity but there is a need to improve the quality.

Head of institutions expressed that mid-day meal schemes will definately attract children of poverty groups.

TABLE 3.5.5

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR PERCEPTION ABOUT UTILITY OF GIRLS EDUCATION.

	Ulitily	Respondents (n=6)	
		No.	%
1.	Develops a positive self image and confidence among girls	00	00.00
2.	Prepares girls for economic contribution	01	16.67
3.	Can improve health and nutritional status of children and other family members	00	00.00
4.	Will ensure education of future generations	05	83.33
5.	Will make girls and women aware of their rights	02	33.33
6.	Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7.	Helps in reducing the family size	05	83.33
8.	Will prepare girls for leadership roles in society	00	00.00
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family,panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (83.33%).

2. Will ensure education of future generations (83.33%).

3. Will make girls and women aware of their rights (33.33%).

4. Prepare girls for economic contribution (16.67%).

TABLE 3.5.6
DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n = 6)	
	Agree	%
1. Girls and boys need equal education.	06	100.00
2. Both need to be given equal amount of food.	06	100.00
3. Both need to be given equal health care and medical attention when needed.	05	83.33
4. Both can be assigned same duties/ responsibilities.	06	100.00
5. Both should be given the same freedom.	05	83.33
6. Both should be given equal time to play.	05	83.33
7. Both can perform all tasks equally well.	06	100.00
8. Both can have similar occupations.	06	100.00
9. Both have same intelligence and abilities.	06	100.00
10. Men and Women should be paid equal wages for equal work.	04	66.67
11. Husband and wife should take all decisions jointly.	05	83.33
12. Household work must be shared by all members of the household.	05	83.33
13. Assets of the family should be registered in joint names of husband and wife.	06	100.00

Five main perceptions of parents about gender equality:

1. Assents of the family should be registered (100.0%).

2. Both can have similar intelligence and abilities (100.0%).

3. Both can have similar occupations (100.0%)

4. Both can perform all tasks equally well (100.0%).

5. Both can be assigned the same duties/responsibilities (100.0%).

Administrators are the most egalitarian group. Regarding education, food, health,wages,family decision making , household work,almost all favour equality between sexes. They also perceive equal freedom , equal abilities and intelligence , equal time to play, similar occupation for both boys and girls. They also tend to favour joint ownership of family assests by men and women.

These responses are heartening in that the educational leaders, who are amongst the most educated lot of the communities. They can become agents of change.

TABLE 3.5.7

PARTICIPATION OF WOMEN IN TEACHING IN DISTRICT SHAHDOL

Category	Total	Female	Female as %
Rural	1701	386	22.69
Urban	2109	487	23.09
Total	3810	873	22.91

Source : Based on Report of District Education Department,Shahdol

It is very unhappy position that out of 6150 teachers there are only 977 (16%) female teachers and in rural area it is more below (19.2%). This position is also a main reason for non-enrolement & dropping - out of girls of schooling.

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (6 SAMPLE SCHOOLS)

S.No.	Communities	Girls	Boys	Total
1.	All Communities	321	405	726
2.	Scheduled Caste	145	135	280
3.	Scheduled Tribe	125	146	271
4.	Genreral	85	145	230

ANNEXURE 2

NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)

SNo.	Communities	Male	Female
1.	All Communities	14	5
2.	Scheduled Caste	6	3
3.	Scheduled Tribe	7	1
4.	General	1	1

ANNEXURE 3

AVERAGE ATTENDANCE IN PERCENTAGE (6 SAMPLES SCHOOLS) (FEB 1994)

Class	Percentage of attendence	
	Girls	Boys
I	68.96	87.15
II	67.33	80.06
III	73.37	80.26
IV	70.66	80.56
V	83.96	79.45

CHAPTER 3.6

COMMUNITY LEADER

All of the 08 community leaders who were interviewed, were engagaed in agriculture.

Their age ranged from Thirty four to Sixty two years. Only four community leaders were below 35 years. 3 community leader had no education, 2 had higher secondary qualification, the rest had primary to matriculation.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

(n = 08)	Yes	No
i) Village Panchayat	03 (37.50%)	05 (63.50%)
ii) Mahila Mandals	04 (50.00%)	04 (50.00%)
iii) Political or Social Organisations	01 (12.50%)	07 (87.50%).

The respondents feel that the participation of women in Panchayat as well as any type of Social & Political activities and Mahila Mandals is very low.

Largely, social and other development activities have been taken up by the community leaders, to illustrate and starting of Anganwadis, Mahila Mandals , immunization and family planning camps. The community leaders have largely supported in providing land and construction of school building/rooms in the field of education.

Community leaders when asked about special efforts made by them to help to enrol and retain girls in schools, were non committal about their role in the past. However, they all felt that girl's education is important and they would in future place it on top priority in their agenda.

TABLE 3.6.2

INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	00 (00.00%)	09 (100.0%)
ii) For Nomadic Tribe Girls	00 (00.00%)	09 (100.0%)
iii) NFE Scheme	03 (25.00%)	06 (75.00%)

The community leaders were however very receptive to the idea of starting NFE programme through the `Community Efforts`, VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation, volunteers and other support as much as possible. Only 05 out of 09 community leaders expressed the need of separate NFE centres for girls . Further discussion revealed that as most of the girls who would go to NFE would be overage (post pubertal) . "It may be advisable to have separate NFE centres preferbly run by women instructors". Only 02 community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT UTILITY OF GIRLS EDUCATION ON VARIOUS ASPECTS.

	Utility	Respondents (n=8) No.	%
1.	... positive self image and confidence among girls	04	50.00
2.	Prepares ... for economic contribution	04	50.00
3.	Can improve health and nutritional status of children and other family members	03	37.50
4.	Will ensure education of future generations	04	50.00
5.	Will make girls and women aware of their rights	02	25.00
6.	Helps raise age of marriage and reduce maternal, infant and child mortality	00	00.00
7.	Helps in reducing the family size	02	25.00
8.	Will prepare girls for leadership roles in society	01	12.50
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	03	37.50

Five main PERCEPTIONS about utility of girls education:

1. Can improve health and nutritional status of children and other family (37.50%).
2. Will ensure education of future generations (66.67%).
3. Prepare girls for economic contribution (77.78%).
4. Develops a positive self image and confidence among girls (... %).
5. Will prepare girls for participation and decision process in all walks of life (77.78%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

	Indicators	Respondents (n=8) Agree	%
1.	Girls and boys need equal education.	04	50.00
2.	Both need to be given equal amount of food.	04	50.00
3.	Both need to be given equal health care and medical attention when needed.	04	50.00
4.	Both can be assigned same duties/responsibilities.	02	25.00
5.	Both should be given the same freedom.	04	50.00
6.	Both should be given equal time to play.	03	37.50
7.	Both can perform all tasks equally well.	02	25.00
8.	Both are in the similar occupations.	01	12.50
	Both have same intelligence and abilities.	01	12.50
10.	Men and Women should be paid equal wages for equal work.	04	50.00
11.	Husband and wife should take all decisions jointly.	04	50.00
12.	Household work must be shared by all members of the household.	01	12.50
13.	Assets of the family should be registered in joint names of husband and wife.	02	25.00

Five main PERCEPTIONS about gender equality:

1. Husband and wife should take all decisions jointly (50.00%).

2. Men and women should be paid equal wages for equal work (50.00%)

3. Both should be given the same freedom (50.00%).

4. Both need to be given equal health care (50.00%).

5. Both need the same kind of food (50.00%).

CAUSES FOR NON ENROLMENT OF GIRLS - DISTRICT SHAHDOL

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Inability of parents to provide clothes & shoes (92.59%).	1. Parental illiteracy (95%).	1. Parental illiteracy (83.33%).	1. Domestic work (80.12%).
2. Inability of parents to provide stationery (92.22%).	2. Parental lack of motivation (94.74%).	2. Parental lack of motivation (83.33%).	2. Care of siblings (80%)
3. Inability of parents to provide books (92.22%).	3. Domestic work (94.74%).	3. Care of siblings (50.00%).	3. Parental illiteracy (79%)
4. Helping parents in occupation (72.96%).	4. Care of siblings (73.68%).	4. Domestic work (50.00%).	4. Early marriage (79%).
5. Domestic work (57.04%).	5. Inability of parents to pay extra tuition fee/fund (63.16%).	5. Inability of parents to pay extra tuition fee/fund (33.33%).	5. No female teachers (75%).
6. Inability of parents to pay extra tuition fee/fund (55.56%).	6. Inability of parents to provide clothes (26.32%).	6. Inability of parents to provide clothes and shoes (16.67%).	6. Helping parents in occupation (70%).
7. Cultural factors such as anganwadis, balwadis, creches (22.22%).	7. Inability of parents to books (15.79%).	7. No women teacchers (16.67%).	7. No women teachers (16.67%). for girls (60%).
8. Parental lack of motivation (14.44%).	8. Inability of parents of stationery (15.79%).	8. Engaged in remunerative employment (16.67%).	
9. Parental illiteracy (10.74%).	9. No female teachers (10.53%).		

CAUSES FOR DROPOUT AMONG GIRLS - DISTRICT SHAHDOL

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Care of siblings (90.00%).	1. Parental illiteracy (93.75%)	1. Parental illiteracy (83.33%)	1.Parental illiteracy (95%).
2. Eary marriage (89.26%).	2. Domestic work (93.75%).	2. Parental lack of motivation (83.33%).	2.Early marriage (94%)
3. Domestic work (87.04%).	3. Parental lack of motivation (81.25%).	3. Domestic work (50.00%).	3.Domestic work (94%).
4. Inability of parents to provide books (67.41%).	4. Care of siblings (68.75%).	4.Inability of parents to pay extra tuition fee/fund (33.33%)	4.Care of sibilings (85%)
5. Inability of parents to provide stationery (65.93%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. No women teacher (16.67).	5.No female teachers (67%).
6. Inability of parents to provide clothes and shoes (65.93%).	6. Inability of parents to provide clothes and shoes (12.50%).	6. School far away (16.67%).	6. No female teachers (65%).
7. Helping parents in occupation (60.00%).	7. No female teahcers (12.50%).	7. Care of siblings (16.67%).	7. Own illness (39%).
8. Inability of parents to provide tuition fee/fund (55.93%).	8. Early marriage (06.25%).	8. Helping parents in occpation (16.67%).	
9. Parental lack of motivation (52.22%).			

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PERCEPTION OF UTILITY OF GIRLS EDUCATION - DISTRICT SHAHDOL

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADER (8)
1. Will ensure education of future generations (91.48%).	1. Develops a positive self image and confidence among girls. (90%).	1. Will ensure education of future generations (50.00%).	1. Will ensure education of future generations 50.00%
2. Prepare girls for economic contribution (78.15%)	2. Helps in reducing the family size (73.68%).	2. Prepare girls for economic contribution (50.00%).	2. Help in reducing family size (83.33%).
3. Develops a positive self image and confidence among girls (63.33%).	3. Will ensure education of future generations (36.84%).	3. Develops a positive self image and confidence among girls (50.00%).	3. Will make girls and women aware of their rights (33.33%).
4. Helps in reducing the family size (51.48%).	4. Prepare girls for economic contribution (15.79%).	4. Will prepare girls for participation and decision process in all works in life (37.50%)	4. Prepare girls for economic contribution (16.67%).
5. Can improve health and nutritional status of children and other family (20.74%).	5. Helps raise are at marriage and reduce maternal, infant and child mortality (12.50%).	5. Can improve health and nutritional status of children and other family (37.50%).	
6. Will prepare girls for participation and decision process in all works (18.15%).	6. Prepares girls for economic contribution (12.50%).		
7. Will make girls and women aware of their rights (08.15%).			
8. Will prepare girls for leadership roles in society (08.89%).			

(175)

GENDER EQUALITY : PERCEPTION DISTRICT SHAHDOL

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADERS (2)
1. Husband and wife should take all decisions jointly (96.67%).	1. Girls and boys need equal education (100%).	1. Girls and boys need equal education (100.0%).	1. Both need the same kind off food (50.0%).
2. Both need the same kind of food (92.96%).	2. Both need to be given equal health care (94.74%).	2. Both need the same kind of food (100.0%).	2. Girls and boys need equal education (50.0%).
3. Girls and boys need equal education (91.85%).	3. Husband and wife should take all decisions jointly (89.47%).	3. Assents of the family should be registered (100.0%).	3. Both need to be given equal health care (50.0%).
4. Both need to be given equal health care (87.41%).	4. Men and women should be paid equal wages for equal work (89.47%).	4. Both can be assigned the same duties/responsibilities (100.0%)	4. Both should be given the freedom (50.00%).
5. Men and women should be paid equal wages for equal work (81.11%).	5. Both can be assigned the same duties/responsibility (89.47%).	5. Both can perform all tasks equally well (100.0%).	5. Man and women should be paid equal wages for equal work. (50.00%).
6. Assents of the family should be registered (70.74%).	6. Household work must be shared by all members of household (94.21%).	6. Both have same intelligence and abilities (100.0%).	
7. Both should be equal time to play. (44.44%).	7. Both can have similar intelligence and abilities (84.21%).	7. Both can have similar occupation (100.0%).	
8. Both can be assigned the same duties / responsibilities (42.96%.)	8. Both need the same kind of food. (84.21%).		
9. Household work must be shared by all members of household (33.33%).			

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REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING DISTRICT SHAHDOL

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Provision of books and stationery (91.48%).	1. Parental motivation (89.47%).	1. Parental motivation (66.67%).	1. Parental motivation (74%)
2. Better economic standing of household (91.11%).	2. Better economic standing of household (63.16%).	2. Parental education (66.67%).	2. Parental education (65%)
3. Parental motivation (57.78%).	3. Parental education (57.89%).	3. Self motivation of girl child (50.00%).	3. Positive attitude of teachers (49%).
4. Payment of fees other than tition fees (55.93%).	4. Provision of books and stationery (15.79%).	4. Positive attitude of teachers (16.67%).	4. Better economic standing of households (52%).
5. Creating space and time for studies at home (43.70%).	5. Payment of fees other than tuition fees (15.79%).	5. Better economic standing of households (16.67%).	5. Provision of books and stationery (53%).
6. Provision of adequate food and clothing (28.15%).			6. Payment of fees other than tuition fees (50%).
7. Parental education (30%).			
8. Positive attitude of teachers (26.12%).			

CHAPTER IV

DISTRICT - SHAHDOL

MAJOR FINDING AND RECOMMENDATION

FINDINGS :

1.0 Mapping out gender disparities in access, enrollment and retention.

1.1 There are 163 schoolless / totally unserved habitations in the district Shahdol. Out of these 793 habitations have a facility within 1 Km, 863 habitationshave to be provided with an access facility.

1.2 Forty two percent (42.06) of those enrolled at primary level are girls. SC girls form 41.02% and ST girls form 30.94% of the total number of SC and ST children enrolled at the stage indicating positive impact of special incentives for SC and ST children.

1.3 The problem of access is largely of villages / habitations which are schoolless and very large villages where the school is located in one corner and is over crowded.

1.4 In 270 sample household in Shahdol District there were 395 girls in the age group 6-14 years.

1.4.1 Out of these 146 (34.0%) were attending school; 195 (45%) were never enrolled and 88 (21.0%) had dropped out.

1.4.2 Out of the 146 enrolled girls, there were 131 girls in primary classes, out of which 62.0 percent were in the age group 6-10 years and 28 percent were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of 34 percent at the primary level.

1.4.3 Out of the 195 never enroled girls, 60.0 percent belong to age group 6-10 years and 39.0 percent were between 11-14 years.

1.4.4 Out of 88 dropout girls, 86 percent dropped-out from the primary classes, 14 percent from middle stage. Out Of the 69 who dropped-out 23 girls (33.3%) were of age group 6-10 years and the rest 40 girls (59%) were in 11-14 years of age group.

2.0 Indentification of causes for non-enrolment and drop out of girls and propose effective districts / level specific strategies for improved enrolment & retention.

2.1 Factors contributing to girls' enrolment and retention are:

2.1.1 Parental education

2.1.2 Motivation of parents

2.1.3 Better economic standing of the household which enables parents to meet extra tution costs, give adequate food and clothing, books, stationary, space and time for studies at home.

2.1.4 Parental support for academic work.

2.1.5 Self motivation of girls.

2.1.6 Positive attitude of the teachers.

2.2 Never Enrolled girls.

2.2.1 Domestic work, helping parents in occupation, care of siblings, and engagement in remunerative employment have emerged is the main factors in addition to parental illiteracy and inability to bear the extra cost of education.

2.2.2 Mostly mothers (42%) of the never enroled girls were illiterate, 11 percent fathers had only primary education.

2.2.3 Bulk of non-enrolled girls belong to families with an annual income of less than Rs. 5000/- per annum, 31 percent came from scheduled caste families and 33 percent came from scheduled tribe families.

2.2.4 These girls were largely from among older children first born, second born and third born.

2.2.5 Mostly were from medium and large sized families / households.

2.2.6 Mostly girls were involved in income generating works.

2.2.7 Majority of girls felt discriminated against in matters of food, play and health care etc.

2.2.8 61 percent would like to study and learn.

2.3 Dropout among girls.

2.3.1 Domestic work and engagement in remunerative work like wood picking, parental illiteracy, lack of parental motivation and inability to pay extra tuition costs, books, stationery and clothing lead to dropout amongst girls. Care of siblings has emerged as a very strong factor for drop out of girls in Shahdol district.

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2.3.2 Cultural factors such as early marriage and discriminatory attitude towards girls are noticed in matters of distribution of food health and medical care and provision of time for studying and play.

2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.

2.3.4 Majority of parents of dropout girls were illiterate (Mothers 58 percent, Fathers 35 percent)

2.3.5 Dropout phenomenon was largely found among older children.

2.3.6 Close to 32 percent dropout girls belonged to families with household income of less than rupees 7,000 per annum. Even from higher income groups, nearly 72 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.

2.3.7 Nearly 36 percent dropout girls were form non- scheduled caste families.

2.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.

2.3.9 Majority (65 %) among dropouts would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN SHAHDOL

3.1   Women form 48.46 percent of the total population in Shahdol district.

3.2   Sex ratio is adverse in Shahdol district. There are 940 females per thousand males as per 1991 census. In 1981 sex ratio was 1006. Sex ratio ranges from 933 in Annupur block to 1029 in Duldula block. The situation of girl child in the age group 0-6 years, where sex ratio is 981 girls per thousand boys in shahdol district, 1012 in Annupur block.

3.3   The phenomenon of sex selective abortions has been reported by some villagers. This excess of female mortality over male mortality in all age groups upto the age of 40 years.

3.4   Decadal population growth in 1981-1991 was 29.58 compared to 30.62 in 1971-81.

3.5   Total fertility rates in 1981 was 165 in Shahdol district.

3.6   Infant Mortality Rate was 164 for females in the year 1981.

3.7   Mean age at marriage of currently married females of Shahdol district was 14.80 in year 1981. Percentage of all females in the age group of 15 -19 years were found 14.00 percent in 1981.

3.8   It was found in Shahdol district that girls and women do not have a good social standing. There is a total environment of hurling indigrition on women. There is prevalence of early marriages, dowry system, purdah system. It was observed that there is strong son

preference, girls get a second grade treatment. Due to
, poverty this further gets accentuated as boys are given
share in food, health care, time to play and expenditure
on clothes. The girls are mostly emaciated in tattend
clothes, busy with household chores, care of sibling,
looking after livestock.

3.9 The field data further shows that nuclearization of
households adds to the problems of women who have to leave
the young children often in the care of the older
children, who are in all cases, girls.

3.10 The parents by and large agreed that there should be
equality in the matters of food, education, health care
and time to play. Nearly 45 percent percents believe that
the boys and girls are having similar intelligence and
abilities. Only 32 percent parents agreed to give equal
freedom to boys and girls and 43 percent would give equal
time to both to play. Nearly 46 percent parents do not
perceive that both boys and girls can be given same duties
and responsibilities and that they can perform all tasks
equally well nor do they favour joint registration of
assets in the name of husband and wife. More than 33
percent parents agree that household work should be shared
by both. The study also depicts that parents had lower
educational and occupational aspirations for daughters
than for sons.

3.11 Teachers expressed highly egalitarian views regarding
equal food, education, wages. They opined that girls have
equal abilities and intelligence as boys and that they

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should be given same freedom, equal time to play, can be assigned same responsibilities and can have same occupation. Majority of teachers also agreed that household work should be shared by both men and women. 12 teachers out of 16 interviewed favour joint ownership of family assets.

3.12   All interviewed community leaders agreed that girls and boys should be given equal education, equal food and equal health care. They were of the opinion that both have equal intelligence and abilities (76 %) and can perform all tasks equally well (72 %) and decisions should be taken jointly by husband and wife (69 %). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 30 percent of community leaders.

3.13   Of the people interviewed, Administrators were found to have highly egalitarian views. The opined that there should be equality in the matters of education, food, health, wages, family decision making and household works. They expressed views that both boys and girls must have equal freedom and that they have equal abilities and intelligence. They also tend to favour joint ownership of family assests by husband and wife. These responses are heartening in that the educational leaders, who are the educated people can bring about a social reawakening and a change in the favour of girls and women.

4.0 Collection of information on gender bias in (a) text books (b) teachers' training, (c) teachers' attitude (d) curriculum transaction and (e) administrators' attitude.

4.1 It is necessary that the text books are scanned and reviwed to identify gender bias in the text and the supporting pictorial presentation along with it.

4.2 There is a need for sensitization of teachers and administrators.

5.0 Identification of supportive community structures such as women groups, VECs, Panchayats, PTAs, Teacher organisations, Youth clubs supportive of UPE among girls.

5.1 There are a number of 354 Mahila Mandals covering all villages in Shahdol district. Mostly these were not functioning properly. Panchayats were dissolved at the time of survey that's why school buildings were quite dilapidated. VECs' need to be started and made functional at the earliest.

6.0 Identification and facilitation of convergence of services of different departments for UPE amongst girls (Focal areas ECCE Health and Support Services).

6.1 At the time, of survey, there was a little connection between the Department of Health and the school system. It is only once in a year when medical team visits to village schools for medical check ups. Also there is no coordination between anganwadis and the school although at the state lavel the two departments have decided to work together.

6.2   In all there are 1312 Anganwadis for a child population
       of 502542 (0-6 age group).

6.3   It is proposed that the timings and proximity of
       Anganwadis to schools must be co-ordinated. It is also
       suggested that the non-formal education centre for girls
       be opened next to the anganwadis with similar timings.

7.0   Availability of educational material (books, stationery, Uniforms) and other incentives (mid-day meals, attendance prizes, etc.)

7.1   Incentives like free text books , stationery, uniforms, attendance scholarship / prizes should be given to scheduled caste and scheduled tribe girls. This will have a little visible impact on enrolment of both scheduled caste and scheduled tribe girls at the primary stage.

7.2   Maximum number of respondents (parents, teachers, educational administrators and community leaders) have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.

8.0   Participation of women in Teaching and Administration.

8.1   In Shahdol 32 percent of the total primary teachers (1993-94) were female.

8.2   It was found that there were very few women teachers in remote areas. All discussions pointed to the need for atleast one woman teacher in every primary school. Parents were reluctant to send their daughters to all Male teachers' schools as they felt that their daughters were not safe especially when teacher is absence.

8.3   All the BEO of the block were males. Out of 6 head teachers interviewed all were males. In the district out of 8 class II block level officers and 342 class III Head Teachers level, there were 89 females. At the school level, out of 435 class III officers 14.2 % were women and at class IV, 4 out of 40 were female.

9.0   Development   of state/district level   monitoring   and
       evaluation frame-work.

9.1   On the analysis of data, indicators for monitoring girls
       education and women's empowerment shall be developed under
       Management Information System (MIS).

(SHAHDOL)

Suggested Interventions

Administrative Measures

1. A sincere and vigorous efforts have to be made to implement the compulsory primary education for girls.

2. It is necessary that unserved villages be provided with schools and of the villages with schools should be upgraded.

3. In large villages, school should be situated with in 1 km radius for the sake of students.

4. Day boarding schools should be provided for scaltered population.

5. Transportation facilities can be beneficial in the far off unserved villages for the commutation of students to and fromthe school. It can also be useful in the hilly terrains and in unfarvorable weather.

6. Support services like Anaganwadis, Balwadis, day care centers,Khelghars etc should be stanted with similar timings as schools. This will support girls in getting educated.

7. NFE centers can play a vital role in the contimation of education of out of school girls.

8. The schools with single teachers should be made multiple teachers schools. More female staff is needed in the rural areas.

9. Formal/non-formal/ distance education should be provided for middle and high schools level. These should be continuity in education though one or the others areas.

10. In the planning phase of the educational network at the district level small and far off habitations should be taken into consideration.

11. Parents should be involved in school administratar and encouraged to take interest in school activities, functions and in the progress of their wards.

12. General disaggregated data relating to education as an indicator of dispairties should be eralnated to monitor progress towards gender equality.

13. School timings and education schedules should be flexible and recasted to suit the agriculture demands. This will result in better attendance.

14. Slum areas need special attention as girls there get inducted into the urban folds as domestic servants and hence deprives them of educational benefits.

Teachers

1. There is need for employing more teachers specially female teachers in the schools. Educated women in the rural areas must be employed in the local schools, NFE center.

2. Teachers should be asked tofind out resons for girls absence from schools.

3. There is a much falt need amongst teachers for orientation and women's emporvement related issues. The teachers training courses should include gender studies.

4. Teachers should include UPE of girls in the action programme of their organisations.

5. More rural female teachers should be encouraged to enchance
    their educational qualification.

6. At least one women should be appointed on the ID, AD, DD and
    EEO level posts.

7. Teachers should be provided with residential accomondation
    in the village itself.

8. More teachers should be appointed in the single teacher
    school.

Incentives.

1. There should be allocation of move fands in the name of
    incentives. It should be distributed to all girls
    irrespective of their caste and creed.

2. Quantity and quality of incentives should be enhance so as
    to draw girls from poor families.

3. Woolen clothes in the winter season and uniform should be
    provided to all girls.

4. Nutrition programme sshould be started every village and
    all schools, these should be maintaned by mahila mandal and
    NFE centers as growing children especially girls need extra
    nutrition.

5. Health center must be opened in all schools and doctors must
    visits schools regularly.

6. Transport facilities should be provided for girls free of
    cort,so that girls can commute near by middle and high
    schools to continue their education.

Curriculum

1. Text books need to be scrutinised and gender bias in its cartent be identified and eliminated.

2. The text books and work books should include examples of women's bravery and participation in modern occupation.

3. The girls and boys should be taught vocational skill as well as house hold work, related activities equally.

4. The curriculum should be revived to include more extra curricular activities for children especially girls.

5. Teachers should give extra time, so that girls students can make up for their deficiencies.
   Extra attention and coaching should be given to student who are first generation learness.

6. The girls must be made to attend income generating programmers in the schools so asto make them relfreliant.

7. Special programmers to be developed for women and girls as pent of non formal educational programmers.

Support services

1. It is important that parents be made aware of the bunden of household chores and sibling care on the girls and they should be motivated to make use a support services.

2. To create the postive enviroment for sending children to school,more support services like Anaganwadis, Balwadis, Creches, Khelghar etc. should be provided.

3. Efforts should be made to develop postive attitude towards education in community.

Mobilisatain of parents and community for girls education and women's Emprowment.

1. Literacy of the parents is a basic prerequisitein making parents understand the value of education. It is important that the mothers are made literate through literacy campaigns.

2. Parents Teachers Association should be formed, this will help to increase interaction between teachers and parents. Thus parents will indirectly participate in the process of solving problems related to their children.

3. Mahila Mandal should be started & given enough power to supervise primary school. Various programmers on girls education should be organised and women should be stimutated to participate in them.

4. All administrative institution an should be checked time to time. Effects should be made to uaiutain regularity.

5. All out effects should be made to raise age of marrige. Legal. and helth espects of girls age at marrige must be highlighted.

6. To cromate universal primary education, local volunters specially the women folk as daughters and daughters-in-law should be encouraged in the process of UPE.

7. Social evils loweing the status of women like dowery, purdah etc. must be disconsaged.

8. Legal help should be available to women in the rural areas.

9. District administation must adopt study villages as ideal villages for removing gender bais in education and for women's emprovement.

10. The corperation of VEC and village panchayat should be taken by the education arthorities and other social welfare agencies in the village should be involved to encourage access and cheak drop and non enrolment of girls.

11. Youth clubs, Nehru Yuvak Kendra should open its branches in every village and this organistain can play a vital role in universal primary education frame work in the vilage.

LIST OF ABBREVIATIONS

AE	Adult Education
BDO	Block Development Officer
BRC	Block Resource Centre
COPE	Computerised Planning for Education
CRC	Cluster Resource Centre
CSS	Centrally Sponsored Scheme
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
ECCE	Early Childhood Care and Education
EE	Elementary Education
EFA	Education For All
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GP	Gram Panchayat
ICDS	Integrated Child Development Services
JP	Janpad Panchayats
MIS	Management Information System
MLL	Minimum Levels of Learning
NCERT	National Council of Educational Research & Training
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIEPA	National Institute of Educational Planning & Administration
NLM	National Literacy Mission
NPE	National Policy on Education
OB	Operation Blackboard
POA	Programme of Action
PRI	Panchayati Raj Institution
RES	Rural Engineering Service
RI	Resource Institution
RGPSM	Rajiv Gandhi Prathmik Shiksha Mission
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SDO	Sub-Divisional Officer
SIEMT	State Council of Educational Management & Training
SK	Shiksha Karmi
SP	State Plan
SPG	State Planning Group
SPO	State Project Office
TRC	Teacher Resource Centre
TE	Teacher Education
TLC	Total Literacy Campaign
TSP	Tribal Sub-Plan
TWD	Scheduled Castes, Scheduled Tribes and Backward Classes Welfare (Deptt.)
UEE	Universalisation of Elementary Education
UNICEF	United Nations Children's Fund
VA	Voluntary Agency
VEC	Village Education Committee
WCD	Women and Child Development (Deptt.)
ZP	Zila Panchayats