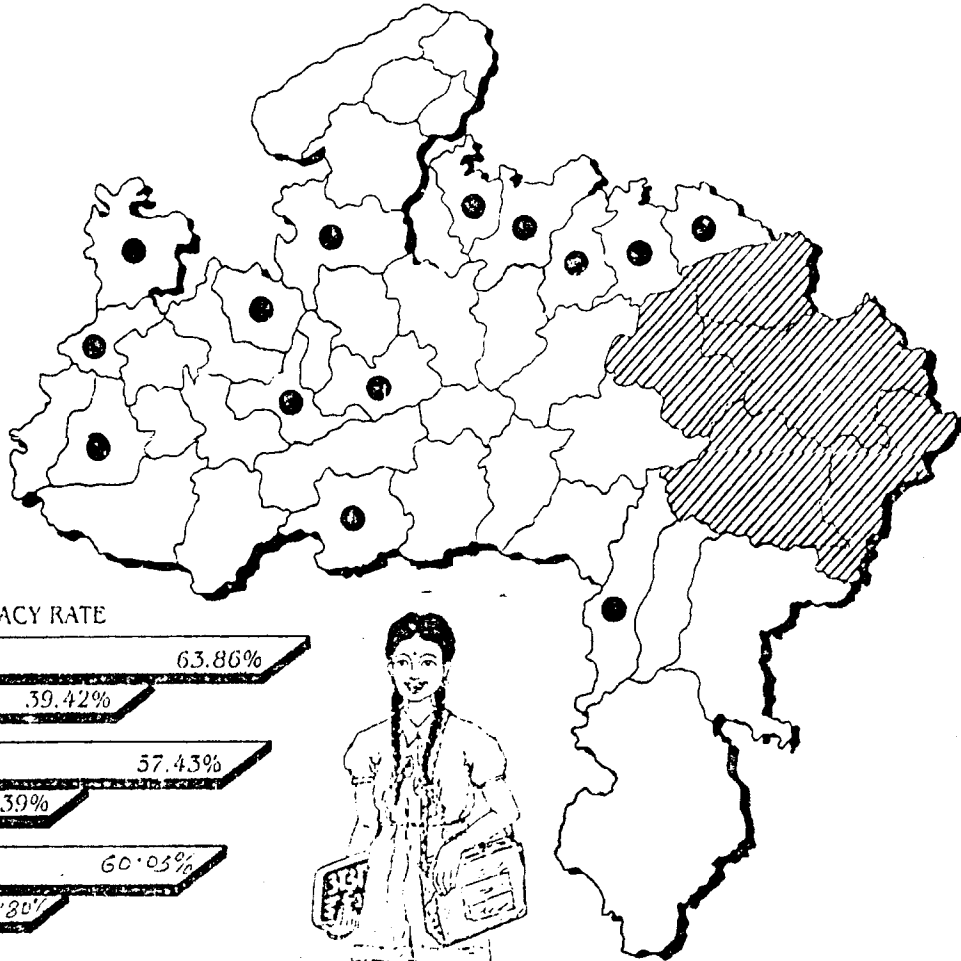


# DISTRICT PRIMARY EDUCATION PROGRAMME

## DPEP

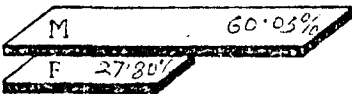
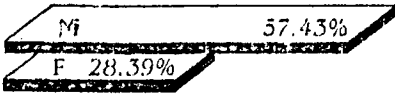
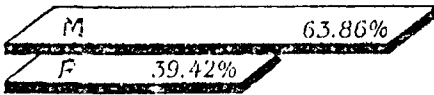
### GENDER STUDIES

### MADHYA PRADESH



INDIA  
M.P.  
DISTRICT

LITERACY RATE



**SATNA**

M	Male
F	Female

DPEP Districts

5		Tribal
14		Non-Tribal

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

1994

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Date 28-9-94

CHAPTER - I  
DISTRICT - SATNA  
GENDER STUDIES - MADHYA PRADESH

INTRODUCTION :

SATNA , the gateway of Rewa Division, has a rich historical, cultural and religious background. There are historical places in the district, internationally recognised for their architecture and sculpture. In SATNA , Chitrakoot is a sacred religious place of national recognition. District SATNA has one Special Area Development Authority (SADA) at Chitrakoot. Under major constructions, the Ban Sagar Project and the Tons Hydel Project are in progress.

SATNA district is divided into five Sub-divisions :

1. Raghu raj Nagar
2. Nagod
3. Maihar
4. Amar patan
5. Rampur Baghelan

For development purposes the district is divided into eight Blocks :

1. Sohawal
2. Nagod
3. Unchehara
4. Maihar
5. Amarpatan
6. Ramnagar
7. Rampur Baghelan
8. Majhgawan

There are 28 revenue circles, 438 Patwari Halks, 98 Janpad Panchayats, 551 Gram Panchayats, 01 Municipal Corporation. The district also has 18 Primary Health Centres , 11 Family Welfare Centres , 16 Branches of Central Co-operative Banks, 10 Branches of Bhumi Vikas Bank , 123 Branches of Nationalised Banks and 633 Fair Price Shops under Public Distribution Scheme.

District Rural Development Agency (DRDA) is operational in the district for rural development and District Urban Development Agency (DUDA) is functioning for urban development.

#### **GEOGRAPHICAL PROFILE :**

Rising above the Gangetic Plains to the South of Ganga - Yamuna confluence , the Vindhya ranges from a rich soiled plateau begining from the district of Rewa and spreading further West of SATNA. District of SATNA is situated at the western side of the Plateau flanked by Rewa district in the east , Shahdol and Jabalpur in the south , Panna in the west and the district of Banda of Uttar Pradesh in the north.

SATNA district is located in the North - East corner of Madhya Pradesh between 23.58 and 25.12 latitudes in the North and 80.21 and 80.33 longitudes in the East. The total area of SATNA district is 7502 Sq. Kms.

Major hills and mountains that spread over the district Kymore , Kehenjua , Vindhya , Panna and Parasmania are all ranges of the Vindhyachal that is spread over from Mirjapur in the North to the Narmada Valley in the South.

Important rivers of the district are the Tons, Sone , Mahanadi, Beehar, Satna, Simrawal, Amran, Paya Swani, Mandakini, Kariyani, Nagaura and the Rajli. The rivers Sone and Mahanadi flow by the South - East border of the district and mark a line of division between Jabalpur and Shahdol districts.

Hills of Kymore, Panna and Parasmania have rich and dense forests. Major forest products are Mahua, Harra, Bahera, Amla, Char, Chirounji, Tendu, Gohi, Honey, Gum, Catachu (katha), Lac, Nibauli, Tamarind and many other medicinal plants. Medicinal plants are specially found in the forests of Chitrakoot.

Climate of the district is moderate. Minimum temperature is recorded in the month of December and January i.e. 04°C and the maximum temperature recorded in the month of May and June goes upto 47°C. Average rainfall of the district is between 1100 - 1200 mm.

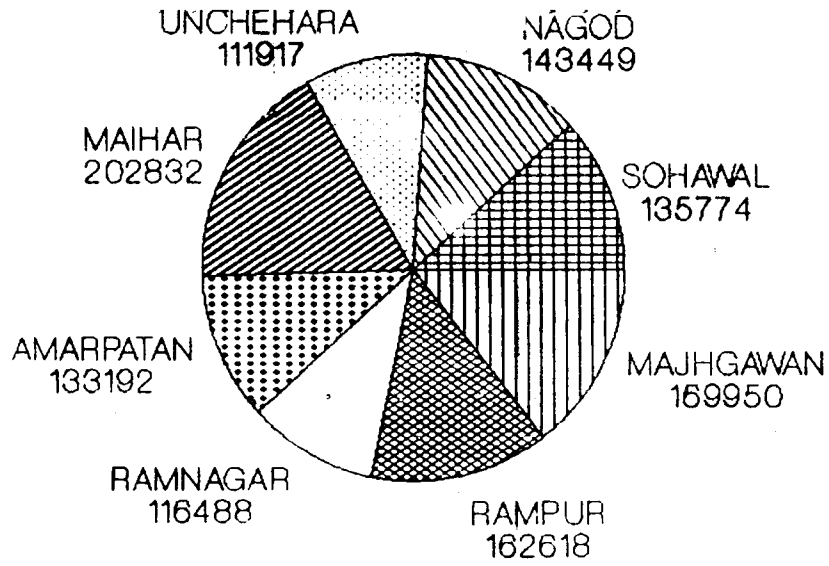
#### DEMOGRAPHIC PROFILE :

Total population of the district as per 1991 Census is 14,65,384. The density of population is 195 persons per square kilometer. The total population split on the basis of residence is 11,76,220 persons in rural area and 2,89,164 persons in urban area. On the basis of sex the population is as - 7,63,983 males and 701401 females. In a classwise break up the picture is - 2,61,505 scheduled caste persons (1,36,076 males and 1,25,429 females) and 2,02412 scheduled tribe persons (1,04,692 males and 97,720 females). Percentage of SC / ST population is 17.84 and 13.81 respectively.

The literacy in the district is 35.17 percent, in case of males it is 47.47 % and that of females it is 21.80 percent. The Population Growth trend in the last decade has been 26.79 percent.

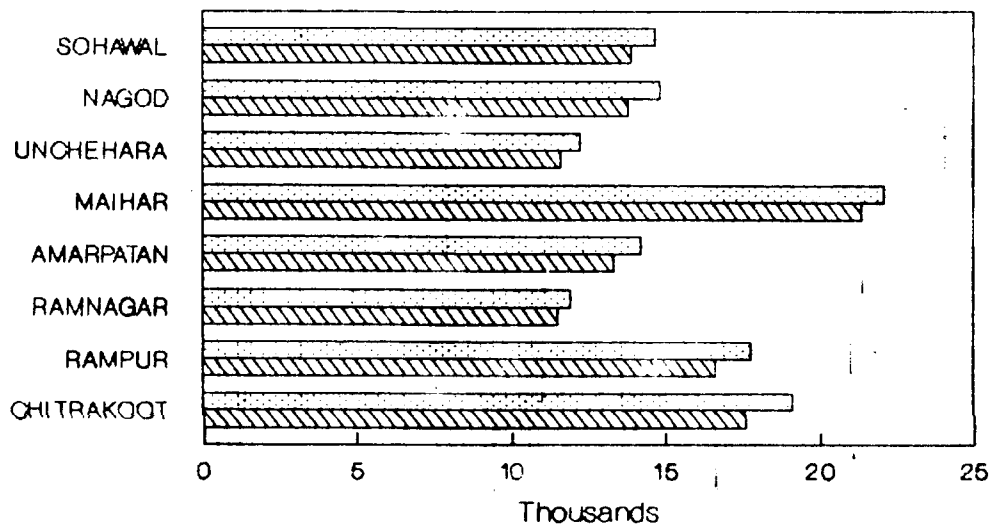
# BLOCK WISE TOTAL POPULATION

## DISTRICT : SATNA



SOURCE : CENSUS 1991

# BLOCK WISE TOTAL POPULATION BY BROAD AGE GROUP (0-6) ,1991 DISTRICT : SATNA



SOURCE : CENSUS 1991

**Table 1.1**  
**BLOCKWISE DISTRIBUTION OF POPULATION , 1991**  
**DISTRICT : SATNA**

S NO.	NAME OF DISTRICT/ BLOCK	AREA IN SQ.KM.	NUMBER OF VILLAGES	POPULATION MALE	POPULATION FEMALE	DENSITY OF POPULATION PER SQ.KM.	SEX RATIO	PERCENTAGE OF RURAL POPULATION
1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>I. DISTRICT</b>								
	SATNA	7505.00	2040	763983	701401	195	918	80.27
<b>II. BLOCK</b>								
1.	CHITRAKOOT	1550.93		89689	80261	109	895	100.00
2.	SOHAWAL	654.52		72991	66653	213	913	97.22
3.	NAGOD	915.85		74927	68522	157	915	100.00
4.	UNCHAHARA	871.41		58200	53717	128	923	100.00
5.	RAMPUR	796.25		83392	79226	204	950	100.00
6.	AMARPATAN	624.19		68147	65045	213	954	100.00
7.	RAMNAGAR	600.67		59575	56913	194	955	100.00
8.	MAIHAR	1124.88		104996	79836	180	930	100.00

SOURCE : I. CENSUS OF INDIA , 1991  
II. DISTRICT STATISTICAL HANDBOOK , LATEST ISSUE

**Table 1.2**  
**DISTRIBUTION OF SC/ST POPULATION - 1991**

S NO.	NAME OF DISTRICT/ BLOCK/STATE	SCHEDULED CASTES			SCHEDULED TRIBES			% TO TOTAL POPULATION	
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	SC	ST
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>I. DISTRICT</b>									
	SATNA	136076	124299	261505	104692	97720	202412	17.84	13.81
<b>II. BLOCK</b>									
1.	CHITRAKOOT	16147	14425	30572	16674	15415	32089	17.98	18.88
2.	SOHAWAL	18942	17266	36208	7475	6827	143024	25.92	19.59
3.	NAGOD	18389	16775	35164	6683	6159	12842	24.51	08.95
4.	UNCHAHARA	10267	9574	19841	11497	10585	22082	17.72	19.73
5.	RAMPUR	73826	12875	26701	9461	87470	18308	16.42	11.19
6.	AMARPATAN	9320	8873	12193	9136	8548	17687	13.65	13.27
7.	RAM NAGAR	7844	7625	15469	19727	14159	28886	13.27	24.79
8.	MAIHAR	16927	15886	32813	21896	20874	42770	16.17	21.10

SOURCE : I. CENSUS OF INDIA , 1991  
II. DISTRICT STATISTICAL HANDBOOK , LATEST ISSUE

District Satna has 17.84 percent Scheduled Caste population and 13.81 percent Scheduled Tribe population.



Table 1.3

## POPULATION BY BROAD AGE GROUP , 1991

DISTRICT : SATNA

S NO.	BLOCK	0 - 6 YEARS	
		MALE	FEMALE
1.	2.	3.	4.
1.	CHITRAKOOT	19137	17578
2.	SOHANAL	14667	13924
3.	MAGOD	14828	13819
4.	UNCHANARA	12233	11602
5.	RAMPUR	17784	16662
6.	AMARPATAN	14241	13324
7.	RAMNAGAR	11948	11529
8.	MAIHAR	22107	21368

SOURCE : CENSUS OF INDIA , 1991

The process of urbanisation has increased rapidly in SATNA district. The percentage of urban population has gone up from 16.19 percent in 1981 ( as per Census ) to 19.75 percent in 1991 ( as per Census ). Maximum growth in urban population is in the population of Satna Municipal Corporation. Number of Villages and Towns as per 1991 census is as given below :

DIVISION OF VILLAGES As per Census 1991		DIVISION OF TOWNS As per Census 1991	
01. Total nos. of Villages	2040	01. Total no. of Towns	11
02. No. of Inhabited Villages	1784	02. Over 5,00,000 population	Nil
03. No. of Uninhabited	256	03. 1,00,000 to 5,00,000	01
04. Less than 200	485	04. Over 50,000 population	Nil
05. 200 to 499	498	05. Over 20,000	01
06. 500 to 999	439	06. Over 10,000	06
07. 1000 to 1999	266	07. 5,000 to 10,000	02
08. 2000 to 4999	89	08. Below 5,000	01
09. 5000 to 9999	07		
10. 10,000 and above	Nil		

Source : Census 1991

Table 1.4

TABLE INDICATES THE PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66135862	100.00
02.	SATNA	1462412	2.21

SOURCE : CENSUS 1991

TABLE 1.5

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

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991			SEX RATIO (FEMALES PER 1000 MALES)		DENSITY OF POPULATION PER SQ. KM.		DECENNIAL GROWTH RATE OF POPULATION	
		PERSONS	MALES	FEMALES	1981	1991	1981	1991	1971-81	1981-91
01.	MADHYA PRADESH	66135862	34232048	31903814	941	932	118	149	+25.27	+26.75
02.	SATNA	1462412	761547	700865	936	920	154	195	+26.26	+26.79

SOURCE : CENSUS 1991

Table 1.6

## DECADAL VARIATION IN POPULATION SINCE 1901

S. No.	STATE / DISTRICT	PERCENTAGE DECADAL VARIATION IN POPULATION								
		1901-11	1911-21	1921-31	1931-41	1941-51	1951-61	1961-71	1971-81	1981-91
01.	M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
02.	SATNA	+17.35	-13.11	+08.27	+15.41	+04.72	+25.22	+31.56	+26.26	+26.79

SOURCE : CENSUS 1991

NOTE :

The population of Madhya Pradesh has gone up from 15.30 percent in 1901 - 1911 to 26.75 percent in 1981-91, but it is noticed that, there has been a chequered growth in the population from 1901-21, and a steady growth from 1951.

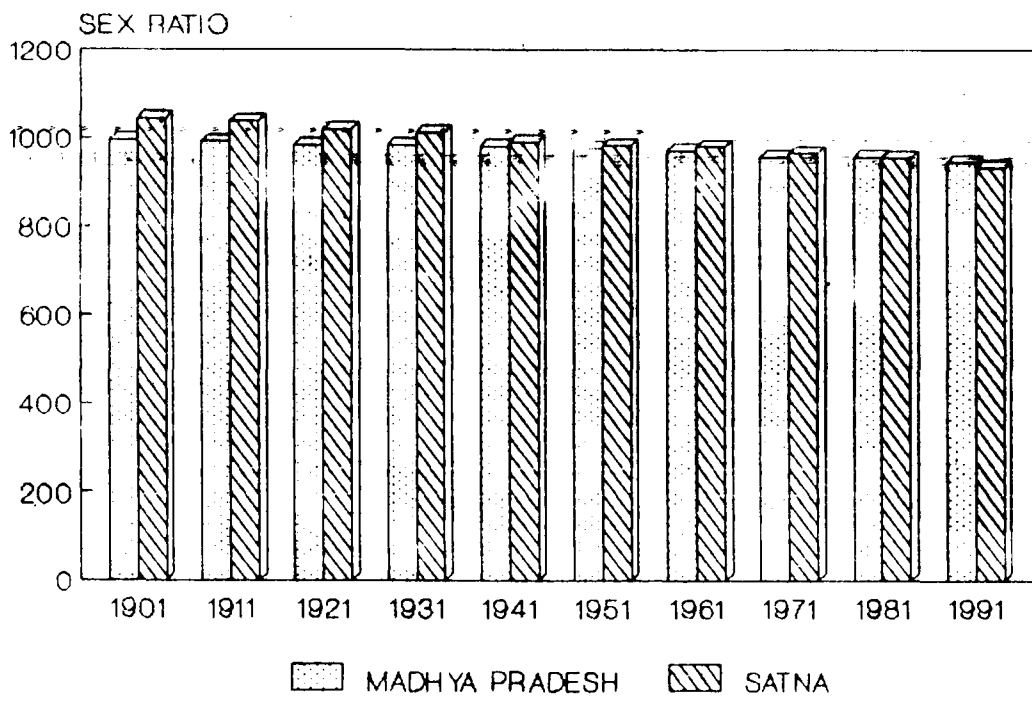
Table 1.7

## THE RURAL - URBAN PROPORTIONS TO TOTAL POPULATION IN THE DISTRICT IN 1981 &amp; 91

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION			
		1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	SATNA	83.81	16.19	80.25	19.75

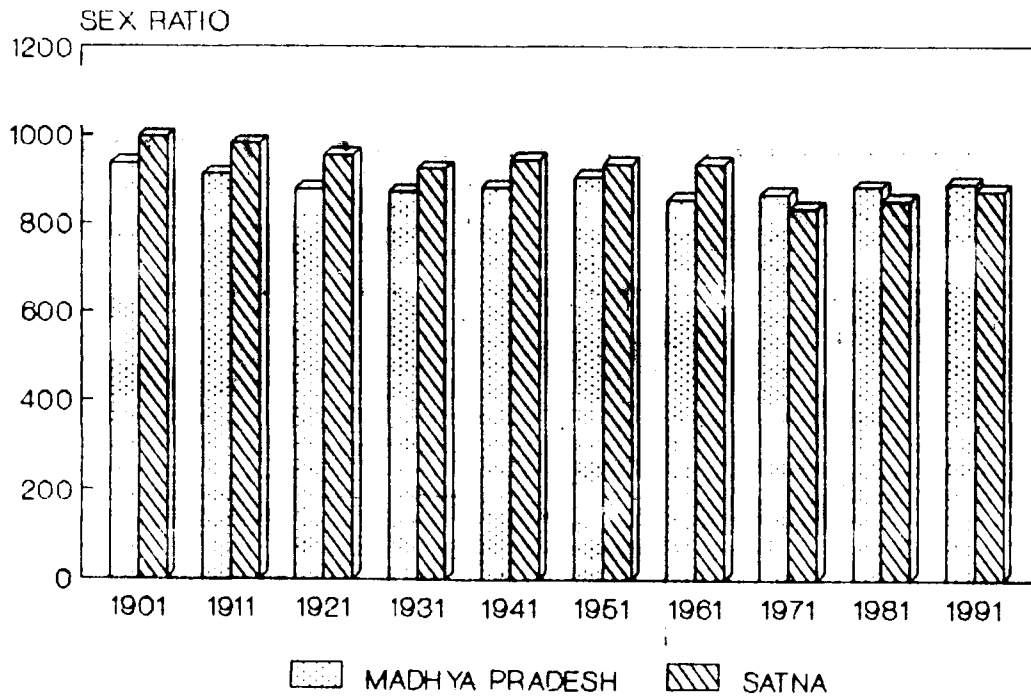
SOURCE : CENSUS 1991

# SEX RATIO IN RURAL AREAS COMPARATIVE MADHYA PRADESH AND DISTRICT SATNA



SOURCE : CENSUS 1991

# SEX RATIO IN URBAN AREAS COMPARATIVE MADHYA PRADESH AND DISTRICT SATNA



SOURCE : CENSUS 1991

Table 1.8

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

S. No.	STATE / DISTRICT	RURAL / URBAN	SEX - RATIO										
			1901-1911	1911-1921	1921-1931	1931-1941	1941-1951	1951-1961	1961-1971	1971-1981	1981-1991		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	
1.	MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944	
		U	937	913	878	872	882	907	856	868	884	893	
2.	SATNA	R	1043	1037	1019	1012	989	981	979	964	953	932	
		U	996	981	956	925	946	937	836	837	853	875	

SOURCE : CENSUS 1991

Table 1.9

PERCENTAGE OF URBAN POPULATION TO TOTAL POPULATION AND  
DECENNIAL GROWTH - RATE AND SEX - RATIO

S.NO.	STATE /DISTRICT	PERCENTAGE OF URBAN POPULATION TO TOTAL POPULATION		DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
		1981	1991	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
01.	MADHYA PRADESH	20.29	23.21	26.75	22.11	44.98	932	944	893
02.	SATNA	16.19	19.75	26.79	21.41	54.68	920	932	875

SOURCE CENSUS 1991

Table 1.10

## TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS AND THEIR PERCENTAGE TO TOTAL POPULATION.

S.NO. STATE /DISTRICT	TOTAL RURAL URBAN	PERSONS MALES FEMALES	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS	PERCENTAGE TO TOTAL POPULATION OF					
							TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKER	
							1981	1991	1981	1991	1981	1991
01. MADHYA PRADESH	TOTAL	PERSONS	66135862	28238537	24959486	3279051	42.92	42.70	38.41	37.74	4.51	4.96
		MALES	34232048	17859104	17596591	262513	54.48	52.17	53.52	51.40	0.96	0.77
		FEMALES	31903814	10379433	7362895	3016538	30.64	32.53	22.34	23.08	8.30	9.45
	RURAL	PERSONS	50787815	23712976	20552324	3160652	46.31	46.69	40.87	40.47	5.44	6.22
		MALES	26123971	14077760	13841034	236726	56.38	56.89	55.30	52.98	1.08	0.91
		FEMALES	24663844	9635216	6711290	2923926	35.78	39.07	25.78	27.21	10.00	11.86
	URBAN	PERSONS	15348047	4525561	4407162	118399	29.62	29.49	28.74	28.72	0.88	0.77
		MALES	8108077	3781344	3755557	25787	47.29	46.64	46.80	46.32	0.49	0.32
		FEMALES	7239970	744217	651605	92612	9.63	10.28	8.31	9.00	1.32	1.28
02. SATNA	TOTAL	PERSONS	1462412	585251	526394	58857	41.77	40.02	37.98	36.00	3.79	4.02
		MALES	761547	378587	372495	6092	52.96	49.71	51.62	48.91	1.34	0.80
		FEMALES	700865	206664	153899	52765	29.81	29.49	23.41	21.96	6.40	7.53
	RURAL	PERSONS	1173570	492596	437896	54700	43.52	41.97	39.20	37.31	4.32	4.66
		MALES	607461	305521	300156	5365	53.63	50.29	52.14	49.41	1.49	0.88
		FEMALES	566109	187075	137740	49335	32.91	33.05	25.63	24.33	7.28	8.72
	URBAN	PERSONS	288842	92655	88498	4157	32.71	32.08	31.66	30.64	1.05	1.44
		MALES	154086	73066	72339	727	49.67	47.42	49.07	46.95	0.60	0.47
		FEMALES	134756	19589	16159	3430	12.83	14.54	11.25	11.99	1.58	2.55

SOURCE CENSUS 1991



Table 1.11

## DISTRIBUTION OF MAIN WORKERS AS CULTIVATORS, AGRICULTURAL LABOURERS, WORKERS IN HOUSEHOLD INDUSTRY AND OTHER WORKERS.

S.NO.	STATE /DISTRICT	PERSONS		TOTAL MAIN WORKERS	CULTIVATORS AGRICULTURAL WORKERS	HOUSEHOLD INDUSTRY WORKERS	OTHER WORKERS	PERCENTAGE OF WORKERS IN CULTIVATION, AGRICULTURAL WORK, HOUSEHOLD INDUSTRY AND OTHER WORK TO TOTAL MAIN WORKERS				
		MALES	FEMALES					CULTIVATION /	AGRICULTURAL LABOURERS	WORKERS IN HOUSE HOLD INDUSTRY	OTHER WORKERS	
01.	MADHYA PRADESH	PERSONS		20552324	12577343	5550022	521224	1903735	61.20	27.00	2.54	9.26
		MALES		13841034	8891567	2925034	348366	1676067	64.24	21.13	2.52	12.11
		FEMALES		6711290	3685776	2624988	172858	227668	54.92	39.11	2.58	3.39
02.	SATNA	PERSONS		437896	212109	144359	27128	54300	48.44	32.97	6.19	12.40
		MALES		300156	158029	78751	15601	47775	52.65	26.23	5.20	15.92
		FEMALES		137740	54080	65608	11527	6525	39.26	47.63	8.37	4.74

SOURCE CENSUS 1991

Table 1.12

## TOTAL POPULATION FIGURES AT A GLANCE

S.NO.	NAME OF STATE/DISTRICT	TOTAL RURAL URBAN	TOTAL POPULATION	POPULATION OF SCHEDULED CASTES TRIBES	
				SCHEDULED CASTES	SCHEDULED TRIBES
(1)	(2)	(3)	(4)	(5)	(6)
01)	MADHYA PRADESH	T	66135862	9626679	15399034
		R	50787815	7522394	14652730
		U	15348047	2104285	746304
(02)	SATNA DISTRICT	T	1462412	261505	202412
		R	1173570	214452	188760
		U	288842	47053	13652

SOURCE CENSUS 1991

The caste composition of the district comprises of the Hindus , Muslims , Sikhs , Christians , Jains and Buddhist. Secular culture is evident in the district. Main tribes of the district are Gond , Kol , Bihla , Mawasi , Bhumia , Baiga and Khairwar . . . . . Hindi is the main language of the people and main dialect of the district is Bagheli. However, in the Eastern part of the district Bagheli is mixed with Awadhi but in the Western part it is mixed with Bundeli.

#### **ECONOMIC STATUS :**

SATNA district has an agriculture based economy despite significant industrial expansion. Eighty percent of population of the district is dependent on agriculture. Major crops of the district are Wheat , Rice , Arhar , Gram, Masoor , Urad , Moong , Kodar and Jwar.

SATNA is an important industrial and commercial centre. There are two cement plants at Satna and Maihar and one cable factory at Satna. Besides there are Lime Bhattas at Satna , Maihar , Jhukehi , Sajjanpur , Siding , Sagmaniya , Sagma and Baboopur. There are also many saw mills , rice mills , pulse mills , oil mills and flour mills. Unchehara is specially known for its utensils industry.

Important minerals of the district are Lime stone , Bauxite, Chalk , Iron-ore , Kundah stone and Geru Ramraj.

In the field of cottage industry Bidi , Earthenpots , Leather work , Wood craft and Bamboo work are major crafts in the district.

In SATNA district there are two major constructions going on i.e. the Ban Sagar Project and the Tons Hydel Project.

The information provided by the District Rural Development Agency ; total number of families below poverty line is 1,18,387. which includes 25,814 scheduled caste families and 26,570 scheduled tribe families in rural areas. In the urban area 14,926 families are living below poverty line. There is no seasonal migration in the district. Agricultural labours when they are free from agricultural work go to near by towns in search of work to earn some additional income.

**EDUCATIONAL SCENARIO :**

As per census report of 1991 total population of the district is 14,65,384. This includes 7,63,983 males and 7,01,401 females. Total literates in the district are 5,19,852. The total literacy of the district is 35.17 percent. Literacy of the male population is 47.47 percent and that of female is 22.02 percent.

**Table 1.13  
COMPARATIVE GENERAL , SC AND ST LITERACY RATE :**

S.NO.	NAME	TOTAL	MALE	FEMALE
01.	India	52.21	64.13	39.29
02.	Satna District			
03.	General	35.47	47.47	22.02
04.	Scheduled Caste	16.15	N A	N A
05.	Scheduled Tribe	13.98	N A	N A

Source : 1991 Census

Table 1.14

## 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.	SATNA	11.74	3.64

SOURCE : CENSUS 1991

Table 1.15  
LITERACY RATE FOR THE DISTRICT - 1991  
DISTRICT : SATNA

POPULATION	RURAL	URBAN	TOTAL
ALL POPULATION	39.52	45.04	44.65
MALE	55.55	77.26	60.03
FEMALE	22.19	50.89	27.80

SOURCE : CENSUS OF INDIA , 1991

The Literacy rate in Satna district is 44.65, Male Literacy rate is 60.03 and Female Literacy rate is 27.80.

Table 1.16  
LITERACY RATE 1991 FOR THE BLOCK  
DISTRICT : SATNA

S. NO.	BLOCK	ALL COMMUNITIES		
		MALE	FEMALE	TOTAL
1.	2.	3.	4.	5.
1.	CHITRAKOOT	51.98	17.70	35.85
2.	SOHAWAL	61.02	28.64	45.65
3.	NAGOD	54.66	23.80	39.96
4.	UNCHAHARA	53.05	21.11	37.78
5.	RAMPUR	61.57	27.60	44.96
6.	AMAR PATAN	58.88	23.46	41.54
7.	RAMNAGAR	51.42	18.69	35.45
8.	MAIHAR	52.95	18.51	36.43

SOURCE : CENSUS OF INDIA , 1991

Table 1.17

NUMBER OF FEMALE LITERATES PER 100 MALE LITERATES IN RURAL AND URBAN AREAS OF THE DISTRICT, 1991

S. No.	STATE / DISTRICT	NO. OF FEMALE LITERATES PER 100 MALE LITERATES	
		RURAL	URBAN
1.	MADHYA PRADESH	36	64
2.	SATNA	37	57

SOURCE : CENSUS 1991

Table 1.18

POPULATION AND LITERATES BY RESIDENCE AND SEX, 1991

S. No.	STATE / DISTRICT	TOTAL AREA RURAL URBAN (in Sq.km)	POPULATION			LITERATES			
			PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES	
1.	MADHYA PRADESH	T	43,446	66,135,862	34,232,048	31,903,814	23,491,951	16,101,046	7,390,910
		R		50,787,815	26,123,971	24,663,844	14,464,428	10,601,527	3,862,901
		U		15,348,047	8,108,077	7,239,970	9,027,528	5,499,519	3,528,099
2.	SATNA	T	7,502	1,462,412	761,547	700,855	514,326	361,524	152,802
		R		1,173,570	607,461	566,109	364,213	265,800	98,413
		U		288,842	154,086	134,756	150,113	95,724	54,389

SOURCE : CENSUS 1991

Table 1.19

LITERATE POPULATION AND LITERACY RATE

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991			LITERATE POPULATION 1991			LITERACY PERCENTAGE OF POPULATION			LITERACY PERCENT OF LITERATE POPULATION	
		PERSONS	MALES	FEMALES	PERSONS	MALES	FEMALES	TOTAL	MALES	FEMALES	MALES	FEMALES
01.	MADHYA PRADESH	66135862	34232048	31903814	23491956	16101046	7390910	35.52	47.03	23.16	68.54	31.46
02.	SATNA	1462412	761547	700865	514326	361524	152802	35.16	47.47	21.80	70.29	29.71

SOURCE : CENSUS 1991

Table 1.20

GRADE WISE ENROLLMENT FOR LAST 6 YEARS  
(1988/89) to 1993/94 as on 30th september)  
covering all types of schools.

STATE : MADHYA PRADESH , DISTRICT : SATNA

		I	II	III	IV	V	VI	VII	VIII
(i)	1988/89								
	Boys	19749	19384	21701	18004	15860	94698	16832	14055
	Girls	12851	13781	14754	11066	8871	61323	6955	5338
	Total	32600	33166	36455	29870	24731	156021	23787	193393
SC	Boys	3374	3097	3584	3021	2637	15783	2729	2041
	Girls	1707	1674	1947	1197	834	7359	469	300
	Total	5081	4771	5531	4218	3471	23072	3198	2341
ST	Boys	1978	2015	2039	1545	1569	9146	1231	850
	Girls	963	842	702	520	406	3433	132	093
	Total	2941	2857	2741	2065	1975	15579	1360	943
(ii)	1989-90								
	Boys	19749	19384	21701	18004	15860	94698	16832	14055
	Girls	12851	13781	14754	11066	8871	61323	6955	5338
	Total	32600	33165	36455	29070	24731	156021	23787	19393
SC	Boys	3374	3097	3584	3021	2637	15713	2729	2041
	Girls	1707	1674	1947	1197	834	7359	469	300
	Total	5081	4771	5531	4218	3471	20372	3198	3041
ST	Boys	1978	2015	2039	1545	1569	9146	1231	850
	Girls	963	842	702	520	406	6433	132	93
	Total	2941	2857	2741	2065	1975	15579	1363	943
(iii)	1990-91								
	Boys	18412	19877	22414	19404	17558	97665	16160	13637
	Girls	13744	10062	13109	10960	68060	08161	20119	8161
	Total	32156	34062	38476	32513	28518	65725	2434	19620
SC	Boys	3352	3673	4171	3261	2774	17231	2699	2138
	Girls	2160	2161	2448	1624	1136	9527	660	442
	Total	5512	5834	6619	4885	3910	26760	3359	2580
ST	Boys	1756	2038	2541	1802	1480	9619	1109	865
	Girls	950	1008	1141	715	507	4321	201	137
	Total	2706	3046	3682	2517	1987	13740	1310	1002

		I	II	III	IV	V	VI	VII	VIII	TOTAL
(iv)	1991-92									
	Boys	20398	18573	22412	18654	18312	98349	15525	13927	
	Girls	14721	13516	15804	12879	12299	69219	8112	6910	
	Total	35119	32089	38219	31533	30611	167568	23637	20837	
SC	Boys	3674	3353	4215	3369	3146	17757	2392	2103	
	Girls	2225	2093	2461	1533	1289	9621	757	523	
	Total	5899	5446	6676	4922	4435	27378	3149	2666	
ST	Boys	1801	1724	2287	1655	1448	8915	1076	874	
	Girls	879	860	1029	746	604	4118	215	132	
	Total	2680	2504	3316	2401	2052	13033	1291	1006	
(v)	1992/93									
	Boys	23535	21144	21429	18676	19569	104529	14863	13741	
	Girls	16015	14469	16297	12938	12560	73479	7181	7470	
	Total	40350	35613	37726	31614	32129	178008	22044	21211	
SC	Boys	4355	3720	4284	3298	3462	19119	2161	2043	
	Girls	3092	2055	2413	1846	1537	10943	6526	484	
	Total	7447	5775	6697	5144	4999	30062	2817	2527	
ST	Boys	2249	1644	2021	1555	1442	8911	1009	861	
	Girls	1036	836	853	895	538	4958	245	179	
	Total	3285	2480	2874	2250	1980	12869	1254	1038	
(vi)	1993-94									
	Boys	24374	20776	17948	17948	16293	97608	17691	11870	
	Girls	17959	15318	12709	12866	10819	69671	10244	6101	
	Total	42333	36094	30926	30814	27112	167279	27935	17971	
SC	Boys	5295	4251	3482	3396	2831	19254	3175	1780	
	Girls	3835	2995	2083	2093	1559	12567	1114	509	
	Total	9132	7246	5565	5488	4390	31821	4289	2289	
ST	Boys	2937	2528	636	1575	1283	9559	1149	716	
	Girls	1666	1134	819	746	751	5116	413	176	
	Total	4603	3262	2455	2321	2034	14675	1562	892	

Table 1.21  
BLOCK WISE POPULATION, NO. OF HABITATIONS & LITERACY RATE

S.No.	NAME OF BLOCKS	POPULATION	NO. OF VILLAGES			NO. OF HABITATION			LITERACY RATE		
			/ : 1991 : CENSUS	: INHABITED	: UNINHABI- : TED	: TOTAL	: 1991	: 1986	: MALE	: FEMALE	: TOTAL (IN PERCENTAGE)
01.	SOHAWAL	135774	213	37	250	344	291	47.95	21.76	35.42	
02.	MAGD	143449	240	33	262	307	269	43.84	19.00	31.97	
03.	UHCHEHARA	111917	202	31	233	256	225	41.90	16.55	29.73	
04.	MAIHAR	202832	238	15	253	285	261	41.80	14.46	28.61	
05.	AMARPATAN	133192	165	20	185	222	188	46.57	18.65	22.94	
06.	RAMNAGAR	116488	225	43	268	236	246	41.10	14.90	28.30	
07.	RAMPUR	162618	209	13	222	314	298	48.29	21.08	25.38	
08.	MAJHGAWAN	169950	292	75	367	406	360	40.89	13.89	29.10	
	TOTAL	1176220	1784	256	2040	2370	2129	43.99	17.57	31.24	



## CHAPTER - II

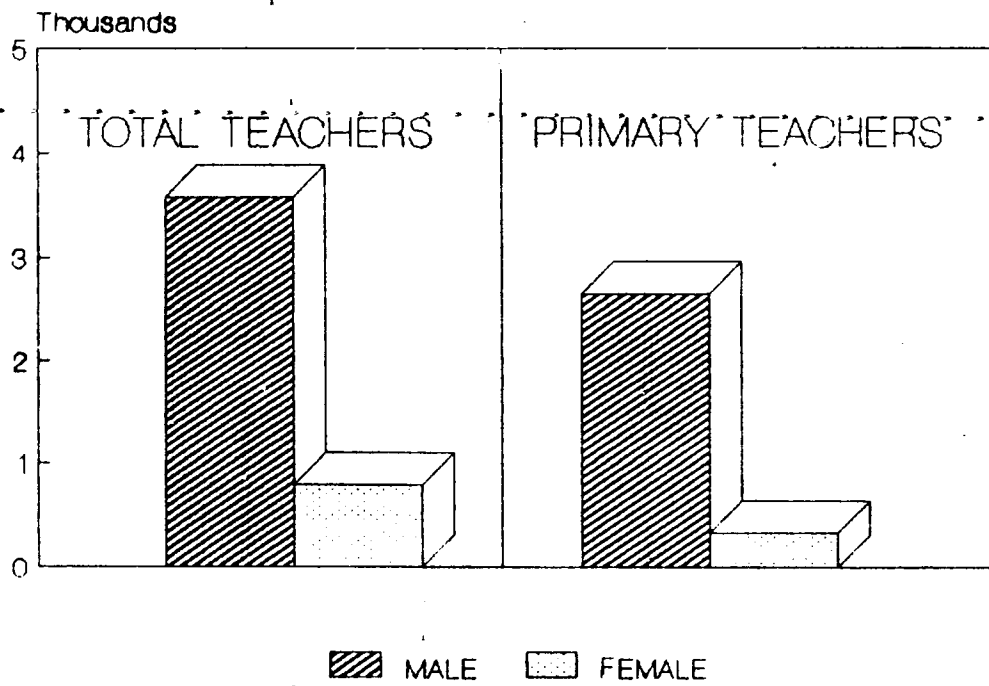
### THE STUDY LOCALE : OBSERVATION AND INTERACTION

In the District Satna , block Sohawal was selected for the DPEP - Gender Studies. Eight villages and one slum area of Satna were indentified to obtain household information, occupational structure , educational aspirations and main reasons for girls continuing their education in schools , reasons for non-enrolment and reasons for drop-out . Information was also obtained regarding their perception on utility of girls education on gender equality and gender discrimination.

Groups were convened to discuss all aspects of the issues concerning girls education and gender discrimination. These groups also revealed their own perception of possible strategies towards promotion of girls education and removal of gender disparities.

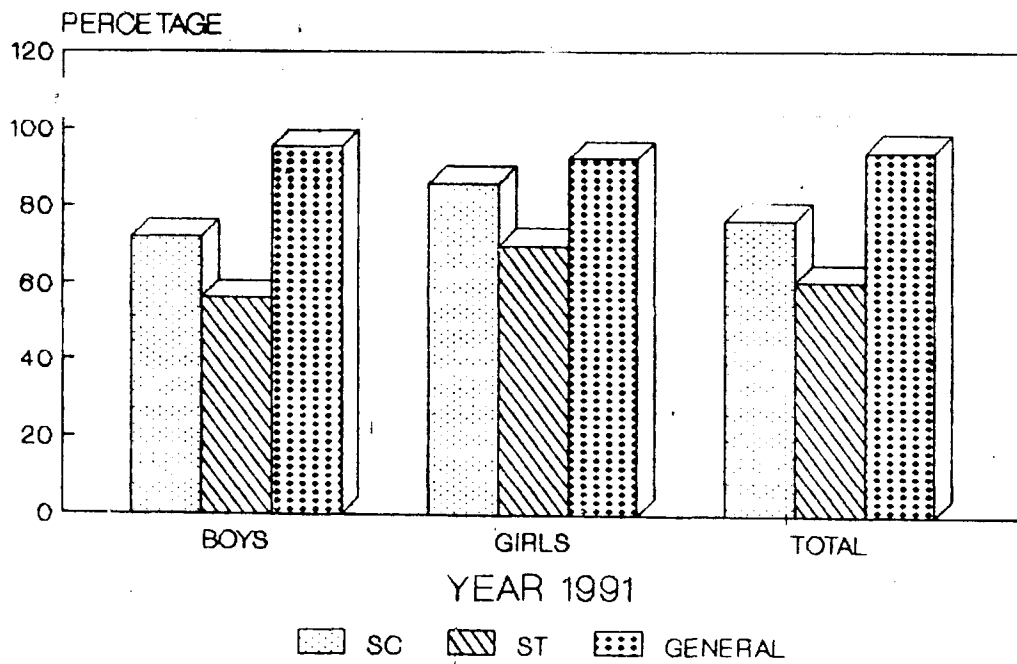
In the following pages village/location-wise observations and suggestions get included alongwith the profile of the location.

# WOMEN'S PARTICIPATION IN TEACHING DISTRICT : SATNA



SOURCE : DISTRICT EDUCATION DEPARTMENT |

# RETENTION RATE CLASS I TO V DISTRICT SATNA



SOURCE : District Statistical Handbook

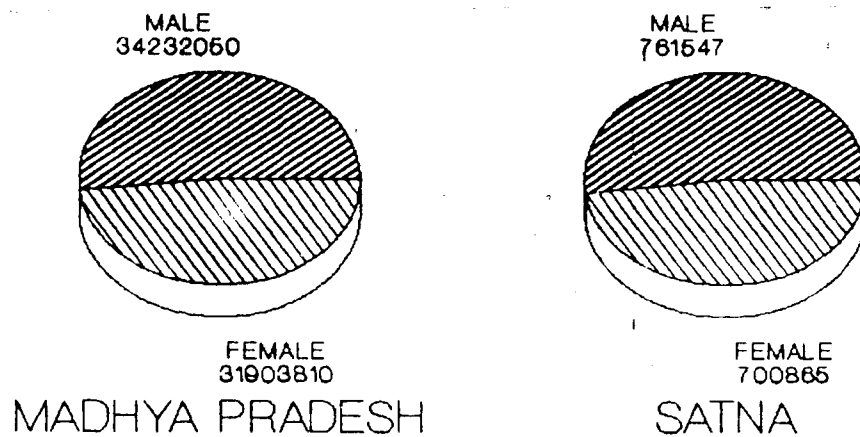
# TOTAL POPULATION RATIO

## D.P.E.P.GENDER STUDIES

-	TOTAL POPULATION	MALE	FEMALE
-	M.P.	66135862	34232048 31903814
-	SATNA	1462412	761547 700865
-	PERSENTAGE OF POPULATION IN SATNA	2.21%	2.22% 2.19%

(SOURCE : 1991 CENSUS)

TOTAL POPULATION RATIO COMPARATIVE  
MADHYA PRADESH AND DISTRICT SATNA



SOURCE : 1991 CENSUS

NAME OF VILLAGE / LOCATION - DHAN KHER KHURD  
BLOCK : SOHAWAL  
DISTRICT - SATNA

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01. INFRASTRUCTURAL FACILITIES

* Distance from DPEO	:-	10.00 Kms.
* Distance from BEO	:-	10.00 Kms.
* Distance from Railway Station	:-	19.00 Kms.
* Linking Pakka road	:-	4.00 Kms.
* Bus service	:-	Not Available ( 4 Kms)
* Total No. of Households	:-	110
* Nature of land	:-	Even
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	95% Harijan (Scheduled Caste)
* Main Occupation	:-	Agriculture , Bidi making
* Health Facilities	:-	Not Available (3 Kms far away from the village)
* Electricity	:-	Not Available
* Drinking water facilities		
No. of Handpump	:-	01
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Wells	:-	02
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	Not Available
Female	:-	Not Available
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	08 (5 male & 3 female)

VILLAGE : DHAN KHER KHURD  
BLOCK : SOHAWAL  
DISTRICT : SATNA

The village Dhan Kher Khurd of Block Sohawal in Satna district is a small habitat with about 110 households. The village is surrounded by forests from all sides. There are about 95% people belonging to the SC. The villagers are mainly involved in agriculture and beedi making. The village is scattered. There are very few facilities available in this village. All roads are kachcha roads, the nearest metallic link road is about 3 kilometers away. There is total lack of infrastructural facilities. Villagers have to toil hard to obtain drinking water. This village seems to be isolated from the outside world. There is no school in this village, however some children go to Moodaha village which is two kilometers away to attend the primary school there. Parents are keen to educate their daughters but are reluctant to send them to the far off village.

Girls in the family generate income by making beedis or collecting tendu leaves.

Parents have clearly indicated that if a school was opened there, girls could be sent to the school. Parental attitude towards girls education is one of apathy. They are keen in involving the girls in household work, care of sibilings and income generating activities in the spare time. Most girls were malnourished and women were emaciated. There was prevalence of malnutrition and anaemia in girls and women.

With advancement of age, most women complained of fatigue

thus compelling their daughters to take over domestic work.

Most fathers were illiterate and all the mothers were illiterate. There was no awareness or concept of health, hygiene and education and hence they were caught in a vicious circle of poverty. They were eager to break this circle but did not know how to go about doing it.

Intervention in the form of education is the only answer to such a problem, hence this village needs immediate attention.

#### Suggested Interventions

30 households were visited. A group discussion with 5 males, 3 females and one community leader was held in the village. The following intervention and suggestions emerged in the group discussion.

01. Basic infrastructural facilities should be provided, like water, road, health centre electricity and sanitation.
02. A primary school should be opened in the village with immediate effect.
03. Support services like anganwadi, balwadi, khel ghar, creches should be started. Parents motivated to send girls to schools.
04. NFE centres should be opened in the village.
05. Mahila Mandals should be organised and income generating programmes should be framed.
06. Poverty alleviation programmes should be forced into the village.
07. Parents should be made aware of value of girls



education.

08. An awareness campaign should be promoted to inform parents about the legal age of marriage.
09. Literacy campaign should be started at war footing.
10. An attractive incentive package should be provided to the students, especially girls so that, they are motivated others to attend school.
11. An effort should be made to bring about an attitudinal change and change in perceptual mental frame work of the people.

NAME OF VILLAGE / HABITATE - JAWAHAR NAGAR  
 (Part of village - Bhum Kahar)  
 BLOCK : SOHAWAL  
 DISTRICT - SATNA

1. INFRASTRUCTURAL FACILITIES

* Distance from DPEO	:-	10.00 Kms.
* Distance from BEO	:-	10.00 Kms.
* Distance from Railway Station	:-	8.00 Kms.
* Linking Pakka road	:-	1.00 Kms.
* Bus service	:-	Available
* Total No. of Households	:-	135
* Nature of land	:-	Even , Prolific land pattern
* Crops grown	:-	Wheat , Gram , rice , maize
* Main Communities	:-	Harijan (Scheduled Caste)
* Main Occupation	:-	Agriculture
* Health Facilities	:-	Not Available (12 Kms far away from the village)
* Electricity	:-	Partially (not adequate)
* Drinking water facilities		
No. of Handpump	:-	00
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Wells	:-	02
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	Not Available
Female	:-	Not Available
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	12 (5 male, 5 female & 2 children)

VILLAGE : JAWAHAR NAGAR (TOLA)  
BLOCK : SOHAWAL  
DISTRICT : SATNA

This habitat consists of 135 households, The population is predominantly, that of SC. The economic condition of people is very poor. Though the habitat is situated very close to the main village there is no school in the vicinity, the nearest school is about 2 Kms away . Most people in this habitat are daily wage earners in lime stone mines & cement factories . Some are involved in beedi making while others work in nearby fields as agricultural labour.

The habitat is isolated in social terms, parents refrain from sending their children to far off schools , girls are last priority in the sequence of social framework.

The habitat was very unhygienic , stagnant water and lack of drainage system has lead to ill health and frequent malaria is common.

Early marriage is prevalent and money spent on food , clothing , lighting etc. is exersitant , marrige puts the family under perpetual heavy debts from which it is difficult to recover. The community is music loving and live on day to day basis.

Due to the non-availability of schools in this locality , there is no educational awareness inhabitants are scared to send their children to far off schools because of social segregation . There are no support services available in this habitat.

### SUGGESTED INTERVENTION

01. A Primary school should be opened in this habitat at the earliest.
02. Balwadis , Anganwadis , Manila Mandal , Creches , Kneighar etc should be started.
03. This habitat could benefit from Non-formal education (NFE) centre for educating the adults .
04. Social worker and Gram sevikas should be pressed into service so as to bring about a positive change in the socialization practices.
05. It is very important to enlighten parents about the importance of educating their children especially girls.
06. Mahila Mandals can act as a catalyst of social change and encourage people to educate their daughter.
07. Health centres fully equipped with medical staff and facilities should be provided for the inhabitants.
08. The drainage & sanitation systems should be well planned and renovated so that diseases and infection are reduced.
09. Awareness campaigns for informing people about the legal age of marriage should be carried out and the ill effects of early marriage should be highlighted.
10. Media forms like nukkad natak , puppet shows and folk songs etc can be used to bring about an awareness regarding the education thus initiating a social change.

NAME OF VILLAGE / HABITAT - GANDHI GRAM  
(Part of Village Rampur Chourasi)  
BLOCK : SOHAWAL  
DISTRICT - SATNA

---

01: INFRASTRUCTURAL FACILITIES

* Distance from DPEO	:-	9.00 Kms.
* Distance from BEO	:-	10.00 Kms.
* Distance from Railway Station	:-	9.00 Kms.
* Linking Pakka road	:-	1.00 Kms.
* Bus service	:-	Available
* Total No. of Households	:-	175
* Nature of land	:-	Even
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	80% (S.C.) , 10% (O.B.C.) , 10% General
* Main Occupation	:-	Agricultural labourers , Bidi making
* Health Facilities	:-	Not Available (8 Kms far away from the village)
* Electricity	:-	Not adequate
* Drinking water facilities		
No. of Handpumps	:-	08
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Well	:-	03
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Not Available
Primary school	:-	Govt Primary CO-ED School
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (7 male & 3 female)

VILLAGE : GANDHI GRAM  
(Part of Village Rampur Chourasi)  
BLOCK : SOHAWAL  
DISTRICT : SATNA

The habitate Gandhi Gram consists of 175 household with a population of about 800 persons. This population comprises of 80 percent Scheduled Caste, 10 percent Other Backward Class and 10 percent General category persons. The main occupation of the people is working as agricultural labour force and beedi making.

There is extreme poverty in the habitate which makes people employ their children in income generating occupation which is mainly beedi making. This precipitates a lot of problems like illiteracy, health problems and less nutrition.

There is a primary school in the habitat which is a co-educational school. There is poor enrolment amongst girls and high drop out rate. The girls are denied access as the school timings clash with the household chores. Girls are pushed into beedi making as they have nimble fingers.

Early marriages are prevalent in the habitat, girls are pushed into domestic activity and family responsibility at a very early age. Parents are illiterate, mothers have no perception of importance of education especially for girls. Gender inequalities and bias are expressed in various forms, and shapes resulting in very low self esteem and low aspiration in girls and women.

### Suggested Interventions

01. There is an urgent need of a middle school in the habitat and a separate primary school for girls.
02. The Anganwadis, Balwadis and Khelghar can be started for the benefit of the inhabitants.
03. Day care centres and creches should be opened which will relieve the girls from sibling care.
04. NFE centres should be opened in the habitat.
05. Female teachers should be appointed to increase the girls enrolment. Adult education centre also, should be given priority.
06. School timings should be readjusted so as make it convenient for the girls to attend school.
07. Parents should be made aware of the legal age of marriage and efforts should be made to bring about a positive change in attitude towards girls and women.
08. Mahila Mandals should be started which can bring forth an equality in the facilities meted out of girls.
09. Skill based training must be imparted in the schools.
10. To remove the poverty from the inhabitat more income generating programmes can be launched.

NAME OF VILLAGE / LOCATION - KHAMA KHUJA  
BLOCK : SOHAWAL  
DISTRICT - SATNA

---

01. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	10.00 Kms.
* Distance from BEO	:-	10.00 Kms.
* Distance from Railway Station	:-	10.00 Kms.
* Linking Pakka road	:-	1.00 Kms.
* Bus service	:-	Available
* Total No. of Households	:-	200
* Nature of land	:-	Even & profic land pattern
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	80% Brahman & Thakur , 20% O.B.C.
* Main Occupation	:-	Agriculture & Bidi making
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap water	:-	00
No. of Tube - well	:-	00
No. of Wells	:-	10
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Not Available
Primary school	:-	Govt Primary School Khama Khuja
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	01
Female	:-	03
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	09 (5 male & 4 female)



VILLAGE : KHAMA KHUJA  
BLOCK : SOHAWAL  
DISTRICT : SATNA

In the village Khama Khuja there are 200 household and a population of 1200 people. 80 percent of the population belongs to General Category (Brahmin and Thakur) and 20 percent belongs to OBC. Economic condition of the villagers is very poor. The main occupation of villagers is agriculture and bidi making. The village has two primary schools one being public school and another Govt. school. The Govt. school has more of the poor children of the village. The boys have edge over the girls in the enrolment. It is observed that there is a bias against girls as they are expected to take care of the younger sibilings clash with the time for household work thus resulting in thier low enrolment.

Another reasons for not sending the girls t schools is coeducational schools with male teachers. There being no middle and high school the further studies, came to a stand still .

The girls belonging to Rajput families observe the purdah system which acts as a barrier to education. Early marriages are also prevalent thus burdening the girls with extra responsibilities of household.

Parental illiteracy specially illiterate mother , household work , care of sibilings , dowry system are the major hurdles in girl's education.

### Suggested Interventions

01. The village requires a middle and high school immediately.
02. A separate primary school should be opened for the girls as purdah system is prevalent in the village.
03. Anganwadis, Balwadis, Khel Ghars should be started in the village so that girls can be encouraged to come to schools.
04. The Govt. school can be made more attractive by introducing mid-day meals and extra curricular activities.
05. The schools should also impart vocational skills which will help the students in their later life.
06. Supporting agencies like NFE, Adult Education Centres should also be introduced.
07. Mahila Mandals should be started to bring about a social change and remove gender bias.
08. Health care facilities should be introduced to improve the health status of the villages.
09. Dowry system and other social evil practices should be checked. Early marriages should be discouraged.
10. Efforts should be made to launch an awareness campaign about girls education and women's empowerment.

NAME OF VILLAGE / LOCATION - MOODAHA KALAN  
BLOCK : SOHAWAL  
DISTRICT - SATNA

01. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	13.00 Kms.
* Distance from BEO	:-	12.00 Kms.
* Distance from Railway Station	:-	12.00 Kms.
* Linking Pakka road	:-	5.00 Kms.
* Bus service	:-	Not Available (5 Kms.)
* Total No. of Households	:-	400
* Nature of land	:-	Even
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	60% S.C. and S.T. 40% General
* Main Occupation	:-	Agriculture , Bidi making & flooriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	03
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Wells	:-	02
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	2 N.F.E. Centres
Primary school	:-	Shri Swami Nirmalanand Shishu Vidhyalaya Moodaha
Middle School	:-	Govt. Middle CO-ED School
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 ( 9 male & 6 female )

VILLAGE : MODAHA KALAN

BLOCK : SOHAWAL

DISTRICT : SATNA

The village Moodaha Kalan is in Sohawal Block of Satna District. The village comprises of 400 households with a population of 2500. The population is made up of SC / ST 60 percent and General Category 40 percent. The general category has the major population in the form of Thakur , Sahu , Baniya.

The main occupation of the people is as agricultural labour, beedi makers and floriculture is also a source of income . The girls are also engaged in the plucking of marigold flowers to add to the family income.

The village is 5 Kms away from the metallic road . The approach road to the village is there but it becomes non serviceable in the mansoon.

The village has one coeducational primary school and one middle school . Besides there are two NFE centres.

There only one sub post office and one Ayurvedic health centre.

The village has very narrow lanes and the drainage system is in poor shape. There is stagnant water in many places thus breeding mosquitos . The village is quite congested and has narrow passages.

The school building is quite dilapidated with hold roofs and turn out tat patties . There is no lavatory in the school . The furniture is totally lacking. The school has very low enrolment of girls . One reason for it is that there is no female teacher in the village.

Another reason for it is economic factor which forces girls to take up income generating activity. They spend their time plucking flowers, caring for sibling and doing household chores. The very few who come to school and pass the middle level are not permitted to study further as the nearest high school is 5 Km away.

The village has a prevalence of early marriage custom. The girls are married off very early thus blocking their access to education.

### Suggested Interventions

01. Establishment of High school in the vicinity of village.
02. Appoint female teachers in the schools as parent feel more secure about their daughters when there is a female teacher in the school.
03. Parents should be made aware of the need for girls education. Awareness programmes specially mothers understand about the importance of girls education.
04. Girls should be given more incentives to attend schools. A separate school should be opened for them at middle level.
05. Timings of the schools should be adjusted to suit the girls.
06. Early marriage must be discouraged and parents must be made aware of the legal provisions.
07. Mahila Mandals should be started so that they can play a pivotal role in women's education.
08. Proper infrastructural facilities like pukka roads, proper drainage, sanitation, electricity and drinking water facilities should be provided to the villagers.

09. Health care centres with proper medical facilities should be provided.
10. Mass media should play an important role by creating awareness about the importance of girls education. Empowerment of women should also be stressed.

NAME OF VILLAGE / LOCATION - RAMPUR CHOURASI  
BLOCK : SOHAWAL  
DISTRICT - SATNA

01. INFRASTRUCTURAL FACILITIES		:
* Distance from DPEO		:- 12.00 Kms.
* Distance from BEO		:- 12.00 Kms.
* Distance from Railway Station		:- 08.00 Kms.
* Linking Pakka road		:- 01.00 Kms.
* Bus service		: Available
* Total No. of Households		:- 400
* Nature of land		:- Even
* Crops grown		:- Wheat , Gram
* Main Communities		:- 60% General , 20% S.C. 20% S.T.
* Main Occupation		:- Agriculture , Bidi making & flori culture
* Health Facilities		:- Not Available (8 Km far away )
* Electricity		:- Available
* Drinking water facilities		
No. of Handpumps		:- 03
No. of Tap - water		:- 00
No. of Tube - well		:- 00
No. of Wells		:- 04
* Educational setup		
No. of Balwadi		:- Not Available
No. of Anganwadi		:- Not Available
Mahila Mandal		:- Not Available
Part School (NFE)		:- Not Available
Primary school		:- Mandakani Primary School
Middle School		:- Govt. Middle School Rampur Choura
Secondary School		:- Not Available
Higher Secondary School		:- Not Available
* No. of Teachers for Primary Class		
Male		:- 02
Female		:- 01
* Households Surveyed		:- 30
* No of Community leaders in Group Discussion		:- 01
* No. of Participants in Group Discussion		:- 15 (7 male, 5 female & 3 child)

VILLAGE : RAMPUR CHAURASI  
BLOCK : SOHAWAL  
DISTRICT : SATNA

The village Rampur Chourasi of Satna district has 400 households and a population of 1972 persons . This population comprises of 20 percent Scheduled Caste , 20 percent OBC and 60 percent General (Rajput and Brahmin) . The occupants of the village work mostly as agricultural labourers. The nearest pakka road in the village is at a distance of 1 Km.

There is one primary and one Middle school in the village which are co-educational schools . The rate of enrolment is quite low especially for the girls. Boys are preferred while girls are not while sending the children to school. The parent illiteracy perpetuates this inequality.

The cultivators who are less in number are not poor but the agricultural labour are very poor, thus subjecting their children especially girls to income generating occupations and household chores.

Early marriage was also prevalent in the village thus posing as a barrier to girls education. The household responsibility and added burden of a family weighs down on girls and women and thus pulls them towards illiteracy.

The village has no means of transport thus commutation and communication with other villages is difficult. The students who pass middle level school have to drop-out as the nearest high school is seven Kms. from their village. The parents feel insecure in sending their daughters to another village for higher education.



The villagers expressed a desire of having a high school in their own village.

#### Suggested Interventions

01. A high school should be opened in the village with immediate effect.
02. A separate school should be started for girls and boys at middle and high school level as the social norms & taboos prohibit girl from obtaining education in the co-educational schools.
03. More women teachers should be employed so as to encourage girls to join schools.
04. Extra curricular activities should be started in the schools for making it interesting.
05. More income generating skills should be taught at the Middle and High school level to increase the utility as well as the enrolment of the students . Income generating schemes must be launched in the village.
06. Anganwadi, Balwadi, Khehghar, Creches should be started so that a lot of change in the society is brought forth.
07. NFE centres should be opened and Adult education centre be started for creating interest in adults regarding their education.
08. Mahila Mandals should be started which will involve village women to participate in education and social welfare activities organised.
09. Infrastructural facilities like roads etc. should be provided. Medical and health facilities should be provided.

10. Awareness campaigns should be launched to make parents aware about the importance of girls education . The parents should also be taught about the legal age of marriage and the problems that generate from early marriage . Thus an effort should be made to strive for women's empowerment.

NAME OF VILLAGE / HABITATE - BAGAHA  
(Under Municipal Corporation)  
BLOCK : SOHAWAL  
DISTRICT - SATNA

01. INFRASTRUCTURAL FACILITIES :	
* Distance from DPEO . . . . .	: 15.00 Kms..
* Distance from BEO	: 16.00 Kms.
* Distance from Railway Station	: 12.00 Kms.
* Linking Pakka road	: 00.50 Kms.
* Bus service	: 00.50
* Total No. of Households	: 300
* Nature of land	: Even
* Crops grown	: Wheat , Gram
* Main Communities	: 25% General , 25% S.C. 25% S.T. , 25% O.B.C.
* Main Occupation	: Agricultural Labour
* Health Facilities	: Not Available (8 Km far away )
* Electricity	: Available
* Drinking water facilities	
No. of Handpumps	: 05
No. of Tap - water	: 00
No. of Tube - well	: 00
No. of Wells	: 15
* Educational set up	
No. of Balwadi	: Not Available
No. of Anganwadi	: Not Available
Mahila Mandal	: Not Available
Part School (NFE)	: 1 N.F.E. Centre
Primary school	: Govt. Primary School Co-Ed
Middle School	: Govt. Middle School Co-Ed
Secondary School	: Govt. Secondary School Co-Ed
Higher Secondary School	: Not Available
* No. of Teachers for Primary Class	
Male	: 05
Female	: 03
* Households Surveyed	: 30
* No of Community leaders in Group Discussion	: Community Leader is Not Available
* No. of Participants in Group Discussion	: 25 (10 male & 10 female, 5 children)

.HABITAT : BAGAHA  
(Under Municipal Corporation)  
BLOCK : SOHAWAL  
DISTRICT : SATNA

The habitat Bagaha is under Municipal corporation in the Block Sohawal of Satna district . There are 300 households with 2000 people living in it . It is a fairly large rural inhabitation which is administered under Satna municipal corpeartion. The Caste composition of the villages is 25 percent of Brahmins and Thakurs , 25 percent of SC, 25 percent of OBC and the rest 25 percent belongs to minorities. The main occupation of the dwellers is agriculture and floriculture. Many villagers also worked as labourer in limestone mines which are about 15 Kms away from this area. The economic condition of landlords is good but that of working end labour caste is poor.

Bagaha has inadequate infrasturetural facilities. There are no health care facilities in the area . There are no support services except for a single NFE centre.

There is a primary , middle and a high school . All these schools are run by government and all are co-educational schools. There are schools in this area but still the girls remain illiterate due to various reasons . The drop-out rate of girls is very high as the parents do not send girls to co-educational schools after the onset of puberty. The age of manarchy being low, the parents feel insecure in sending their daughters to schools managed by all male teachers. There was a unanimous demand for female teachers in the schools. The condition of school building is very bad and lack the basic facilities like

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toilets , sitting arrangement which acts as demotivating factor , especially for girls.

The other factor for high drop-out and low retention for girls in the preponderance of their involvement in household work. There are no family planning practices, hence the girls whose birth order is first, second or third have to take care of younger sibilings.

Early marriages , poor economic status , helping parents with household work taking up of remunerative work hinder the girls education. The girls feel that there is an inequality in the facilities extendd to them and there is certainly a favoured treatment given to their brothers as compared to them.

#### **Suggested Intervention**

Thirty households were visited . A group discussion was held in the village to assess the situation of girls education in which 25 members of the vilage community [10 male (5 teachers, 5 Villagers)] 10 female ( all villgers) , 5 children (3 female , 2 male) participated . The following interventons thus emerged :

01. Provision of a separate middle school and high school for girls should made urgently.
02. A higher secondary school should be provided for in the village.
03. More female teachers must be appointed.
04. Support services like Anganwadis , Balwadis should be opened in Bagaha.
05. Adult education centre should be started.
06. Mahila Mandal should be started and energized with income

generating programmes for women . They can also promote girls education.

07. Government schools can be made attractive by providing mid day melas and extra curricular activities.
08. The education system should be modified so as to impart vocational skills to girls which will help them in generating income.
09. Orientation programmes for teachers should be organised frequently for sensitizing them about the problems of girls.
10. Provision of medical and health care facilities in the village especially for pregnant is a must.

NAME OF VILLAGE / LOCATION - BHUM KAHAR  
BLOCK : SOHAWAL  
DISTRICT - SATNA

---

01. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	12.00 Kms.
* Distance from BEO	:-	12.00 Kms.
* Distance from Railway Station	:-	12.00 Kms.
* Linking Pakka road	:-	00.50 Kms.
* Bus service	:-	Available
* Total No. of Households	:-	200
* Nature of land	:-	Even & Prolific
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	60% General , 40% O.B.C.
* Main Occupation	:-	Agriculture & Bidi making
* Health Facilities	:-	Not Available (10 Km far away )
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Wells	:-	20
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Not Available
Primary school	:-	Govt. Primary School CO-ED
Middle School	:-	Govt. Middle School CO-ED
Secondary School	:-	Govt. Secondary School CO-ED
Higher Secondary School	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	01
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	50 (29 male & 21 female)

VILLAGE : BHUMKAHAR  
BLOCK : SOHAWAL  
DISTRICT : SATNA

Village Bhum Kahar is in Sohawal Block of satna district and is about 12 Kms from the nearest railway station.

The village has a fair population of 1200 with 200 households. The main communities belong to General category (Brahmins & Thakur) 60 percent and OBC 40 percent.

The economy of village comprises of Higher caste land lords and business men while the lower caste people work on daily wages in the fields or include in beedi making. Beedi making is also the occupation of girls and women in the area .

The village has one primary , one middle and one high school which are co-educational and run by the Government . Supporting agencies like NFE centre , Anganwadi and Balwadi are not available in the village . There are no Adult Education Centre , Mahila Mandals in this area.

There is no health centre in the village and the villagers have to go about 12 Kms when medical facilities are required.

There is gender bias prominent in the village as the girls instead of studying are involved in household chores, beedi making and other income generating occupations. The education of girls is lagging also because of illiterate parents.

#### **Suggested Interventions**

01. Separate school should be opened for girls at middle and High school level.



02. A higher secondary school should be opened in the village immediately.
03. Establishment of support services like Balwadis , Anganwadis , khelghars etc. should be set up for improving the educational status of girls .
04. To bring all girls to school , incentives should be provided to them at par with scheduled caste and scheduled tribe girls.
05. Mahila Mandals should be started so as to encourage women to participate in education and social welfare activities organised from time to time.
06. Adult education centres should be opened so as to make adults literate which will in turn make them understand the importance of girls education.
07. More female teachers were demanded as the presence of female teacher makes the parents sure of the safety of their daughters.
08. Health centres must be set up in the village with medical facilities , doctors para medical staff , mid wives etc.
09. More campaigning is required in the village regarding the importance of education of children especially girls . The practice of early marriages should be discouraged.
10. Mahila Gram sevikas should be appointed and pressed into service of women , training them , enlightening them about the importance of girls education and promoting the concept of smaller families. They should try to put across the idea of women's equality and empowerment.

NAME OF VILLAGE / LOCATION - SEMARIA CHOURAHA (SLUM)  
 BLOCK : SOHAWAL  
 DISTRICT - SATNA

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01. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	04.00 Kms.
* Distance from BEO	:-	06.00 Kms.
* Distance from Railway Station	:-	01.00 Kms.
* Linking Pakka road	:-	00.50 Kms.
* Bus service	:-	00.50 Kms.
* Total No. of Households	:-	100
* Nature of land	:-	Even
* Crops grown	:-	Nil (City Area)
* Main Communities	:-	80% S.C. , 10% S.T. , 5% O.B.C. 5% General
* Main Occupation	:-	Labourer , Mines Labourer , Garbage collecting
* Health Facilities	:-	Not Available (3 Km far away )
* Electricity	:-	Not Adequate
* Drinking water facilities		
No. of Handpumps	:-	01
No. of Tap - water	:-	02
No. of Tube - wells	:-	00
* Educational setup		
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
Part School (NFE)	:-	Not Available (5 Kms. far away)
Primary school	:-	Not Available (3 Kms. far away)
Middle School	:-	Not Available (5 Kms. far away)
Secondary School	:-	Not Available (6 Kms. far away)
Higher Secondary School	:-	Not Available (6 Kms. far away)
* No. of Teachers for Primary Class		
Male	:-	00
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	No Community Leader Available
* No. of Participants in Group Discussion	:-	12 (6 male & 6 female)

NAME OF SLUM : SEMARIA CHOURAHA (SLUM)  
BLOCK : SOHAWAL  
DISTRICT : SATNA

Semaria Chouraha is a slum area in Satna district. There are 100 households which have a population of 500 people. The caste composition of the habitat is 80 percent SC, 10 percent ST and 5 percent OBC and 5 percent General. This habitat is located near metallic road and is a very dirty slum. The inhabitants are vulnerable to various diseases as they are not careful about their health and hygiene.

The main occupation of the inhabitants is to work on daily wages as mine porters, as labourers and garbage collectors. Even young children work in the nearby copper and lime stone mines. These occupations in mines pose as health hazard and they are prone to attacks of asthma.

There are no schools in the vicinity. The nearest primary school is 3 Kms away and middle school is 5 Kms away. There are no support services available in the vicinity. Voluntary organisations visit here for social work.

The girls were discriminated against in this slum. There was very poor enrolment because of no school available in the vicinity. The parents preferred their daughters to give them a helping hand in household chores rather than go to school and study. The poverty of the slum-dwellers pulls them out of the school. The girls in the slum are pulled into the employment sector early as they get opportunities to work in the more affluent households.

Early marriages are prevalent in this slum which act as a deterrent to obtaining education. All this leads to the girls low enrolment and high drop-out rate.

#### **.Suggested Interventions. .**

01. Primary and middle schools should be opened in the vicinity with immediate effect.
02. Support services like Anganwadis, Balwadis, Creches should be started so that girls education gets a spurt.
03. Parents need to be made aware of the importance of girls education and mothers too need to join the Adult Education Centres.
04. Health Centres should be established in the vicinity, awareness and information regarding health and hygiene is a must in this slum.
05. Drainage and sanitation need immediate attention.
06. Potable water and continuous supply of electricity requires urgent attention.
07. Income generating skills and programmes to impart vocational education should be started.
08. Incentives should be given to the girls belonging to the weaker sections of the society. The teachers should pay extra attention to such girl students so that they come at par with other students.
09. Child labour should be discouraged and stringent laws should be made to dissuade people from employing children. The legal provisions should be explained to the parents.
10. Parents should be made aware of the drawbacks of early marriages and its ill effects on their daughters.

CHAPTER III  
ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

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

TABLE 3.1  
DESCRIPTION OF SAMPLE HOUSEHOLDS IN  
BLOCK : SOHAWAL , DISTRICT : SATNA

---

* Total Number of Households :	270
* Total Number of Members of Households :	1377
* Average Size of Households :	1:5.1
* Major Religion:	Hindu
	No. %
	255 94.4%
* Mother Tongue:	Hindi
	No. %
	270, 100%

---

In all 1377 persons were residing in the sample Households. The average size of the Household was 5.1. Majority 94.4 percent of the sample population were Hindu and mother tongue of was Hindi.

TABLE 3.1.2

## DRINKING WATER

## \* Source of Drinking Water

	No.	%
Well	193	71.4
Handpump	77	28.5

## \* Distance of Source of Drinking Water

	No.	%
Close by	70	25.9
0.5 Km.	113	41.8
1 Km. and above	87	32.2

71 percent of the population take water from well where as 29 percent of the population is using Handpump for drinking water.

26 percent of the total population have source of drinking water within 0.5 Km. More than 33 percent have to walk more than a kilometer to fetch drinking water. This task is being done largely by women and girls.

Table 3.1.3

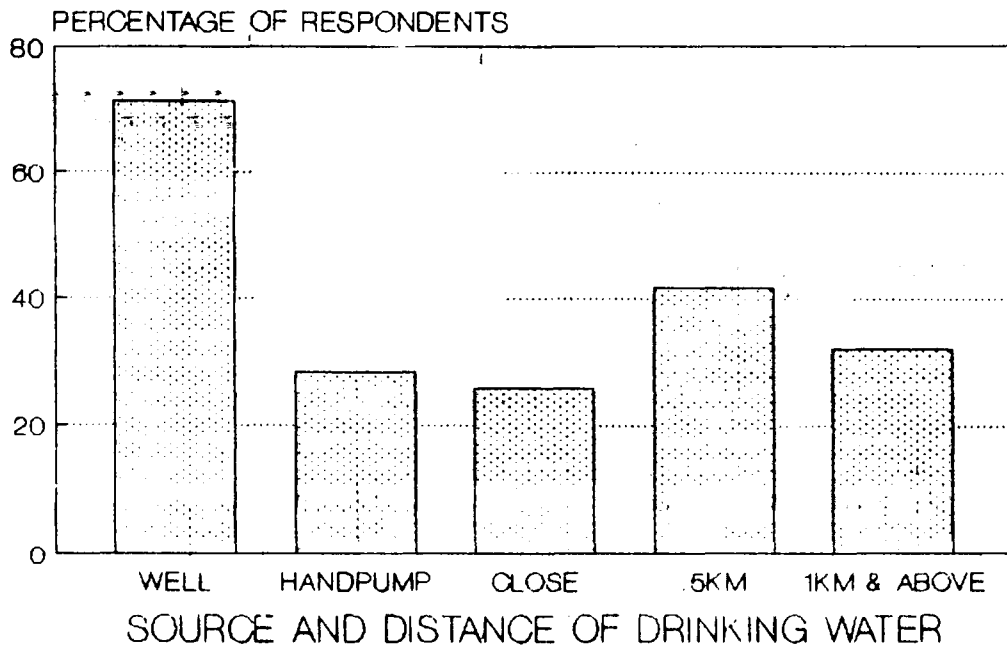
## Fuel and Electricity

## \* Main Source of Fuel.

	No.	%
Wood	223	82.6
Cow-Dung Cakes	47	17.4

## \* Availability of Electricity - 195 72.3%

# SOURCE AND DISTANCE OF DRINKING WATER DISTRICT SATNA



83 percent of sample population is using wood as fuel and Cow-dung Cakes by 17 percent.

Nearly 73 percent households have electricity facilities in their home .

Table 3.1.4

**Sanitation**

	No.	%
Good	25	9.3
Poor	245	90.7
No response	00	00.0

---

**Toilet facilities**

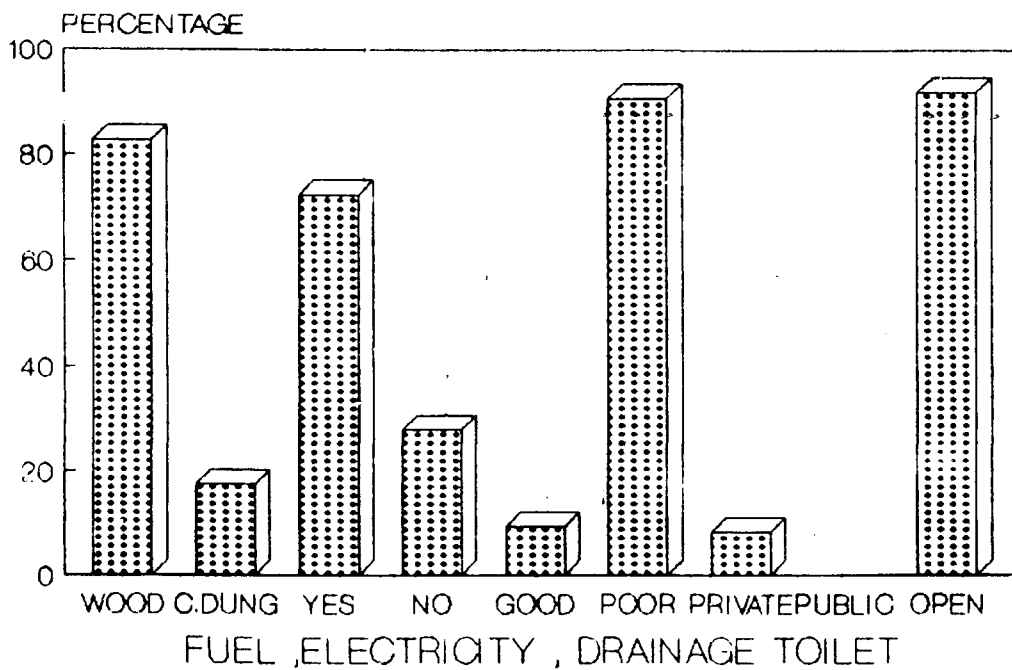
	No.	%
Private	22	8.2
Public	00	00.0
Open	248	91.8

---

Only 9 percent households have good drainage , the rest 91 percent have poor drainage leading to waterlogging and insanitary conditions, Private toilets are being used in 22 Households only ( 7 in urban slum) and majority i.e., 248 households (92%) used open spaces for depication . The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and Sexual harassment.



# FUEL, ELECT, DRAINAGE, TOILET FACILITY IN DISTRICT SATNA



**TABLE 3.1.5**  
**DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND BY SEX**

Age Group	Persons	%	Male	%	Female	%
0 - 5	109	7.91	78	12.50	31	04.12
6 - 11	373	27.09	139	22.28	234	31.08
12 - 14	187	13.58	48	07.69	139	18.46
15 +	708	51.42	359	57.53	349	46.35
<b>Total</b>	<b>1377</b>	<b>100.00</b>	<b>624</b>	<b>45.32</b>	<b>753</b>	<b>54.68</b>

Close to 49 percent of the household members belong to age group 0 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	838	60.86	343	54.97	495	65.74
Literate below primary	215	15.61	111	17.79	104	13.81
Primary	138	10.02	48	07.69	90	11.95
Middle	097	07.04	48	07.69	49	06.51
High School	030	02.18	21	03.37	09	01.20
Higher Secondary	038	02.76	33	05.29	05	00.66
Degree (Graduate)	021	01.53	20	03.21	01	00.13
<b>Total</b>	<b>1377</b>	<b>100.00</b>	<b>624</b>	<b>100.00</b>	<b>753</b>	<b>100.00</b>

Table 3.1.6 shows that 61 percent of the sampled household members were found illiterate, 16 percent were literate below primary level and only 23 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	%
<b>Primary</b>						
6 - 10	147	49.49	73	51.41	74	47.47
11 - 14	077	25.93	29	20.42	48	30.97
15 - 18	011	03.70	09	06.34	02	01.29
<b>Middle</b>						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	033	11.11	13	09.15	20	12.90
15 - 18	020	06.73	13	09.15	07	04.52
<b>High School</b>						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	006	02.02	03	02.11	03	01.94
15 - 18	003	01.01	02	01.41	01	00.65
<b>Total</b>	<b>297</b>	<b>100.00</b>	<b>142</b>	<b>100.00</b>	<b>155</b>	<b>100.00</b>

In 270 Households data for age group 6 - 14 years shows 145 girls are going to primary and upper primary classes. Only 8 are in upper primary classes in the age group 15-18 rest 2 girls of age - group 15-18 are still enrolled in primary class.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	160	58.39	51	71.83	109	53.69
11 - 14	079	28.83	10	14.08	69	33.99
15 - 18	035	12.77	10	14.08	25	12.32
<b>Total</b>	<b>274</b>	<b>100.00</b>	<b>71</b>	<b>100.00</b>	<b>203</b>	<b>100.00</b>

In 270 household's data for age group 6 - 14 years shows that 178 girls had never been enrolled in school. 25 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	%
<b>Primary Drop-out</b>						
6 - 10	10	12.98	01	12.50	09	13.04
11 - 14	57	74.03	06	75.00	51	73.91
15 - 18	02	02.60	01	12.50	01	01.45
<b>Middle Drop-out</b>						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	08	10.39	00	00.00	08	11.60
15 - 18	00	00.00	00	00.00	00	00.00
<b>Total</b>	<b>77</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>69</b>	<b>100.00</b>

In 270 household's data for age group 6 - 18 shows 61 girls had dropped out from primary classes and 8 girls from middle classes.

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

Educational Level	Father	%	Mother	%
Illiterate	43	58.10	52	71.24
upto 4	16	21.63	13	17.80
7	07	09.46	06	08.22
10	05	06.76	01	01.37
12	03	04.05	01	01.37
12+	00	00.00	00	00.00
<b>Total</b>	<b>74</b>	<b>100.00</b>	<b>74</b>	<b>100.00</b>

BY BIRTH ORDER

Birth order	No.	%
1	22	29.72
2	35	47.30
3	8	10.81
4	5	06.76
5	4	05.41
<b>Total</b>	<b>74</b>	<b>100.00</b>

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	14	18.92
10,000	39	52.70
5,000 and below	21	28.38
Total	74	100.00

BY CASTE

Caste	No.	%
General	28	37.83
Scheduled Caste	34	45.95
Scheduled Tribe	12	16.22
Total	74	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	17	22.97
4	26	35.14
5	19	25.66
6	06	08.10
7	02	02.70
8	04	05.40
9	00	00.00
Total	74	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	52	43.33	95	79.17
Literate upto 4	49	40.83	19	15.83
7	06	05.00	06	05.00
10	07	05.83	00	00.00
12	05	04.16	00	00.00
12+	01	00.83	00	00.00
Total	120	100.00	120	100.00

BY BIRTH ORDER

Birth order	No.	%
1	59	49.17
2	36	30.00
3	18	15.00
4	00	00.00
5	07	05.83
Total	120	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	31	25.83
10,000	68	56.67
5,000 and below	21	17.50
Total	120	100.00

**BY CASTE**

Caste	No.	%
General	33	27.50
Scheduled Caste	61	50.83
Scheduled Tribe	26	21.67
Total	120	100.00

**BY FAMILY SIZE**

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	05	04.17
4	23	19.17
5	39	32.50
6	18	15.00
7	19	15.83
8	7	05.83
9	9	07.50
Total	120	100.00

TABLE 3.1.7

**OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS**

Occupation	Persons	%	Male	%	Female	%
Agriculture Culti.	109	07.92	78	12.50	31	04.12
Service	66	04.79	64	10.25	2	00.27
Casual Labour	367	26.65	169	27.08	198	26.29
House Wife	109	07.92	00	00.00	109	14.48
Others	35	02.54	31	04.97	4	00.53
Non Workers	691	50.18	282	45.19	409	4.31
Total	1377	100.00	624	100.00	753	100.00

Table 3.1.7 shows 50 percent of the sampled household persons are non-workers and 27 percent are working as casual labourers. Only 8 percent are cultivators. Service sector covers even less than 5 percent.

TABLE 3.1.8

## DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income	No. of Household	% to total
1.	12,000 +	10	03.70
2.	9,000	35	12.97
3.	6,000	118	43.70
4.	3,000	104	38.52
5.	3,000 below	3	01.11
Total		270	100.00

Table 3.1.8 indicates that 39 percent sample households had income between 3,000 to 6,006 per annum. Nearly 1 percent households had 3,000 and below per annum, which shows poverty in the area. That is to say that people work either as non-worker or agricultural labourers in the district.

Only 4 percent people had income 12,000 and above per annum.

Table 3.9

## SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	38	14.07	21	07.78
Middle	29	10.70	15	05.56
High school	15	05.56	01	00.37
Hr. Secondary	17	06.30	28	10.37
Graduation General	19	07.04	11	04.07
Graduation Professional	07	02.59	03	01.11
P.G. and above	05	01.85	00	00.00
No Response	140	51.85	191	70.74
Total	270	100.00	270	100.00



Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (what will they get after being educated; No use for education) were lower for boys, 24 percent parents see their girls going upto primary middle and secondary levels whereas 36 percent want secondary and post secondary education for sons. Nearly one fourth parents want higher education for boys. Only 5 percent aspire for higher education for daughters. This is however significant of changing attitudes towards education of girls.

TABLE 3.10

SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	23	08.52	23	08.51
Doctor	11	04.08	03	01.11
Police Officer	02	00.74	04	01.48
Tailoring	39	14.44	00	00.00
Nurse	00	00.00	15	05.56
House Wife	00	00.00	35	12.96
Govt. Service	79	29.26	18	06.67
Engineer	00	00.00	00	00.00
No Aspiration	116	42.96	172	63.70
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 with 13 percent daughters seen as housewives only visualise teaching, government services and tailoring as occupations for daughters but also see them as doctors, police officers and engineers.

In some, the occupational aspirations are children as a whole are not very high. Government services are preferred are low and sex stereotyped.

# PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SATNA

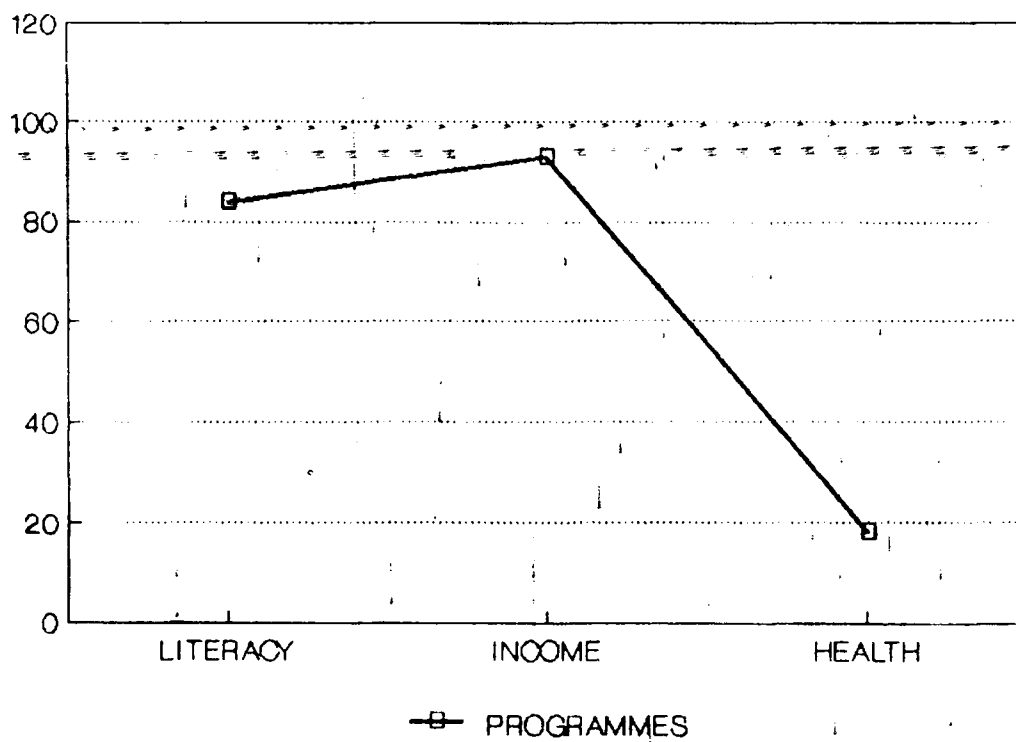


Table 3.1.11

## PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS &amp; WOMEN

Programmes	Yes	%
Literacy Programme	83	83.84
Income generating	92	92.93
Programme on health and Nutrition	18	18.18

Table 3.1.11 shows that interviewed parents showed their preference for literacy programme and programme on health and nutrition for girls but income generating programmes emerged as the top response.

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	205	75.93
2. Parental education	81	30.00
3. Parental motivation	230	85.19
4. Parental Support like:		
i. Payment of fees other than tuition fees	7	02.59
ii. Provision of books and stationery	8	02.96
iii. Provision of adequate food and clothing	32	11.85
iv. Creating space and time	14	05.19

for studies at home

v.	Provision of academic Support (themselves or paid)	2	00.74
5.	Self motivation of the girl child.	37	13.70
6.	Positive attitude of teachers	44	16.30

Five main reasons for continuance of Girls in schooling :-

1. Parental motivation (85.19%).
2. Better economic standing Household (75.93%).
3. Parental education (30.00%).
4. Positive attitude of teachers (16.30%).
5. Self motivation of the girl child (13.70%).

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	28	10.37
2. Inability of parents to provide clothes and shoes	11	04.07
3. Inability of parents to provide books	30	11.11
4. Inability of parents to provide stationery	28	10.37
5. Inability of parents to provide food	05	01.85
6. Helping parents in occupation	20	07.41
7. Engaged in remunerative employment	03	01.11

8.	Domestic work	247	91.48
9.	Care of siblings	140	51.85
10.	Absence of support services viz. Anganwadi, Balwadi, Creches	7	02.59
11.	Early marriage	221	81.85
12.	Social Taboo on onset of poverty	6	02.22
13.	Parental lack of motivation	201	74.44
14.	Parental illiteracy	86	31.85
15.	Lack of academic support/help, from parents/family members, others	2	00.74
16.	School far away	74	27.41
17.	Un-attractive school environment	1	00.37
18.	Un-suitable school timings	3	01.11
19.	Lack of relevance of curriculum	3	01.11
20.	No women teachers	5	01.85
21.	Lack of separate schools	72	26.67
22.	Teachers' negative attitude	0	00.00
23.	Failure	1	00.37
24.	Illness of family members	1	00.37
25.	Own Illness	2	00.74

---

Five main reasons for dropping out of girls from school

1. Domestic Work (91.48%).
2. Early Marriage (81.85%).
3. Parental lack of Motivation (74.44%).
4. Care of Siblings (51.85%).
5. Parental Illiteracy (31.85%).

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	30	11.11
2. Inability of parents to provide clothes and shoes	18	06.67
3. Inability of parents to provide books	29	10.74
4. Inability of parents to provide stationery	29	10.74
5. Inability of parents to provide food and medicines	05	01.85
6. Helping parents in occupation	36	13.33
7. Engaged in remunerative employment	06	02.22
8. Domestic work	257	95.19
9. Care of siblings	137	50.74
10. Parental lack of motivation	202	74.81
11. Parental illiteracy	72	26.67
12. Non availability of school / NFE centres close to habitation	12	04.44
13. Un-suitable school timings	2	00.74
14. No female teachers	5	01.85
15. No separate school for girls	77	28.52
16. Lack of support services such as anganwadies, balwadies, creches	2	00.74
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	4	01.48

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

1. Domestic Work (95.19%).
2. Parental Lack of Motivation (74.81%).
3. Care of Siblings (50.74%).
4. No separate school for girls (28.52%).
5. Parental Illiteracy (26.67%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents No.	(n=270) %
1. Develops a positive self image and confidence among girls	45	16.67
2. Prepares girls for economic contribution	102	37.78
3. Can improve health and nutritional status of children and other family members	2	00.74
4. Will ensure education of future generations	201	74.44
5. Will make girls and women aware of their rights	5	01.85
6. Helps in raising age of marriage and reduce maternal , infant and child mortality	5	01.85
7. Helps in reducing the family size	138	51.11
8. Will prepare girls for leadership roles in society	7	02.59
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	2	00.74

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (74.44%).

2. Helps in reducing the famialy size (51.11%).
3. Prepare Girls for economic contribution (37.78%).
4. Develops a positive self image and confidence among girls (16.67%).
5. Will prepare girls for leadership roles in society (02.59%).

TABLE 3.1.16  
PARENTAL PERCEPTION OF GENDER EQUALITY

Indicators	Respondents (n=270) Agree	%
1. Girls and boys need equal education	202	74.81
2. Both need to be given equal amount of food	266	98.52
3. Both need to be given equal health care and medical attention when needed	262	97.52
4. Both can be assigned same duties/ responsibilities	105	38.89
5. Both should be given the same freedom	172	63.70
6. Both should be given equal time to play	165	61.11
7. Both can perform all tasks equally well	57	21.11
8. Both can have similar occupations	68	25.19
9. Both have same intelligence and abilities	11	04.07
10. Men and Women should be paid equal wages for equal work	121	44.81
11. Husband and wife should take all decisions jointly	29	10.74
12. Household work must be shared by all members of the household	20	07.41
13. Assets of the family should be registered in joint names of husband and wife	4	01.18



Five main perceptions of parents about gender equality:

1. Both need to be given equal amount of food (98.52%).
2. Both need to be given equal health care (97.52%).
3. Girls and boys need equal education (74.81%).
4. Both should be given the same freedom (63.70%).
5. Both should be given an equal time to play (61.11%).

Parents appear to favour equal food , education , health and medical care for their children. A large no of parents (75%) perceive the boys and girls need equal education but they are not agree to share the house hold work by all members of the household. Same time they are not agreeing that both boys and girls have same intelligence and abilities. Concept of their ingorance towards girls is very much clear.

CHAPTER 3.2  
ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households wherein 270 girls were found, out of them 69 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming studies.

TABLE 3.2.1  
DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	04	05.80
2.	9 - 11	14	20.29
3.	12 - 14	51	73.91
4.	15 +	00	00.00
Total		69	100.00

Table 3.2.1 shows that out of total 69 interviewed girls, 74 percent were in the age group 12-14 years followed by girls of 9 to 11 age group 20 percent . It is interesting to note that due to governmental efforts during last few years for universal access, enrolment and retention , many girls tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls are between 9-14 years of age. .PA

TABLE 3.2.2

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	01	01.45
2.	IIInd	16	23.19
3.	IIIInd	24	34.79
4.	IVth	08	11.59
5.	Vth	09	13.04
6.	Vith +	11	15.94
	Total	69	100.00

DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respodent	Regularity		Puntuality	
	Yes %	No. %	Yes %	No. %
69	60 86.96	9 13.04	59 85.51	10 14.49

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 25 percent girls of the sample household had dropped out of their school after classes I and II. 12 percent of the respondents completed class four of schooling. Only 13 percent girls had completed 5 years of schooling. Only 16 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of seprate schools at the middle stage as per open ended responses.

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

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	
1.	Poverty	14	20.28
2.	Domestic work	13	27.54
3.	Parental Illiteracy	15	21.73
4.	Lack of self motivation	04	05.80
5.	Mother / own illness	04	02.90
6.	Early Marriage	12	17.40
7.	School far away	03	04.35
Total		69	100.00

Table 3.2.3 shows that Domestic work , Parental illiteracy , Poverty and Early marriage are the main causes for dropping out of girls.

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME STUDIES

Total	Positive Responses	%	Negative Responses	%
69	42	60.87	27	39.13

Table 3.2.4 clearly 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	31	44.93
2.	Economic Support.	08	11.59
3.	Create self confidence in the girls.	28	40.58
4.	Self motivation	02	02.90
Total		69	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 45 percent and girls will attain self confidence 41 percent.

TABLE 3.2.6

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

S.No.	Liking (n=69)	No. of Respondents	%
1.	For Teachers	56	81.16
2.	For School	59	85.51
3.	For Learning	63	91.30

The girls show positive liking of the teachers 81 percent their school 86 percent and for learning at school 91 percent

# SUBJECT LIKED / DIFFICULT DISTRICT SATNA

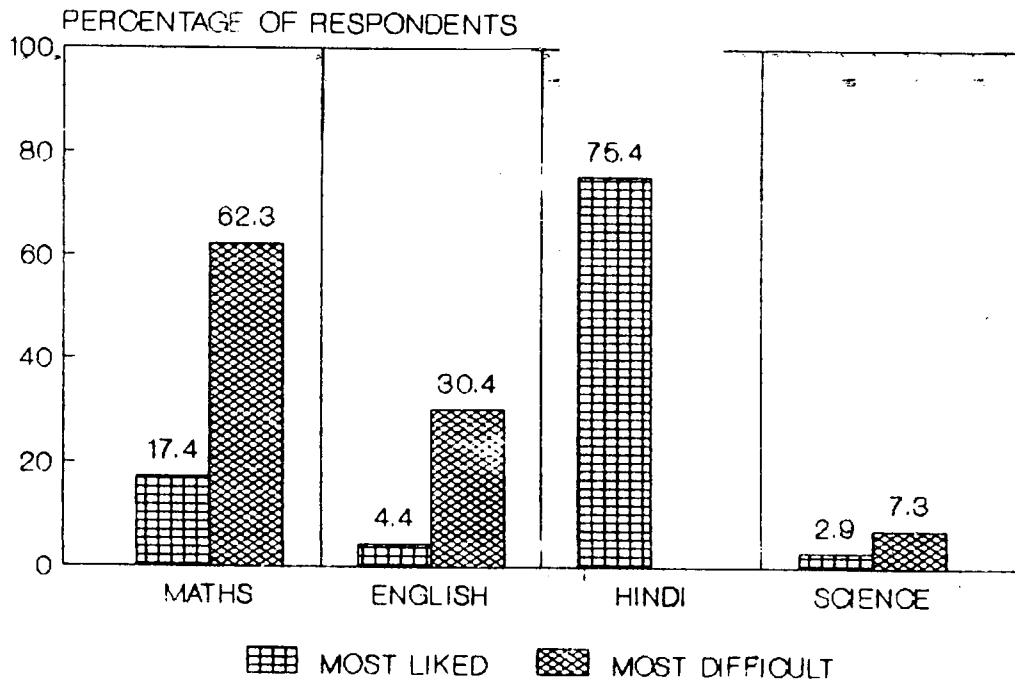


TABLE 3.2.7

DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICULTY

S.No.	Subjects	Subjects Most Liked		Subjects Most Difficult	
		Respondents No.	%	Respondents No.	%
1.	Mathematics	12	17.39	43	62.32
2.	English	03	04.35	21	30.43
3.	Hindi	52	75.36	00	00.00
4.	Science	02	02.90	05	07.25
Total		69	100.00	69	100.00

Table 3.2.7 shows that 75 percent of the total respondents say that they like Hindi the most and 17 percent for Mathematics and 4 percent for English. 62 percent of the total respondents say that the most difficult subject is mathematics and 31 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR HOME FROM SCHOOL

S.No.	Distance	No. of Respondents	%
1.	Close	21	30.43
2.	1 Km.	28	40.58
3.	2 Km.	13	18.84
4.	3 Km.	07	10.15
Total		69	100.00

Table 3.2.8 shows that 71 percent of the total respondents reside within one kilometer of the school whereas 29 percent had to commute 2 or 3 kilometers 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	63	91.30
By Bus	00	00.00
By Cycle	06	08.70
Total	69	100.00

Most of the drop-out girls had been commuting to their respective school on foot 91 percent, only six of them availed of the cycle 9 percent.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	61	88.41
Negative	08	11.59
Total	69	100.00

Table 3.2.10 shows that 88 percent of total respondents had received help from teachers when required indicating positive attitude of teachers towards girls.



TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	No.	Respondents %
Difficulty faced	43	62.32
No Difficulty	26	37.68
Total	69	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	No.	Respondents %
Positive	04	05.80
Negative	65	94.20
Total	69	100.00

94 percent of the total respondents did not fail even once in any examination. This is due to the efforts put by 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=69)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	14	20.29
2. Inability of parents to Provide clothes and shoes	07	10.14
3. Inability of parents to provide books	14	20.29
4. Inability of parents to Provide stationery	13	18.84
5. Inability of parents to provide food	07	10.14
6. Helping parents in occupation	14	20.29
7. Engaged in remunerative employment	02	2.90
8. Domestic work	56	81.16
9. Care of siblings	35	50.72
10. Absence of support services viz. Aganwadi, Balwadi, Creches	00	00.00
11. Early marriage	54	78.26
12. Social taboo on onset of puberty	00	00.00
13. Parental lack of motivation	39	56.52
14. Parental illiteracy	08	11.59
15. Lack of academic support/help from parents/family members	01	01.45
16. School far away	18	26.09
17. Un-attractive school environment	1	01.45
18. Un-suitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00

20. No female teachers	28	40.58
21. Lack of separate schools for girls	23	33.33
22. Teachers negative attitude	00	00.00
23. Failure	05	07.25
24. Illness of family members	02	02.90
25. Own Illness	04	05.80

-----  
Main Reasons for Dropping Out :

1. Domestic work (81.16%).
2. Early marriage (78.26%).
3. Parental lack of motivation (56.52%).
4. Care of siblings (50.72%).
5. No female teachers (40.58%).
6. Lack of separate schools for girls (33.33%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No. Discrimination in	Respondents (n=69)	
	No.	%
1. Food	32	46.38
2. Clothing	18	26.08
3. Toys/Games	41	59.42
4. Books, Magazines, Stationerys	00	00.00
5. Help in studies	27	39.13
6. Ritual and Social visits	05	07.25
7. Opportunities for play	37	53.62

Parental Discrimination

1. Toys / Games (59.42%).

2. Opportunities for play (53.62%).
3. Food (46.38%).
4. Help in studies (39.13%).

As 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.

**TABLE 3.2.15**  
**WORK DONE BY GIRLS AT HOME**

S.No. Activities	Respondents (n=69)	
	No.	%
1. Fetching water	67	97.10
2. Collection fodder & fuel	16	23.19
3. Caring of livestock	15	21.74
4. Making cowdung cakes	32	46.38
5. Caring sibilings	31	44.93
6. Cooking	50	72.46
7. Washing / cleaning utencils	65	94.20
8. Grazing cattle	8	11.59
9. Wage earning activities	0	00.00
10. Agricultural operations	4	05.80
11. Home based production	0	00.00

Main works Done by the girls at Home

1. Fetching water (97.10%).
2. Washing / Cleaning Utencils (94.20%).
3. Cooking (72.46%).

4. Making cowdung cakes (46.38%).

5. Caring of siblings (44.93%).

Discussions with drop-out girls showed that they are used to spend 5 to 6 hours daily on an average on activities like fetching water, collecting fodder and fuel, caring livestock, making cow-dung cakes, cooking, washing and 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 different households of the village spent upto 6 hours helping their parents in economic / wage - earning viz. agricultural operations as working as domestic help in more affluent households of the village.

### CHAPTER 3.3

#### ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households ,120 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	28	23.33
2.	9 - 11	34	28.34
3.	12 - 14	58	48.33
4.	15 +	00	00.00
Total		120	100.00

The table indicates the following:

i) 52 percent of the never enrolled girls belong to primary age group 06-11 years and another 48 percent also belong to the elementary age group 12-14 years.

ii) While 6- 8 year old girls in all the villages should be brought to school , the older girls between 9-14 years should 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=120)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	18	15.00
2.	Inability of parents to provide clothes and shoes	11	09.17
3.	Inability of parents to provide books	18	15.00
4.	Inability of parents to provide stationery	18	15.00
5.	Inability of parents to provide food and medicines	04	03.33
6.	Helping parents in occupation	13	10.83
7.	Engaged in remunerative employment	01	00.83
8.	Domestic work	100	83.33
9.	Care of siblings	47	39.17
10.	Parental lack of motivation	100	83.33
11.	Parental illiteracy	41	39.17
12.	Non-availability of school / NFE centre close to habitation	17	14.17
13.	Un-suitable school timings	00	00.00
14.	No female teachers	00	00.00
15.	No separate school for girls	24	20.00
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.	04	03.33

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

1. Domestic Work. (83.33%)
2. Parental lack of motivation. (83.33%)
3. Care of siblings. (39.17%)
4. Parental Illiteracy. (34.17%)
5. No separate school for girls. (20.00%)

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
120	91 (75.83%)	29 (24.17%)

Figures in parenthesis show percentages. Majority of 76 percent of the never enrolled girls interviewed 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
120	68 (56.67%)	52 (43.33%)

Figures in parenthesis show percentages. About 57 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
120	35 (29.17%)	85 (70.83%)

Figures in parenthesis show percentages. Only about 30 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

	Respondents (n=120)	
	No.	%
1. Ability to read/write	7	05.83
2. Ability to write name	11	09.16
3. Ability to count	20	16.67
4. Can not read/write	82	68.33

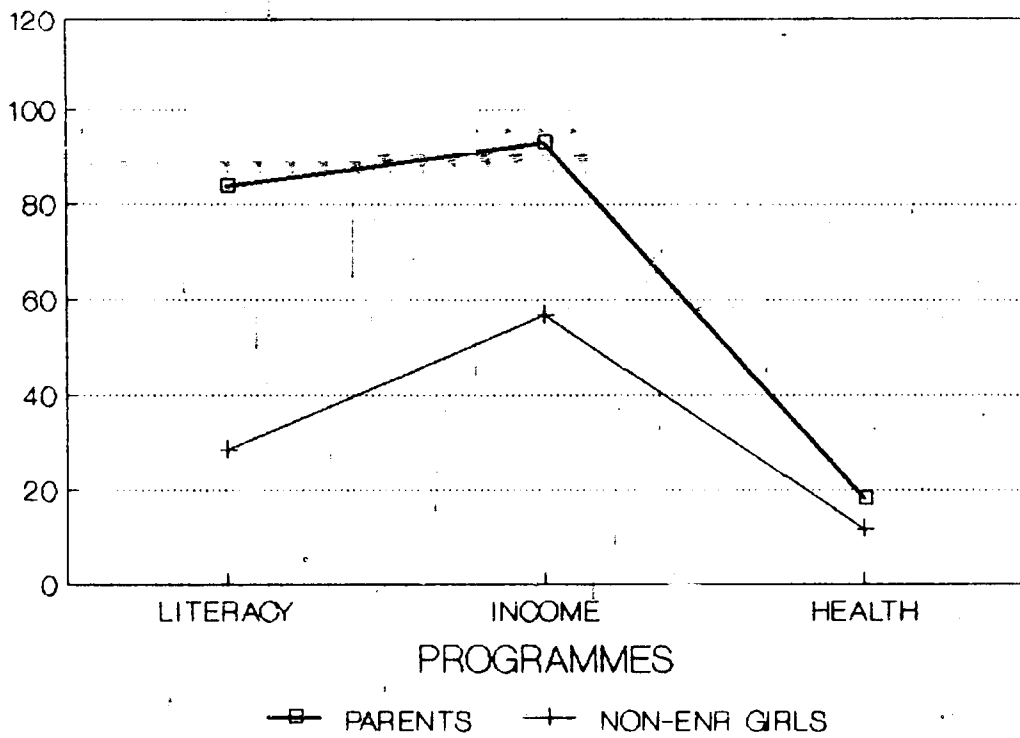
Out of 120 never enrolled, 7 could read and write, 11 could barely write their name and 20 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

Programme	Respondents (n=120)	
	No.	%
Literacy programme	34	28.33
Income generating programme	68	56.67
Health and Nutrition programme	14	11.67

# PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SATNA



The girls expressed their preference for having literacy programmes and income generating programmes largely.

#### 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 care. They spend additional four to five hours in helping cattle grazing, agricultural operations and other home based production activities of the family.

Girls from 09 to 17 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=120) %
1.	Food	28	23.33
2.	Clothing	33	27.50
3.	Toys/Games/Play	56	46.66
4.	Ritual and Social visits	42	35.00

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 03 were females. The age of these teachers ranged between 25-50 years with majority of them belonging to age group 40 and below. The service length of these teachers ranged from 01 to 09 years. Only 1 teachers had more than 10 years as length of service . Two of female and 10 male teachers had JBT qualification.

All the teachers were married except 1 female teacher. Only 6 teachers each had four and five children , 4 had three children, 5 had 2 children and only 1 teachers had one child each. Average number of children per teacher around 3(2.7). Average household size of teachers was around 5. Out of 19 teachers, only 2 lived at a distance of less than 2 kilometer from the school . The rest commuted (largely by bus) from a distance between 3 to 15 Km. (17). About 6 teachers lived at a distance of 3 to 8 Kms. and were using bicycle. .

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	09	47.37
2. Parental education	15	78.95
3. Parental motivation	17	89.47
4. Parental Support like:		

i.	Payment of fees other than tuition fees	05	26.32
ii.	Provision of books and stationery	09	47.37
iii.	Provision of adequate food and clothing	00	00.00
iv.	Creating space and time for studies at home	01	05.26
v.	Provision of academic support (themselves to paid)	00	00.00
5.	Self motivation of the girl child.	02	10.53
6.	Positive attitude of teachers	00	00.00

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Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (89.47%).
2. Parental education (78.95%).
3. Provision of books and stationery (47.37%).
4. Better economic standing of house hold (47.37%).
5. Payment of fees other than tuition fees (26.32%).

TABLE 3.4.2

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

---

Reasons	Respondents (n=19)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	0	00.00
2. Inability of parents to Provide clothes and shoes	0	00.00
3. Inability of parents to provide books	0	00.00
4. Inability of parents to	0	00.00

---

Provide stationery

5.	Inability of parents to provide food	0	00.00
6.	Helping parents in occupation	9	47.37
7.	Engaged in remunerative employment	0	00.00
8.	Domestic work	18	94.74
9.	Care of siblings	17	89.47
10.	Absence of support services viz. Anganwadi, Balwadi, Creches	0	00.00
11.	Early marriage	17	89.47
12.	Social taboos on onset of Poberty	0	00.00
13.	Parental lack of motivation	17	89.47
14.	Parental illiteracy	8	42.11
15.	Lack of academic support/help from parents/family members, others	0	00.00
16.	School far away	3	15.79
17.	Unattractive school environment	0	00.00
18.	Unsuitable school timings	1	05.26
19.	Lack of relevance of curriculum	0	00.00
20.	No female teachers	3	15.79
21.	Lack of separate schools	10	52.63
22.	Teachers negative attitude	0	00.00
23.	Failure	0	00.00
24.	Illness of family members	0	00.00
25.	Own illness	4	21.05

---

Major reasons for dropping out of girls' from school

1. Domestic Work (94.74%).

2. Parental Lack of Motivation (89.47%).
3. Early Marriage (89.47%).
4. Care of Siblings (89.47%).
5. Lack of Separate girls schools (52.63%)..

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	00	00.00
2. Inability of parents to provide clothes and shoes	04	21.05
3. Inability of parents to provide books	04	21.05
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	11	57.89
7. Engaged in remunerative employment	00	00.00
8. Domestic work	19	100.00
9. Care of siblings	18	94.73
10. Parental lack of motivation	14	73.68
11. Parental illiteracy	07	36.84
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	02	10.53
14. No female teachers	01	05.26
15. No separate school for girls	11	57.89
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. Domestic Work (100.00%).
2. Care of siblings (94.73%).
3. Parental lack of motivation (76.68%).
4. No separate school for girls (57.89%).
5. Helping parents in occupation (57.89%).

#### REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARY

Majority of teachers reported domestic work and sibling care as the major reasons for irregular attendance of girls. "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."

#### 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 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. Introduce art and craft
3. Arrange picnics for students

**iii. IMPROVE ACHIEVEMENT**

1. Remedical coaching exclusively for girls

**iv. REDUCE DROP-OUT AMONG GIRLS**

1. Monthly parents teacher association
2. Demands for separate senior school
3. Incentives to all.

**INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES .**

Only 10 out of 19 teachers reported that incentives were not distributed on 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 noon meal scheme, which can easily be supported by a grain rich state like Madhya Pradesh, will definitely attract children from poverty groups.

**MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT**

- i.) To provide separate school for girls.
- ii.) Attendance 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	15	78.95
3. Can improve health and nutritional status of children and other family members	01	05.26
4. Will ensure education of future generations	18	94.74
5. Will make girls and women aware of their rights	04	21.05
6. Helps raise age at marriage and reduces maternal , infant and child mortality	02	10.53
7. Helps in reducing the family size	17	89.47
8. Will prepare girls for leadership roles in society.	05	26.32
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	01	05.26

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (94.74%).
2. Helps in reducing the family size. (89.47%).
3. Develops a positive self image and confidence among girls (89.47%).
4. Prepare girls for economic contribution (78.95%).
5. Will prepare girls for leadership roles in society (26.32%).

TABLE 3.4.5

## DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=19)	
	Agree	%
1. Girls and boys need equal education.	18	94.74
2. Both need to be given equal amount of food.	18	94.74
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.	16	84.21
5. Both should be given the same freedom.	17	89.47
6. Both should be given equal time to play.	19	100.00
7. Both can perform all tasks equally well.	07	36.84
8. Both can have similar occupations.	12	63.16
9. Both have same intelligence and abilities.	07	36.84
10. Men and Women should be paid equal wages for equal work.	18	94.74
11. Husband and wife should take all decisions jointly.	16	84.21
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.	16	84.21

Five main perceptions of parents about gender equality:

1. Both should be given an equal time to play (100%).
2. Both should be given the same freedom (100%).
3. Both need to be given equal health care (100%).

4. Both need the same kind of food (100%).
5. girls and boys need equal education (100%).

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. However, only 16 out of 19 teachers interviewed favour joint ownership of assest.

## CHAPTER : 3.5

### INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

In district SATNA , 01 Educational Administrators including District Primary Education Officer and 02 head teachers of village primary schools, 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 drop-out, reasons for non-enrolment utility of girls education and for gender equality were recorded.

TABLE 3.5.1

S.No.	Facility	Available	Not Available
( n = 6 )			
1.	Playground	5	83.33
2.	Laboratory	1	16.67
3.	Library	3	50.00
4.	Toilets	4	66.67
5.	Separate Toilets for girls	3	50.00
6.	Health/medical checkup in the school	1	16.67

### INCENTIVE SCHEMES

Free uniforms , attendance scholarships for S.C. 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 S.C. students upto senior secondary for all girls.

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	03	50.00
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	01	16.67
v. Provision of academic Support (themselves to paid)	02	33.33
5. Self motivation of the girl child.	02	33.33
6. Positive attitude of teachers	01	16.67

## Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (66.67%).
2. Parental education (66.67%).
3. Better economic standing of households (50.00%).
4. Self motivation of girl child (33.33%).
5. Provision of academic support (33.33%).

TABLE 3.5.3

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

Reasons	Respondents, (n = 6)	
1. Inability of parents to pay extra tuition fee/fund	00	00.00
2. Inability of parents to Provide clothes and shoes	00	00.00
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	03	50.00
7. Engaged in remunerative employment	01	16.67
8. Domestic work	06	100.00
9. Care of siblings	05	83.33
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	05	83.33
12. Social taboos on onset of puberty	00	00.00
13. Parental lack of motivation	04	66.67
14. Parental illiteracy	03	50.00
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	00	00.00
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00



8.	Domestic work	06	100.00
9.	Care of siblings	06	100.00
10.	Parental lack of motivation	05	83.33
11.	Parental illiteracy	02	33.33
12.	Non-availability of school / NFE centre close to habitation	00	00.00
13.	Un-suitable school timings	01	16.67
14.	No female teachers	00	00.00
15.	No separate school for girls	03	50.00
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

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

1. Domestic work (100%).
2. Care of siblings (100%).
3. Parental lack of motivation (83.33%).
4. No separate schools for girls (50.00%).
5. Helping parents in occupation (33.33%).

#### REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARY

Majority of teachers reported domestic work and sibling 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 administrators reported that they make their best efforts in bringing them back to the system.

contribution

3.	Can improve health and nutritional status of children and other family members	01	16.67
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	06	100.00
8.	Will prepare girls for leadership roles in society	02	33.33
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	01	16.67

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (100%).
2. Will ensure education of future generations (83.33%).
3. Prepare girls for economic contribution (83.33%).
4. Develops a positive self image and confidence among girls (83.33%).
5. Will prepare girls for leadership roles in society (33.33%).

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.	06	100.00
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.	01	16.67
8.	Both can have similar occupations.	05	83.33
9.	Both have same intelligence and abilities.	02	33.33
10.	Men and Women should be paid equal wages for equal work.	04	66.67
11.	Husband and wife should take all decisions jointly.	04	66.67
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.	04	66.67

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Five main perceptions of parents about gender equality:

1. Both can be assigned the same duties / responsibilities (100%).
2. Both need to be given equal health care (100%).
3. Both need the same kind of food (100%).
4. Girls and boys need equal education (83.33%).
5. Households work must be shared by all members of household (83.33%)

Administrators are the most equalitarian 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 assets 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

Category	Total	Female	Female as %
Rural	4018	713	17.86
Urban	352	75	21.30
Total	4370	793	18.14

TABLE 3.5.8

PARTICIPATION OF WOMEN IN EDUCATIONAL ADMINISTRATION AT DISTRICT, BLOCK AND SCHOOL LEVEL

Category	Total	Female	Female as %
<b>District Level</b>			
Class I	3	-	00.00
Class II	50	9	18.00
Class III	4356	793	18.20
Class IV	402	61	15.17
<b>Block Level</b>			
Class II	8	2	25.00
Class III	571	76	13.30
Class IV	38	8	21.05

**ANNEXURE 1**

**NUMBER OF STUDENTS IN SCHOOL (7 SAMPLE SCHOOLS)**

S.No.	Communities	Girls	Boys	Total
1.	All Communities	427	221	648
2.	Scheduled Caste	202	108	310
3.	Scheduled Tribe	132	68	200
4.	General	93	45	138

**ANNEXURE 2**

**NUMBER OF TEACHERS (7 SAMPLE SCHOOLS)**

S.No.	Communities	Male	Female
1.	All Communities	17	8
2.	Scheduled Caste	6	2
3.	Scheduled Tribe	8	4
4.	General	3	2

**ANNEXURE 3**

**AVERAGE ATTENDANCE IN PERCENTAGE (7 SAMPLES SCHOOLS) (FEB 1994)**

Class	% Girls	of attendance Boys
I	78.95	83.02
II	74.93	89.02
III	70.11	84.30
IV	81.12	85.49
V	88.89	78.11

## CHAPTER 3.6

### COMMUNITY LEADER

Their age ranged from twenty to sixty years. Only three community leaders were below 20 years. 2 community leaders had no education, 02 had post graduate qualification, the rest had primary to matriculation.

03 out of 07 community leaders interviewed were engaged in agriculture, 02 were daily wage earners, 01 were in service and 01 women community leaders were doing unpaid domestic work.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

	Yes	No
( n = 07 )		
i) Village Panchayat	02 (28.57%)	05 (71.43%)
ii) Mahila Mandals	01 (14.29%)	06 (85.71%)
iii) Political or Social Organisations	00 (00.00%)	07 (100.00%)

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 has 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 enrol and retain girls in schools, were non-committal about their role in the past. However, they all felt that girls education is important and they would, in future, place it high on their agenda.

TABLE 3.6.2

STATE OF INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	01 (14.29%)	06 (85.71%)
ii) For Nomadic Tribe Girls	00 (14.29%)	07 (100.00%)
iii) NFE Scheme	06 (85.71%)	01 (14.29%)

Since the NFE scheme was closed down in Madhya Pradesh due to certain complusion, the community leaders appear to have much knowledge about it. They 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 far as possible.

Only 06 out of 07 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 preferably run by women instructors." Only 02 percent community leaders indicated that they had reservation regarding girls and

boys studying in the same institution and about 03 percent 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 VARIOUR ASPECTS.

Utility	Respondents (n=7)	
	No.	%
1. Develops a positive self image and confidence among girls	05	71.43
2. Prepares girls for economic contribution	05	71.43
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	06	85.71
5. Will make girls and women aware of their rights	03	42.86
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	71.43
8. Will prepare girls for leadership roles in society	06	85.71
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 about utility of girls education:

1. Will prepare girls for leadership roles in society (85.71%).
2. Will ensure education of future generations (85.71%).
3. Helps in reducing family size (71.43%).
4. Prepare girls for economic contribution (71.43%)



5. Develops a positive self image and confidence among girls (71.43%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=7)	
	Agree	%
1. Girls and boys need equal education.	06	85.71
2. Both need to be given equal amount of food.	06	85.71
3. Both need to be given equal health care and medical attention when needed.	06	85.71
4. Both can be assigned same duties/responsibilities.	06	85.71
5. Both should be given the same freedom.	06	85.71
6. Both should be given equal time to play.	06	85.71
7. Both can perform all tasks equally well.	02	28.57
8. Both can have similar occupations.	03	42.86
9. Both have same intelligence and abilities.	00	00.00
10. Men and Women should be paid equal wages for equal work.	02	28.57
11. Husband and wife should take all decisions jointly.	02	28.57
12. Household work must be shared by all members of the household.	02	28.57
13. Assets of the family should be registered in joint names of husband and wife.	02	28.57

Five main PERCEPTIONS about gender equality:

1. Both need the same kind of food (85.71%).

2. Both need to be given equal health care (85.71%).
3. Both can be assigned the same duties/responsibilities (85.71%).
4. Both should be given the same freedom (85.71%).
5. Both should be given an equal time to play (85.71%).

CAUSES FOR NON ENROLMENT OF GIRLS - SATNA

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (95.19%).	1. Domestic work (100.00%).	1. Domestic work (100.00%).	1. Domestic work (84.00%)
2. Parental lack of motivation (74.81%).	2. Care of sibilings(100.00%).	2. Care of sibilings(100.00%).	2. Care of sibilings (71.00%)
3. Care of sibilings (50.74%).	3. Parental lack of motivation (73.68%).	3. Parental lack of motivation (83.33%).	3. No separate school for girls (59.00%)
4. No seprarte schools for girls (28.52%).	4. No seprate schools for girls (57.89%).	4. No seprate schools for girls (50.00%).	4. Parental illiteracy (62%)
5. Parental Illiteracy (26.67%).	5. Helping parents in occupation (57.89%)	5. Helping parents in Occupation (33.33%).	5. Inability of parents to provide clothes and shoes(42%)
6. Helping parents in occupation (13.33%).	6. Parental illiteracy (36.84%)	6. Parental illiteracy (33.33%)	6. Parental Lack of motivation (40.00%).
7. Inability of parents to pay extra tuition fee / fund (11.11%).	7. Inability of parents to provide cloths and shoes. (21.05%).	7. Inability of parents to provide cloths and shoes. (16.67%).	7. Helping Parents in occupation (35.00%).
8. Inability of parents to provide books (10.74%).	8. Inability of parents to provide books (21.05%).	8. Inability of parents to provide books (16.67%).	8. Inability of parents to provide books (25%).
9. Inability of parents to provide stationery (10.74%)	9. Un-suitable school timings (10.53%).	9. Un-suitable school timings (16.67%).	9. Unsuitable school timings (12.00%).

CAUSES FOR DROPOUT AMONG GIRLS - SATMA

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (91.48%).	1. Domestic work (94.74%).	1. Domestic work (100.00%).	1. Domestic work (92.00%).
2. Early Marriage (91.85%).	2. Parental lack of motivation (89.47%).	2. Early marriage (83.33%).	2. Care of sibilings (91%).
2. Parental lack of motivation (74.44%).	3. Early marriage (89.47%).	3. Care of sibilings (83.33%).	3. Lack of Support services (88.00%).
3. Care of sibilings (51.85%).	4. Care of sibilings(100.00%). (73.68%).	4. Parental lack of motivation (66.67%).	4. Helping parents in occupation (66.00%).
5. Parental Illiteracy (31.85%).	5. Lack of separate schools (52.63%).	5. Lack of separate schools (50.00%).	5. Lack of Seprate schools for girls (65%).
6. School far away (27.41%).	6. Helping parents in Occupation (47.37%).	6. Parental illiteracy (33.33%).	6. Parental illiteracy (42.00%).
7. Lack of separate schools (26.67%).	7. Parental Illiteracy (42.11%).	7. Helping parents in occupation (50.00%).	
8. Inability of parents to provide books (11.11%).	8. School far away (15.79%).	8. Enagaged in remunerative employment (16.67%).	
9. Inability of parents to pay extra tution fee / fund (10.37%).	9. Lack of separate schools		
10. Inability of parents to provide food & stationery (10.37%).			

PERCEPTION OF UTILITY OF GIRLS EDUCATION - SATNA

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADER (7)
1. Will ensure education of future generations (74.44%)	1. Will ensure education of future generations (94.44%)	1. Helps in reducing the family size (100.00%).	1. Will prepare girls for leadership roles in society
2. Helps in reducing the family size (51.11%).	2. Helps in reducing the family size (89.47%).	2. Will ensure education of future generations (83.33%)	2. Will ensure education of future generations (95.71%)
3. Prepare girls for economic contribution (37.78%).	3. Develops a positive self image and confidence among girls (89.47%).	3. Prepare girls for economic contribution (83.33%).	3. Helps in reducing the family size (71.43%).
4. Develops a positive self image and confidence among girls (16.67%).	4. Prepare girls for economic contribution (78.95%).	4. Develops a positive self image and confidence among girls (83.33%).	4. Prepare girls for economic contribution (71.43%).
5. Will prepare girls for leadership roles in society (02.59%)	5. Will prepare girls for leadership roles in society (26.32%)	5. Will prepare girls for leadership roles in society (33.33%)	5. Develops a positive self image and confidence among girls (71.43%).
6. Helps raise awareness at marriage and reduce maternal, infant and child. (02.59%)	6. Will make girls and women aware of their rights. (21.05%).	6. Will make girls and women aware of their rights. (33.33%).	6. Will make girls and women aware of their rights. (42.86%).
7. Will make girls and women aware of their rights. (01.85%).	7. Helps raise awareness at marriage and reduce maternal, infant and child. (10.53%)	7. Will prepare girls for Participation and decision process in all works. (16.67%).	

GENDER EQUALITY : PERCEPTION - SATMA

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADER (7)
1. Both need the same kind of food (98.52%).	1. Girls and boys need equal education (100.00%).	1. Girls and boys need equal education (100%).	1. Girls and boys need equal education (85.71%).
2. Both to be given equal health care (97.04%).	2. Both need the same kind of care (100.00%).	2. Both need the same kind of food (100%).	2. Both need the same kind of food (85.71%).
3. Girls and boys need equal education (74.38%).	3. Both need to be given equal health care (100.00%).	3. Both need to be given equal health care (100%).	3. Both need to be given equal health care (85.71%).
4. Both should be given the same freedom (63.70%).	4. Both should be given the same freedom (100.00%).	4. Both can be assigned the same duties/responsibilities (100%).	4. Both can be assigned the same duties / responsibilities. (85.71%).
5. Both should be given an equal time to play (61.11%).	5. Both should be given an equal time to play (100.00%).	5. Both should be given the same freedom (83.33%).	5. Both should be given the same freedom (85.71%).
6. Men and women should be paid wages for equal work.	6. Both can be assigned the same duties / responsibilities. (94.74%).	6. Both should be given an equal time to play (83.33%).	6. Both should be given an equal time to play (85.71%).
7. Both can be assigned the same duties / responsibilities. (38.89%).	7. Men and women should be paid wages for equal work. (94.74%).	7. Both can have similar occupations (83.33%).	7. Both can have similar occupations (42.86%).
8. Both can have similar intelligence and abilities. (25.19%).	8. Husband and wife should take all decisions jointly. (84.21%).	8. Household work must be shared by all members of household (83.33%).	8. Both can perform all tasks equality well (28.57%).
9. Both can perform all tasks equally well. (21.11%).	9. Household work must be shared by all members of households (84.21%).	9. Men and women should be paid equal wages for equal work (66.67%).	9. Men and women should be paid equal wages for equal work (28.57%).
10. Assents of the family should be registered. (11.11%).	10. Assents of the family should be registered. (84.21%).	10. Husband and wife should take all decisions jointly. (66.67%).	10. Husband and wife should take all decisions jointly (28.57%).
11. Husband and wife should take all decisions jointly.	11. Both can have similar Occupation. (63.16%).	11. Assents of the family should be registered. (66.67%).	11. Household work must be shared by all members of household (28.57%).
12. Household work must be shared by all members of households (07.41%).	12. Both can perform all tasks equally well (36.84%).	12. Both can have similar intelligence and abilities (33.33%).	12. Assents of the family should be registered (28.57%).
13. Both can have similar intelligence and abilities (04.07%).	13. Both can have similar intelligence and abilities (36.84%).	13. Both can perform all tasks equality well (16.67%).	

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Parental motivation (85.19%).	1. Parental motivation (89.47%).	1. Parental motivation (66.67%).	1. Parental motivation (52.00%).
2. Better economic standing of house hold (75.93%).	2. Parental education (78.95%).	2. parental education (66.67%).	2. Better economics standing (49.00%).
3. Parental education (30.00%).	3. Provision of books and stationery (47.37%).	3. Better economic standing of household (50.00%).	3. Self motivation (44.00%).
4. Self motivation of girls child (13.70%).	4. Better economic standing of household (47.37%).	4. Self motivation of girl child (33.33%).	4. Parental education (41.00%).
5. Provision of adequate food and clothing (11.85%).	5. Payment of fees other than tuition fees (26.32%).	5. Provision of academic support (33.33%).	5. Provision of academic support (40%).
6. Creating space and time for studies at home (05.19%).	6. Creating space and time for studies (05.26%).	6. Positive attitude of teachers (16.67%).	
7. Provision of books stationery (02.96%).		7. Creatin; space and time for studies at home (16.67%).	
8. Payment of fees other than tuition fees (02.59%).			
9. Porvision of academi support. (00.74%).			

## CHAPTER IV

### Major Findings and Recommendations

#### Findings

#### 1. Mapping out gender disparities in access, enrolment and retention

1.1 There are many areas and habitats that are unserved in the district.

1.2 Forty two percent (42%) of those enrolled at primary level are girls. SC Girls form Forty one percent of those enrolled at primary stage showing positive response to the incentives offered to SC children. 36.12% girls of the total ST children were enrolled at primary level, calls for more inputs for ST girls.

1.3 The retention rate in class I-V is 92.12 for girls, 85.72% for SC girls and 69.87 for ST girls. Hence it is the SC, ST girls that need more attention.

1.4 The problem of access is mainly in villages which are schoolless and where the terrain is unfriendly, large villages and caste wise concerned habitats have problem of access.

1.5 In the 270 sample households in Satna there were 391 no. of girls in the age group 7-14.

1.5.1 Out of these 145 (37%) were attending school 178 (46%) were never enrolled 68 (18%) had dropped out of school for one reason or the other.

1.5.2 Out of these 124 enrolled in primary classes, 74 (48%), are in the age group 7-10 years and 48 (31%) were in the age group 11-14, years. This finding is largely in line with the estimated average phenomenon of 20% at the primary level.

1.5.3 Out of the 203 never enrolled girls, 109 (54%) belongs



to the age group of 7- 10 and 69 ( 34%) were between 11-14 years.

1.5.4 Out of the 61 dropout from the primary classes, 8 from the middle stage of the 69 who dropped out, 9 girls (13%) were of 7-10 years and the rest 51 ( 74 %) were 11-14 years.

**2. Identification of causes for non enrolment and dropout of girls and propose effective districts/level specific strategies for improved enrolment and retention.**

2.1 Factors contributing to Girls Enrolment and Retention are

2.1.1 Parental education levels

2.1.2 Parental Motivation specifically Mother's Motivation.

2.1.3 The economic status of the household when better enables the parents to meet extra tuition costs, give adequate food and clothing , books , stationery , space and time for studies at home.

2.1.4 The support extended by parents with the academic work.

2.1.5 Self motivation of the girls.

2.1.6 Positive attitudes of the teachers.

**2.2 Never Enrolled Girls.**

2.2.1 The household chores , care of siblings, helping parents in occupation, their being gainfully employed were the major factors for not being enrolled. The education also means expenditure in the form of tuition fees which posed as a barrier in addition to the parents illiteracy.

2.2.2 All never enrolled girls had illiterate mothers and only 43% fathers had primary education.

2.2.3 Majority of non enrolled girls belong to the families with annual income of less than 1000 p.a. About 38% of them came from S.C.families and 53% form S.T. families.

2.2.4 . . . Most of the never enrolled girls had first, second, or . . . third birth order.

2.2.5 Majority of these girls were from medium or large size families or big households.

2.2.6 These girls were involved in hard work in the sphere of income serving or income generating areas.

2.2.7 Most of them felt that parents discriminated against them in matters of food,play health care and educational opportunities.

2.2.8 91% out of all never enrolled girls would like to study , join school & learn some income generating skills.

### 2.3 Dropout amongst girls

2.3.1 Parental illiteracy lack of parental interest and parental economic status pushed girls out of schools at a faster pace , domestic work remunerative work in the agricultural operations , precipitated girls dropout .Sibiling care and far off distance to school forced girls to drop-out.

2.3.2 Culttural factors such as social taboos,early marrige , family traditions and discrimination towards girls was evident.

2.3.3 Lack of support services such as Anganwadis , Balwadis & Creches was observed . There was a paucity of female teachers in the district. There were only 342 (11.44%) female teacher . . .

2.3.4 Parental educational status had a direct correlation with drop-out girls.

2.3.5 Drop-out phenomena was also related to birht order . It

was observed that the majority of dropouts had first or second birth order.

2.3.6 About 68% dropout girls belong to families having household income below ₹2000. Some girls in the higher income groups also dropped out of school when their marriages were settled or they were married. This was as desired by the inlaws.

2.3.7 Majority of the dropouts were from SC/ST families.

2.3.8 Dropouts reported to have liked their school and teachers, subject they enjoyed was mostly Hindi and social science and Mathematics was the most disliked subject. Thus the socio cultural and economic factors exert a pull out effect, while caste, poverty, gender and domestic configuration precipitate this.

2.3.9 83% of the dropout girls were willing to go back to school or continue their education in one form or the other.

### 3. Situation of girls in Satna

3.1 In Satna district women form 48% of the population.

3.2 Sex ratio is adverse in Satna district being 918 according to 1991 census. The sex ratio is lowest, 895 females per 1000 males in Majhgawan Block and is 955 in Ramnagar Block.

In the 0-6 age group sex ratio for Satna district is 939 girls per 1000 boys. The Lowest being 918 in Majhgawan Block, next being 926 girls per 1000 boys in Rampur Baghelan Block.

3.3 The practice of sex selective abortions is not uncommon in villages in Satna. Female mortality is much higher than male mortality. In all age groups upto the age of 35 but it is

specially higher in 0 - 6 age group.

3.4 Decadal population growth in 1981-91 was 126.79 compared to 114.32 of Kerala.

3.5 The General Marital Fertility rate was 197 in Satna for 1981.

3.6 IMR was 181 for total in Satna District where as female child Deaths by age 2 was 200 and excess of female child deaths over Male child deaths by age of 5 was 8.66 for the year 1981.

3.7 Mean age of marriage for currently married females in Satna district was 14.8.

3.8 Field observations show that there are a number of socio cultural practices ,detrimental to the status of women in the district Satna . The indignities precipitated on women begin from birth and end in death. There is a strong son preference, girls are denied basic human rights and lead a subhuman existence which has lead to a very low self esteem and low evaluation by women themselves. There is gross discrimination within the family in the sphere of food, health, medical care and opportunities . From early childhood , girls are drawn in the domestic and related activities and are taught to value livestock,crop and domestic care above themselves,which they seem to believe,Early marriage , dowry,wife bashing , no rights to wages earned,denial of property rights was obvious.

3.9 The field data reflects that migration and nuclearisation of family has added to the plight of women. They have to leave younger children to be taken care of the girls.

3.10 The parents would like to give equal food , equal education

& health care to their children by and large in situation of plenty. Almost 70% parents feel that boys and girls have equal intelligence and ability. Very few parents agreed to giving equal freedom to boys and girls. Most parents thought that boys and girls cannot be given equal time to play nor did they think that both can be given the same duties/responsibilities nor did they think that boys and girls can perform all tasks equally well or have the same occupations. Joint registrations of assets in the names of husband and wife was not acceptable to more than 02 percent.

Most parents agreed in principle that household work should be shared by men & women equally but in practice it was not observed. Dropout and never enrolled girls were of the view that their parents discriminated against them in matters of food, clothing, health care, play and educational opportunities. Data reveals that parents had low occupational and educational aspirations for their daughters as compared to their sons.

3.11 The teachers were of the view that both boys and girls should have equal food, education, wages, and that they have equal intelligence and ability. The teachers agreed that by and large boys and girls should be given equal time to play and that they can be assigned same duties and responsibilities and they can have same occupation. Most teachers were of the view that household work should be shared, equally that decisions in the family should be taken collectively. Only 15 percent of the teachers were in the favour of joint ownership of assets.

3.12 Community leaders agreed that boys and girls should be given equal education, food, medical and health care. Most of them

agreed that boys and girls were equal in intelligence and abilities. For equality in terms of performance task, Only 17 percent expressed favourable opinion. Joint ownership of family assets also did not find favour with majority of community leaders. Giving equal freedom equal time to play and aspiring for the same occupation was not favoured by 22 percent of community leader.

3.13 Administrators had the most equalitarion views. They favour equality between ,boys and girls regarding education , food , health, equal wages, family decision makings and household work. They were also of the view that both boys and girls should have equal freedom, equal abilities and intelligence , equal tiem to play , can be assigned equal responsibilites. They favoured the joint ownership of assets by husband and wife . With these ,views a positive change in the society can be expected as these administrators can act as catalyts and bring for an equalitahian society.

#### 4 Collection of information on gender bias in text books and curriculum transaction.

4.1 Text books should be reviewed to identify gender bias in the text and supporting pictorial presentation.

4.2 Gender role perception of teachers and administrators show that the need senritization.

5. Identification supportive community structures such as women groups , VECS , Panchayats , PTA's , Teacher Organisations, Youth clubs , supportive of UPE amongst girls are:

5.1 There are hardly any supportive Community Ventures in

Sohawal Block of Satna District. Teachers organisation are there but it looks after their own interest. Panchayat have shown some interest in school building and management, VEC's are non-existent thus supportive community, infrastructure should be energized with the immediate effect. There are 649 non formal education centres in the district.

**6. Identification and facilitation of convergence of services of different departments for UPE among girl's (focal areas ECCE, Health and support Services).**

6.1 There is lack of coordination between various departments. This adversely affects women and girls.

6.2 There are 346 anganwadis for a child population of 301169 (0-6 age group).

6.3 Block wise position shows coverage of 0 - 6 age group ranging from 30% Sohawal block to 0% in Ramnagar block.

6.4 The district needs more anganwadis and they should be inclose vicinity of the school. Anganwadis should be made more functional and linked with non-formal education and should be made centres of non-formal education.

**7 Availability of educational (books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.)**

7.1 The Scheduled Tribe and Scheduled Caste girls are given more incentives in the form of free text books, stationery, uniform, attendance prizes. This increases their enrolment rate in addition the children of Nomadic tribes get an allowance of ruppee 1.00 / per school day and Denotified tribes children get attendance scholarship. Dattake Putri Yojna, mid day meals father less girls scholarships is being provided in some blocks.

7.2 Maximum number of respondents have recommended that incentives should be made available to girls irrespective of caste and creed.

#### 8. Participation of women in Teaching and administration.

8.1 In Satana district 11.44% of the total primary teachers (1992-93) were female teachers . Out of the 2991 teachers in the district only 342 were female teachers.

8.2 The absense of woman teachers in the district has a far reaching ripple effect . Parents are reluctant to send their daughters to male single teacher own schools.

8.3 The district DD,AD and the BEO were males. Out of the nineteen teachers interviewed only two were females . Women were visible in the class III and class IV employees. Satna district should be taken on top priority for women's participation in education and fresh recruitments must be of women teachers.

#### 9 Development of State / District Level Monitoring and Evaluation Frame Work.

9.1 (To be done under MIS) As soon as all data is analyzed, indicators for monitoring girls education and women's empowerment shall be developed.



## SUGGESTED INTERVENTIONS

### ADMINISTRATIVE MEASURES

(1) A Conscious effort should be made for the implementation of compulsory Primary Education Act especially for girls at war footing.

(2) All single teacher's schools should be converted to multiple teachers schools, as soon as possible and there should be women teachers in schools.

(3) Wherever the community has demanded Middle School for girls , it should be opened.

(4) Hostle facilities for SC/ST and OBC girls should be provided at Middle and High school level , to encourage rural women , so that they emerge as future teachers and development workers.

Day care/Day boarding schools should be started for scattered population .

(5) All out efforts should be made to bring girls into the schools.

(6) Wherever the enrolment performance of girls is cent percent , those panchayats and techers should be awarded, DD,AD and BEO should quote examples of teachers in schools that promote enrolment of girls.

(7) More schools are needed in the area where ,the terrain is unfriendly or the area is isolated or unserved.

(8) Slum areas though in the urban vicinity needs special attention , girls at a very early age are pulled into the urban folds as domestic servants and hence deprives them of educational benefits.

(9) Formal / non-formal / distance education should be provided for Middle and High School level . These should be continuity in education , though one or the other means.

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

(11) Schools should be upgraded from Primary to Middle and Middle to High school wherever possible , so as to reduce the dropout rate amongst the girls.

(12) Rural girls should be provided hostel facilities and free boarding at secondary educational level. Book banks , writing materials , libraries, reading materials etc. should be made available to girls.

(13) School timings and examination schedules should be flexible and recasted to suit the agriculture demand . This will result in better attendance.

(14) Parents should be involved in school administration and encouraged to take interest in school activities , functions and in the progress of their wards.

(15) General disaggregated data relating to education as an indicator of disparities should be evaluated to monitor progress towards general equality.

### **Teachers**

(1) More women teachers should be appointed on top priority. Educated girls and daughter-in-laws of villages can be appointed as teachers in schools or instructors in NPE centres. There should be relaxation in terms of age and qualification for the appointment of local women teachers.

(2) Women should be given effective representation in District/Block/School administration and functioning. Women should be inducted in the JD, AD, DD and BEO levels. At least one woman should occupy any of these posts.

(3) Teachers should be asked to find out reasons for absence of girls from schools.

(4) There is a much felt need amongst teachers for orientation on girls education and women empowerment related issues. The teachers training course should include gender studies.

(5) More rural women teachers should be encouraged to enhance their qualifications.

(6) Teacher should be provided residential accommodation in the village itself. Accommodation and full security should be ensured.

(7) Teacher organisations should include UPE of girls in their action program.

### **Incentives**

(1) Govt. should provide more funds for incentives. Incentives should be given to all needy children irrespective of caste and creed.

(2) To improve enrolment of girls to schools, incentives should

be provided to them at par with SC & ST students.

(3) Quality and Quantity of incentive should be enhanced so as to draw girls from poor families.

(4) Uniforms/winter uniforms should be provided.

(5) Nutrition programme should be introduced in schools. These should be maintained by mahila mandals which can save as an agency for change in the community young growing girls need extra nutrition at this phase of life.

(6) Transport facilities should be provided for girls, free of cost, so that girls can go to nearby high schools to continue their education.

### Curriculum

(1) Textbooks should be analysed and gender bias in its content identified and eliminated.

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

(3) The curriculum should be revised to include more extra curricular activities for girls, especially sports and adventure.

(4) The girls and boys should be taught vocational skills as well as household work related activities equally.

(5) Teachers should give extra time so that girl students can make up for their deficiencies.

Extra attention and coaching should be given to students who are first generation learners.

(6) Income generating programmes should be included in the school curriculum which will help students in acquiring vocational

skills. Such programmes and vocational education should be specially developed for women and adolescent girls as part of non formal educational programmes.

#### Support Services.

(1) Efforts should be made to reduce the burden of household work and care of siblings from the girls. Mothers should be motivated and encouraged to reduce this burden from their daughters.

(2) Support services like creches, Balwadis, Anganwadis, Khelgar should be provided in the Paras and Badas and Basti so that parents are motivated to send their daughters to schools. Mobilisation of parents and community for Girls Education and Women's Empowerment.

(1) Literacy of the parents is a basic prerequisite in making parents understand and value education. Mothers literacy is of prime importance and should be attended to. Literacy campaign should be launched in the area, and this should be done in a phased manner.

(2) Parental awareness regarding education of girls should be created. The community should be enlightened about importance of girl education, teachers should carry out awareness campaigns.

(3) Parents should be involved in solving the problems of the girl child. There should be more interaction between the parents and teachers.

(4) To create an awareness in the community regarding the importance of girls education through media, local meeting involvement of public relation department health department, social welfare department.

(5) Utilisation of Mahila Mandal VEC's and Panchayat for gender related issues Orientation of parents , Community leaders towards the importance of raising the status of girl child and women.

(6) All out efforts should be made to raise age of marriage , early marriages must be discouraged . Legal and health aspects of girls age at marriage should be highlighted.

(7) To encourage UPE , local volunteers specially the women folk as daughters and daughter-in-laws should be encouraged in the process in the UPE.

(8) District administration should adopt study villages as ideal villages for removing gender bias in education and for women's empowerment.

(9) Practices detrimental to dignity and status of women and girls like dowry, child marriage, abusive language , physical violence , should be discouraged.

(10) Legal help should be made available to women in the villages.

(11) Mahila Mandal should be started where these do not exist and village women should participate in education and social welfare activities organised from time to time.

Mahila Mandals should be given enough powers to supervise primary education. Mahila Mandal should be energised with some income and awareness generating schemes . Members of Mahila Mandals should involve themselves in organising various programmes of girls education.

(12) Posters and advertisements regarding sex determination should be banned . The practice should be checked so as to enhance sex

ratio.

(13) Mahila Mandals , NFE Centers should be provided with space by the community for the education of girls. The volunteers should be provided for the same.

(14) The cooperation of VEC and village panchayat should be taken by the education authorities and other social welfare agencies in the village should be involved to encourage access and check dropout and non enrolment of girls.

(15) Village education communities should be made functional Women should be actively involved in solving the problems of non-enrolment , retention and achievement, UPE issues should be discouraged in the village panchayats.

(16) Youth clubs , Nehru Yuvak Kendra should open its branch in every village and this organisation can play a vital role in universal primary education framework in the vilage.

(17) Teachers and teacher organisation should be involved to ensure success of girls in primary education by achieving enrolment targets.

## APPENDIX I

### NATIONAL POLICY ON EDUCATION-1986 AND PROGRAMME OF ACTION - 1992 RECOMMENDATIONS FOR EDUCATION FOR WOMEN'S EQUALITY.

#### Education for Women's Equality

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

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



## 1. Education for Women's Equality

### 1. Preface

1.1.1 Education for Women's Equality is a vital component of the overall strategy of securing equity and social justice in education. Paras 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statements on the intervening and empowering role of education. Inter alia, they emphasise the provision of special support services and removal of factors which result in discrimination against women at all levels of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality it can hardly be improved upon. What is sought to be done is to modify the contents of the POA wherever appropriate. What comes out clearly is the need for will to implement and institutional mechanisms to ensure that gender sensitivity is reflected in the implementation of educational programmes across the board. Education for Women's Equality is too important to be left to the individual commitments or proclivities of persons in charge of implementing programmes. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

### 2. Present Situation

1.2.1 According to the 1991 census female literacy rate is 39.42% compared to 63.86% for males. The number of female illiterates at 197 million is more than male illiterates by 70 million even though the female population is less than the male population by 32 million. There are significant rural urban disparities among women rural female literacy is about half of urban female literacy. A striking finding is that for every 100 girls in class I in rural areas, there are only 40 in class V, 18 in class VIII, 9 in class IX and only one in class XII the corresponding figures for urban areas being 82, 62, 32 and 14. If ten to twelve years of general education is the basic requirement for entrance into technical and professional education, rural girls would therefore stand excluded. An overwhelming proportion of vocational higher and technical educational facilities are located in urban or semi-urban areas. Participation of girls in this sector continues to be low and gender stereotyped. Similarly, proportion of women and girls in engineering and agriculture based courses is woefully low.

1.2.2 This compounded by the fact that the proportion of women teachers in the low literacy States is extremely poor. The percentage of women teachers at the primary and middle schools is 21% and 23% in rural areas and 56% and 57% in urban areas.

1.2.3 It is therefore imperative that the entire educational system is alive to the gender and regional dimensions of educational disparities.

### 3. Policy Parameters and Strategies

1.3.1 In pursuance of NPE the main features of the implementation strategy will consist of the following:-

- (i) to get the entire education system to play a positive interventionist role in the empowerment of women.
- (ii) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors.
- (iii) to widen women's access to vocational, technical and professional education at the levels breaking gender stereotypes.
- (iv) to create a dynamic management structure that will be able to respond to the challenge posed by this mandate.

### 4. Plan of Action

1.4.1 Strategies outlined below deal primarily with operational details regarding implementation of the POA.

(i) All the Bureau of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc. Will also prepare similar action plans, part IV, para 4.1 to 4.3 of the NPE and Chapter XII of the POA will form the guiding principles for the action plan.

(ii) A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action. This will be done by August, 1993.

(iii) Similar monitoring units/bureaus will be set up at the state level.

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

## 5. Empowerment of Women.

1.5.1 Education can be an effective tool for women's empowerment the parameters of which are:-

- \* enhance self esteem self confidence of women;
- \* building a positive image of women by recognizing their contribution to the society, polity and the economy;
- \* developing ability to think critically;
- \* fostering decision making and action through collective processes;
- \* enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- \* ensuring equal participation in developmental process;
- \* providing information, knowledge and skill for economic independence;
- \* enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

1.5.2 The following measures will be taken for achievement of the above parameters and the concerned bureaus and institutions will report on progress as stated in para 4.1 above :

(i) Every educational institution will take up active programmes of women's development.

(ii) 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 programmes will be designed with the assistance of concerned organizations and women's groups.

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

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

(v) 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.

removing sex bias from textbooks and training of trainers / teachers. SCERT and concerned State level boards and institutions will initiate similar work.

(vi) Funds would require to be earmarked in all education budgets for such awareness and advocacy related activities.

## 6. Research and Women's Studies

1.6.1 Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social technological and environmental change, their struggles and aspirations conceptual obstacles that make them invisible in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination and thus empower women to achieve effective participation in all areas of national or international development. The four dimensions to be supported are:

(i) Research to advance the frontiers of knowledge develop human resources and produce teaching/learning material in pursuit of the above aims.

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

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

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

1.6.2 Special efforts will be made to make the Women's studies Centres set up in 20 universities and 11 colleges to become more effective through intensive training of their staff Eminent institutions and well known women's organizations will be involved in the process of revitalizing existing centres / units and helping in the establishment of new ones.

1.6.3 Networking between different institutions for research extension and information dissemination has demonstrated high cost-effectiveness as well as potential for coordinated growth. Such networks will be initiated to increase output of quality teaching materials especially in regional languages, training and curriculum design and decentralized area-specific models of intervention.

1.6.4 Foundation course should be designed and introduced for undergraduates with a view to promote objectives of empowerment of women. This will be done within the 8th plan period.

1.8.1 Improvement of girls' access to technical, vocational and professional education requires a national programme to introduce and strengthen Science and Mathematics teaching in all girls schools. A special scheme will be designed to meet the shortfall of science and Mathematics teachers in girls schools. Serious efforts should be made by the Centre and State Planners, Curriculum developers, and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary precondition to encourage participation.

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

1.8.3 Information about credit banking entrepreneurial abilities will be developed in technical and vocational institutions. The apprenticeship scheme will be strengthened to increase the coverage of women.

## 9. Media

1.9.1 The electronic print and traditional media will be used to create a climate for equal opportunities for women and girls. It will thus play a complementary and supportive role in awareness generation, dissemination of information and communication. Given the fact that almost all rural areas are covered by radio, special efforts will be made to utilize this medium to reach out to women.

## 10. Management Structure at Centre and State Level

1.10.1 Women's cells should be set up forthwith in all Central and state agencies concerned with curriculum development, training and research.

1.10.2 A Monitoring cell will be set up within the Planning Bureau of the Department of Education Ministry of Human Resource Development. Similar units in the states should take responsibility for monitoring and evaluating progress.

1.10.3 A high level Inter Ministerial Committee will be constituted by the Department of Education, MHRD to:-

(i) review implementation of POA on a continuing basis;

(ii) advise the government on policies and programmes related to girls education;

(iii) activate planning mechanisms in consultation with

2.2.5 For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.

2.2.6 It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enrol all school-age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken.

Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

#### (b) Participation

2.2.7 Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of scholarships, uniforms, textbooks, stationery and mid-day meals.

2.2.8 All schools, NFE centres and preschool centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for operation Blackboard and for achieving Minimum of levels Learning (MLL).

2.2.9 Operation blackboard shall cover within a period of two years all schools in tribal areas and Harjan Bastis irrespective of the date on which the school was set up.

2.2.10 The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools.

#### (c) Achievement

2.2.11 Children from tribal communities will be taught through the mother tongue in the earlier stages in primary school. Teaching / learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.

2.2.12 The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material will be re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learner's dialect are different.

2.2.13 It will be ensured that MLL already set up for primary schools will be achieved, that the necessary standards of Rs.3/- are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL will be implemented.

2.6.3 In order to encourage SC/ST students to become teachers special courses integrating secondary, senior secondary and professional training will be devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher.

2.6.4 . . . Whenever possible husband-wife teams will be posted as teachers in tribal areas. This will ensure high participation by such teachers in school education.

## 7. Additional Measures

2.7.2 Education in tribal areas should be linked with outdoor activities. Many tribal children excel in sports, games and other out-door activities. Such talent must be identified and nurtured. Adequate coaching will be provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships will be provided for such students paying special attention to their dietary requirements.

2.7.3 There is need for improvement in the standards of hostels for SC/ST students. Special attention has to be paid to the nutritional need of the students. As far as possible hostels concerned in or around the vicinity of the school/college where the girls are enrolled and adequate security measures should be provided. Hostels should preferably be run by Non-Governmental Organisations (NGOs).

## 9. Monitoring

2.9.1 In addition to the monitoring by the existing scheme, monitoring of education in SC/ST areas will be entrusted to the local community/village education committee with adequate representation of SC/ST members specially women. The local community will take the total responsibility of planning the educational facilities in SC/ST areas.

2.9.2 In most of the States and at the Centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and Ashram Schools for SC/ST are being implemented by the Welfare Departments, While the Departments of Education run programmes of setting up of schools, appointment of teachers preparation of textbooks curriculum, etc. which cater to SC/ST students as a part of the general programmes of the Education Departments. It would therefore be appropriate that the monitoring is done by the respective departments implementing the programmes. The joint Monitoring System developed for this purpose by the Ministry of Human Resource Development, Ministry of welfare and Planning Commission will be taken up earnestly.

2.9.3 In some States, educational institutions for scheduled Tribes are being run by agencies other than the Education Department. It is better that these are managed by Department of Education.

## 10. Evaluation of Scheme

2.10.1 A number of evaluation studies have been conducted on the implementation of Centrally sponsored schemes as well as schemes of the State Governments. For example, in the recent past the post-matric scholarship scheme has been reviewed by the Department of personnel and by NIEPA. Pre-matric scholarship schemes of the State Governments have been evaluated by NCERT. The Girls' Hostel scheme was reviewed by three research organisations under the scheme of evaluation of the Department of Education. Many studies have also been conducted under the programmes of assistance of Ministry of Welfare, NIEPA, NCERT, Tribal Research Institutes, etc. But there does not seem to be a proper follow up of the reports.

2.10.2 What is needed is a systematic documentation and utilisation of the findings of the reports for taking corrective action.

## 3. Minorities Education

3.4.9 Studies and surveys to be commissioned on selective basis by Research Organisations, Universities and other Central and State Agencies (Action: Department of Education-Centre and States / UTs. Ministry of Welfare, NCERT. U.G.C Planning commission, ICSSR).

### 3.5.1

IV Orientation programmes for principals/managers and training programmes for teachers of minority educational institutions taken up by NCERT /NIEPA to be intensified (Action:NCERT/NIEPA).

(X) Women's Community polytechnics should be set up in minority concentration areas on priority basis. (Action: Deptt. of Education Centre and States/UTs).

### 3.5.2

(ix) There is a large concentration of minorities in urban slums. A centrally sponsored/ Central Scheme be devised to cater to their educational, health and nutritional needs, Special



infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-formal Education etc. (Action: Deptt. of Education Ministry HRD: Ministry of Urban Development).

(xiv) In areas where there is concentration of the educationally backward minorities girls hostels to be constructed in schools and colleges on a priority basis (Deptt. of Education Centre/States, M/O Welfare and U.G.C).

(xv) Voluntary Organisations would be encouraged to set up ITIS in minority concentration areas where necessary suitable funding would be provided. (Action: Ministry of Labour states/UTs).

### 3.5.3 Long Term Programmes include:

(a) Early childhood Care and Education Centre.

Early Childhood Education Centres will be set up in Primary schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Government in this regard. However the State Governments will be encouraged to start their own programmes in ECCE, (Action: Deptt. of Education Ministry, of HRD).

(f) Women's Education

(i) As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls hostels and providing of incentives in the forms of mid-day meals, uniforms etc. Minorities needs should be fully met. (Action: State Govts./UTs).

(ii) A production cum Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action: State Govts/UTs).

(g) Voluntary effort in Adult Education & Early Childhood Education

Orientation Courses for professionals from minority communities to motivate voluntary effort attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action: State Govt/UTs)

#### 4 Education of the Handicapped Need for Gender Focus

#### 5 Adult & Continuing Education

5.4.2 . . . Media would be used in literacy promotion as a tool of dissemination of information, as a tool of mobilisation, motivation and sensitisation, as a tool of learning by sharing information, ideas and experience and as a tool of social action for change. For this purpose, discussion on various aspects relating to literacy would be arranged on Doordarshan and Radio sports and motivational films would be produced and show on TV and classes conducted through radio. Both print and non-print media, including the traditional folk arts, would be fully harnessed for disseminating the message of literacy and for creating a positive climate for literacy.

(e) Propagation of the message of small family norm which has been yet another issue of national concern as also one of the sub-themes of all campaigns would continue to be accelerated. This along the other measures like importance of delayed marriage, proper spacing, changing existing social biases in favour of the male child in our society, etc. will be integrated into the content of the primer, content of materials for neo-literates, curriculum and course content of training and orientation of all functionaries, transaction of instructional lessons, evaluation, etc.

(f) Promotion of women's equality will be a major area of focus in literacy programmes. Working towards this objective will have following implications for planning and implementation of TLCs.

(i) Enabling the participation of women in the decision making processes of the campaign and developing organising skills.

(ii) Ensuring widest possible participation of women as teachers and learners in the teaching-learning process.

(iii) Organising activities specifically designed to bring about attitudinal change amongst men, thereby developing a greater sensitivity towards the difficulties faced by women in Indian society. This should lead to collective action to remove such difficulties wherever possible.

(iv) Promoting the formation of women's organisations which will take up issues relating of women's rights.

(v) Providing suitable avenues of gainful employment of women and ensuring their participation in every stage of the developmental process.

(vi) Ensuring that society as a whole is sensitised to the need to translate assurances of equality into concrete action such as payment of equal wages for equal work.

(vii) Designing and promoting innovative and imaginative schemes which consciously work towards women's equality and empowerment. Existing models, such as a women's Development Project (WDP), or the Mahila Samakhya concept, would be enlarged in scope and ambit and integrated with literacy campaigns.

(viii) Creating structures and facilitating mechanisms by which the concept of women's equality and gender justice is integrated at all levels with the work of the Saksharta Samiti: be in training, content or participation.

(g) An important and positive fallout of the campaigns is that parental demand for enrolment and retention of children in the formal school system has increased manifold. Endeavour would be made to positively respond to such demand by opening new schools, adding rooms to the existing school buildings, appointing additional teachers and arranging their orientation and training and improving the operational efficiency of the delivery system so that it can absorb the growing demand. Simultaneously efforts would be made to provide appropriate and need based non-formal education to working children in 9-14 age group so that they do not, after reaching adulthood add up to the ranks of illiterates adults. For this purpose, an effective linkage would be established with programmes / activities related to UEE, including NFE.

(h) Messages of basic health care and programmes formulated thereunder, both protective, curative and preventive with special emphasis on health care programmes for women and children, would be integrated into the content and process of campaign materials, training, environment building, actual teaching learning phase, etc. in the same manner as small family norm, conservation of environment and women's equality.

## 6. Early Childhood Care and Education

### 1. The Present Situation

6.1.1 The National policy on Education (NPE) has given a great deal of importance to Early childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society.

(i) the educational needs of the working children, girls and disadvantaged groups, and

(ii) issues of content process and quality.  
disaggregated Target setting and Decentralised Planning.

7.4.2 - - In the 8th Plan, the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. An analysis of the educational indicators reveals that within each state, even in the educationally backward ones, there are areas and districts which are almost within reach of universalisation, while even in the educationally advantaged states there are districts which are still quite backward. The attempt would be to prepare district specific, population specific plans for UEE within the broad strategy frame of Microplanning through peoples participation and introduction of Minimum Levels of Learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement.

7.4.3 In order to reduce disparities a disaggregated approach will be adopted through district planning by classifying districts into four categories:-

(i) High literacy districts in which access and enrolment are almost universal and community awareness for education is already high;

(ii) total literacy campaign districts in which community mobilisation for educational needs has been successfully generated by the National Literacy Mission.

(iii) low literacy districts in which the provision of education facilities is unsatisfactory and the delivery system functions without any community involvement; and

(iv) externally assisted project districts with a different management structure and sufficient financial support.

7.4.4 The strategies with regard to access, participation, achievement, environment building, community participation, etc. will be different for the four categories of districts.

7.4.5 Under this broad strategy of district planning and based on the experience gained in implementation of NPE and the RPF, the following strategies are proposed :

(i) Adoption of alternative channels of schooling like voluntary schools and NFE centres for those who cannot avail of conventional full-time schooling

(ii) Microplanning through involvement of teachers and the community in order to design and implement a family-wise child-

wise plan of action for universal access/enrolment and participation.

(iii) Making parents aware about their responsibility for ensuring the completion of elementary education by their children and for providing at home the facilities and encouragement needed for this purpose.

(iv) Establishment of linkages between programmes of pre-school and primary education and between programmes of literacy and UEE, in total illiteracy campaign districts.

(v) Improvement of school facilities through revamped Operation Blackboard and connecting it to MLL strategy. It will also be extended to upper to upper primary stage.

(vi) Decentralization of educational management for making the schools function so as to ensure universal enrolment, retention and achievement.

(vii) Introduction of MLLs at primary and upper primary stages including coverage of the non-formal education channel.

(viii) Revision of process and content of elementary education to make teaching learning child centred, activity based and joyful.

(ix) Introduction of continuous and comprehensive evaluation with focus on remedial measures.

(x) Modification to teacher training programmes in view of changed strategies and programmes.

(xi) Improvement of the monitoring system for UEE.

(xii) Launching a National Mission to achieve the goals envisaged in the revised policy.

7.4.6 Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets each district project will be prepared within the major strategy frame work and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools and building up local level capacity to ensure effective decentralisation of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole in selected district instead of a piecemeal implementation of schemes. An intergrated approach is more likely to achieve synergies among different programme components.

## 5. Provision of Universal Access

7.5.1 Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations.

### (a) Formal Schooling

7.5.2 New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system. In addition, a new scheme of Voluntary School will be launched to achieve universal access for children in different areas.

7.5.3 Primary schools : In 1986, it was estimated that there were approximately 32000 habitations with a population of 300 or more that required primary schools. Though many new schools have been opened new habitations have also come into existence and it is estimated 35000 new schools will be required. These schools will be opened by the State Governments following the norms specified under Operation Blackboard.

7.5.4 Upper Primary school : In order to increase enrolment at the upper primary stage, the infrastructure at this stage will be expanded. The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibility of the State Governments to observe this norm for school mapping.

7.5.5 In order to achieve UEE the school system will have to cater to about 18 crore children. This calls for increasing the number of teachers from the present 27 lakhs to 45 lakhs based on the teacher pupil ratio of 1:40. The increase in student population would also require an additional 11 lakh class rooms to be built in the next 7 years.

### (b) Scheme of Voluntary Schools

7.5.6 A new scheme of Voluntary Schools will be launched to cater to the needs of neglected, hilly, tribal and difficult areas where there is no provision of schooling. This scheme will enable voluntary agencies to conduct schools for UPE/UEE and stimulate community participation in planning and conducting schools in locally appropriate manner.

7.5.7 The Voluntary Schools would be organised to serve all school children in a given village/habitation. Areas would be defined with a population of not less than 150 so that the Voluntary School has at least a minimum of 30 children.

Voluntary schools would be expected to complete primary/elementary education of the required level in a specific period adequate for the pupils to master the curriculum. Learners enrolled in the Voluntary Schools may appear as external students for entry into any class of full-time formal school. Local teachers will be appointed to run the schools and adequate training will be provided to them. Supervision of the Voluntary Schools would be the responsibility of the Village Education Committee (VEC)

7.5.8 A system of monitoring and evaluation will be designed by the grant giving agency to periodically evaluate the work of the school on the basis of five main criteria enrolment attendance, retention, achievement of minimum levels of learning and community involvement.

7.5.9 Central assistance will be given to the eligible Voluntary Agencies to run the schools.

### (c) Programme of Non-Formal Education

7.5.10 In order to strengthen the NFE Scheme the following strategies will be adopted:

(i) Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children, especially girls, who are not able to or who cannot attend the formal school.

(ii) Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream. Sharmik Vidyapeeth and Voluntary agencies will be involved in this process.

(iii) Voluntary agencies will be encouraged to undertake projects of NFE, especially in areas where the formal school system is not able to meet the demands of UEE.

(d) Assistance to academic institutions and voluntary agencies for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

### (d) Microplanning

7.5.13 Microplanning is a process of designing "a family wise and child wise plan of action" by which "every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her and completes at least 8 years of schooling (its equivalent at the non-formal centre)". A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out at the Block, Taluk,

District levels. Within area the steps by which this micro level planning will be operationalised are.

(v) Ensuring that all children specially girls and SC/ST children, regularly and actually participate in elementary education.

7.5.16 Microplanning will be made operational in about 20 project areas on an experimental basis during 1992-93. Based on the experience gained during the course of implementation it will be expanded to cover about 100 districts during the 8th plan. In due course the entire country will be covered thus ensuring universal access and enrolment and universal retention.

### (e) Operation Blackboard

(ii) Expanding OB to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys (d) essential teaching learning equipment including a library (e) at least one teacher for each class/section and items, consumable and minor repairs, etc.

## 8. Secondary Education

### 2. Policy Change

8.2.1 The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE 1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly they call for higher participation of girls, SCs and STs particularly in science vocational and commerce streams. Thirdly they call for revorganisation of Boards of Secondary Education and vesting them with autonomy so that their ability to improve the quality of secondary education is enhanced fourthly they envisage that effort will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills to be effective in the emerging technological world.

### 3. Broad Parameters of the Strategy Envisaged

8.3.1 They include:

\* Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls the SCs and STs.



#### 4. Widening Access to Secondary Education

(ii) As a medium and longterm measure, the programme of school mapping in each State for locating schools on the basis of clearly defined norms and standards will be revised. This exercise, to be carried out by NIEPA in collaboration with educational authorities in the State, will be completed by the end of 1994 and a programme to fully serve the 'unserved areas' will be completed by 2000 A.D. In this exercise the educational needs of girls, SCs and STs would receive special consideration.

(iii) The States/UTs will be urged to formulate a special enabling plan to ensure increase in enrolment of girls the SCs the STs and other educationally backward sections. Necessary guidelines to formulate the plan/mechanism will be developed by the NCERT in consultation with the education authorities of the States/UTs.

(iv) The educational needs of those who find it difficult to attend full-time school and for the working people who have missed the secondary school will be met by extending and strengthening the Open School system.

#### 9. Navodaya Vidyalays

##### 1. Present Situation

9.1.3 The Navodaya schools largely are intended to cater to rural talented children (for whom 75% seats are reserved) with reservation for SCs and STs. This social objective has been achieved to a great extent. In the Navodaya Vidyalayas, 77.45% of the students are from rural areas 20.35%; from SCs and 1.76% from STs. Girl students are 28.44% of the student population as against the target of 33%. An important feature of the scheme is the migration of a proportion of the students from one region to another, promoting national integration by providing opportunities to talented children from different parts of the country to live and learn together.

##### Group-out Girls : (6-18 years)

92% of mother were illiterate compared to 74% fathers, 10% fathers had more than middle only 3 percent mother had education above middle.

24 percent drop-out first born and 29 percent were second born and 23 percent were third born.

Majority of the drop-out girls (56%) belong to families income less than 20000 per annual

Nearly 1/3 of the drop-out girls belong to SC, ST and other OBC.

89 percent drop-out come from age size families ranging from more than a members.

## 10. Vocational Education

(iv) Vocational Educational Programmes for Special groups and out of school population

10.4.9 The tribal and rural population do not have adequate access to school education, vocational courses in schools or vocational/technical training schools/institutions. There is also a paucity of vocational courses/institutions to cater to the women population whose earning power could be considerably augmented through vocational training. Handicapped and disabled persons from another significant section of the society who have at present practically no avenues to acquire suitable productive skills to make their living more meaningful and self-reliant. In addition, there is a large student population which does not go beyond class VIII and who need to be provided some skill training.

10.4.10 Vocational training programmes of non-formal nature are being organised by various Departments/organisations like the Department of Rural Development, Department of Women and Child Development, Ministry of Welfare, ICAR, KVIC, Central Social Welfare Board, Community Polytechnics, Shramik Vidyapeeths, Jan Shikshan Nilayams, etc. While these organisations would continue with their effort to provide non-formal vocational training groups, the Department of education under the Vocational Education Programme would concentrate on organising non-formal vocational education and training programmes for school dropouts in the age group 14-18 years who had completed class VIII but had not gone beyond class X.

10.4.11 It is also felt that all polytechnics, engineering colleges and other vocational and technical training institutions should organise short-duration non-formal vocational training programmes. The concerned Ministry/Department/organisation as well as the State/UTs should earmark funds and provide financial assistance to these institutions for this purpose.

10.4.12 The Ministries of Welfare and Labour are already organising some vocational training programmes for the handicapped. They would intensify their efforts. The department of Education would also encourage voluntary organisations working in this area. The CIVE will also provide support to vocational training programmes for the handicapped through teacher training materials and other resources.

10.4.13 The involvement of girls in the vocational education programmes is crucial. Under the Centrally Sponsored Programme at +2 level, girls have equal access to vocational courses as the boys. Efforts should be made by the State/UTs to consciously encourage the participation of girls in the non-traditional and emergent technologies. The non-formal vocational programmes with emphasis on entrepreneurship should be specially geared to the needs of the out-of-school girls. Facilities for guidance should be made available.

#### (vi) Vocational Education for Special Areas

10.4.14 Separate vocational schools are proposed to be set up in the rural areas and in the North Eastern States where it is not viable to start vocational courses in general educational institutions. As and when these vocational schools are established they would also run short duration non-formal vocational training programmes for special groups and out of school population.

#### (vii) Assistance to Voluntary Organisations for Experimentally Innovative programmes and short Term Vocational Courses.

10.4.15 The centrally sponsored scheme of Vocationalisation of secondary education envisages the role of voluntary agencies for conducting innovative programmes in the field of vocational education and provides financial assistance to selected agencies for this purpose. However, since the scheme was launched in 1987-88 only a few voluntary organisations could avail the assistance provided under the scheme. This was mainly because the scope was limited and assistance restricted to programmes of "innovative character". It was therefore felt that to mobilise greater involvement of the voluntary organisations in the vocational education programme the scope and objectives of the scheme should be widened and the details of the facilities offered to voluntary organisations be made available separately. Accordingly a Scheme of Assistance to Voluntary Organisations is now being formulated.

10.4.16 The overall aim of the scheme is to promote non-formal vocational education through NGOs for achieving the goals spelt out in the NPE. The specific objectives of the scheme are to provide financial assistance to the voluntary organisations for:

- \* Innovative/experimental projects.
- \* short term training programmes of vocational education preferably in backward/rural areas and particularly girls of the age groups of 14-18 years who have dropped out of the school before completing class X
- \* Organising special vocational training centres in rural areas where no institution/organisation is available to start non-formal courses.
- \* training of vocational teachers/resource persons.
- \* Other activities connected with the vocational education

10.4.17 States/UTs would have the primary responsibility to enlist the voluntary organisations for implementing the scheme. The NCERT should prepare the syllabus, curricula instructional material for more short-term courses.

## 14. Technical Education for Women

15.14.1 Opportunities for technical Education for women at all levels will be suitably increased. Additional polytechnics for women will be established under the World Bank assisted Technician Education Projects and concerted efforts will be made to increase proportion of girls enrolling in polytechnics and engineering courses. Adequate hostel facilities will be provided to the girls students in technical and management institutions. Guidance seminars for girls at the 10+2 stage will be organised through the State Governments, Boards of Apprenticeship Training and other selected institutions to make them aware of opportunities in technical education and the potential for employment and self-employment.

## 22. Teachers & Their Training

### 3. Teachers and Their Role.

22.3.1 While some of the problems being faced by the teaching community have financial implications many of other problems can be solved through non-monetary inputs and by a planned systematic and sympathetic approach. Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies. State will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers other working conditions, norms for transfers and postings, removal of grievances participation of teachers in the educational process recruitment of teachers and the role of teachers associations.

22.3.3 The primary of the role of teachers in the educational process their active participation at all level of management, special measures for the teachers from the disadvantaged sections like women, SCs/STs etc. provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible.

22.3.4 to help the existing weak educational administration in expeditious disposal of personnel matters of teachers. Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentive for non performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year.

### 23. Management of Education

(iv) At least 50% of the teachers appointed will be women. This will have a positive impact on girls enrolment and retention.

#### 2. Decentralisation and involvement of people

23.2.1 The NPE and POA have emphasised the importance of decentralising planning and management of education at all levels and involving people in the process. Decentralization implies democratic participation by elected representatives of people in decision-making at the district, sub-district and Panchayat levels. In pursuance of the POA provision the State government have been taking steps to set up structures for decentralised planning and management. The future course of decentralisation would be influenced to a great extent by the proposed Constitution Amendment (Seventy-second) Bill, 1991; they would have to be finalised after the Bill is enacted.

(a) The constitution (Seventy-second) Amendment Bill, 1991

23.3.1. The constitution (Seventy-second) Amendment Bill of 1991 on Panchayati Raj institutions envisages introduction of democratically elected bodies at the district, sub-district and panchayat levels. These bodies will be responsible for the preparation of plans for the economic development and social justice. The Bill provides for representation of women, scheduled castes and scheduled tribes.

23.3.2. The proposed Eleventh Schedule of the Constitution provides, among other things, for entrusting to Panchayati Raj bodies of :

"Education including primary and secondary schools, technical training and vocational education, adult and

non-formal education, libraries, and cultural activities".

The subjects closely allied to education, namely, health, welfare, women and child development are also entrusted to the Panchayati Raj bodies.

(b) State Legislation

23.3.3. The Panchayati Raj Bill is an enabling legislation. The states are to frame their own legislation in their turn. The states would need to draw up appropriate legislations which, among other things must provide for Panchayati Raj Committees for Education.

(c) District Level Body

23.3.4. Within this legislation a district-level body may be set up with the responsibility for implementation of all educational programmes including non-formal and adult education, and school education up to the higher secondary level. The district body will provide for representation of educationists, women, youth, representatives of parents, scheduled castes/scheduled tribes, minorities and appropriate institutions in the district representation may also be provided for urban bodies and cantonments which organise educational activities. The district body will also be vested with the responsibility for planning which would include, inter alia, area development, spatial planning, institutional planning, administrative and financial control and personnel management with respect to primary, middle, secondary and higher secondary schools and other educational programmes. Implementation of different educational programmes at the district level will be supervised and monitored by the body. The district educational plans will also go into the levels of participation and retention of boys and girls under different age-groups by socio-cultural and economic categories, particularly SC & ST, and plan for measures for ensuring physical infrastructure, equitable access as well as qualitative aspects of education.

#### 4. Involvement of Voluntary and Non-governmental Agencies

23.4.1. The successful implementation of programmes like elementary education including non-formal education, early childhood care and education, adult education, of the disabled, etc. will require people's involvement at the grassroot level and participation of voluntary agencies and social activist groups on a much larger scale. Considering the need for ensuring relationship of genuine partnership between the government and voluntary agencies, the government will take positive steps to promote their wider involvement. Consultations will be held with them from time to time about programmes and procedures for selection for financial assistance will be streamlined to enable them to play optimal role.

23.4.2 It would be desirable for the state governments to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations. They could be used to supplement effectively the on-going programmes to enhance their quality and impact. They should be allowed to function in a congenial and supportive atmosphere. It is expected that appropriate indices of accountability in terms of performance would be evolved in consultation with the voluntary organisations and NGOs.

## PART III

### National System of Education

3.1 The Constitution embodies the principles on which the National System of Education is conceived of.

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

3.4 The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched



to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and preception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility, by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be underscored.

3.9 In the areas of research and development, education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

## APPENDIX II

### Some Innovative Programmes

#### Girl Child Campaign in Rajasthan

The Women's Development programme (WDP) was introduced in 1984 by the Government of Rajasthan with financial assistance from UNICEF, with the principle aim "to empower women through communication of information, education and training to enable them to recognize and improve their social and economic status." WDP has been attempting to create women's forums in rural areas that collectively question their subordination, and helping them gain confidence and a positive self image so as to figure out different forms of oppression. Women are to become active partners in development process rather than remain mere recipients of development scheme, WDP is presently operational in 9 districts of Rajasthan and continues to strive towards building women's collective strength. While the main thrust of WDP continues to be rural women, work with girls has emerged as an outcome of this involvement. In the past six years each district has organised some activity or the other for and with girls, be it Shivirs (Camps) or Balika meals (fairs for girls.) Girls would come and participate in village level jajams (group discussions on a colourful floor covering made of thick cloth) & showed keen interest in health issues and showed eagerness to acquire information about their reproductive system, among others.

In 1988-89 campaigns against child marriage were carried out by WDP Sathins that proved futile and bitter and led to a rearray of the strategies. In a milieu where it is considered economical to marry all children of the family in one go, regardless of age, anything else but a legal approach would work especially if the enforcement machinery is itself a party to this phenomenon. The Sathins in a state level workshop systematically went over their childhood and adolescence experience of early marriage, desertion, cruelty and discrimination from this workshop emerged numerous songs, plays, case studies and posters on issues like marriage, parental discrimination, notions of works. By 1989-90 several districts moved to organising specific activities for girls after "Careful forethought planning and training of trainers in participatory experiential methods for effective mobilisation. Camps and fairs for girls provided them forums to express themselves through games, songs, dramas and discussion. In one district "Each one, teach one" programme was started for girls who had to graze cattle and could not attend formal school. In another case few sathins were able to mobilise the Auxillary nurse midwives, Anganwadi workers and Gram Sevikas (village level Women workers). A big Fair was held in a village where nearly a thousand women and girls participated. In other districts dialogues was initiated with the Jati Panchayats (Traditional caste/tribe governance councils) as to why the age at marriage should be increased. Girls were involved in reforestation

activities and helped to open savings accounts. In one District a health camp was organised for girls where besides fun and games, a medical examination was carried out to assess the nutritional status of girls.

In sense, GCC showed that any programme for women's development would be short sighted if it did not address itself to the status of the girl children and adolescents. Also, the skills to communicate and mobilize village women can be enlarged and built upon for working for girls.

The GCC experiences has shown the need for planning post campaign work. The GCC ended in August 1991. The post campaign activities have perhaps not been taken up in a concerted manner. If that has happened, the problem of dissipating the social energy that has been created as a result of the campaign and thereby losing credibility with the villagers is a real one. But it should still be possible to re-ignite the embers that were left behind as a result of GCC. For the Campaign showed a strategy, a methodology for creating mass awareness and eliciting support on such social issues as the education and health of the girls child.

The process of Communication with the community initiated through GCC should be more vigorously pursued if a change in the state of the girls child & of adult female has to be brought about.

#### Phase 1

The village contact Drive began with training of campaign coordinators campaign strategies unfolded and elaborated upon.

#### Phase 2

A Pracheta (motivator and two) Sathins trained a group of 20 Saheils (Village women) and five other Sathins in 5 day Shivir (Camp).

Participatory process of training specially designed training materials motivated and equipped these trainers with skills for mobilisation to take the campaign to the village level.

#### Phase 3

Two day Shivirs (CAMPS) in the village brought about positive response mainly from women and girls who participated in various activities.

Response from men was varied.

#### Phase 4

Balika Meals (fair for the Girls)aroused the enthusiasm of girls who attended them.

Evaluation of the Girls Child Campaign(GCC) in 3 districts of Rajasthan shows it was a fairly successful campaign. In as much as it "piggy backed" on the women's Development Programme( WDP); it certainly helped in re-energising the WDP. Some of principles that can be drawn from the GCC are as follows:

1. The campaign was a planned intervention. The initiative, initially, came from the state level planners and administrators. Every detail of the campaign was carefully planned through a series of activities initiated by the Department of Women and Child Development with technical and financial assistance from the UNICEF. The planning activities were informed by the field experience of WDP that had accumulated over years.

2. While the initial thrust came from top, there was enough room for local initiative and decentralized planning. The centralized decentralized planing processes gave the necessary momentum to the campaign.

3. The GCC had a sharp focus narrowing on the issues of child marriage, health and education of the Girls child. The materials were prepared in the form of printed booklets, posters, songs, slogans and films and ensured a small set of common messages that were uniformly communicated all the way up to the village level. Distortion of message was thus reduced. The five day training camps for trainers allowed enough scope for a set of very creative responses like new songs, pictures, plays around the central meessages of the campaignh.

4. The GCC was built on the strength of WDP their core personnel and training strategies.

5. The GCC moved from a Sathin ( an individual WDP worker) to a Samookh ( a group. These women were made to talk about their own childhood and reflect on it. This stirred up deep emotions that made them look at their own daughters and probably for the first time "see" them, and notice them. The lament about lost childhood, missed opportunities, convinced them that this should not happen now to their daughters. They were adequately charged to spread the new meessages.

6. The Five day training (Shivir) Were linked directly to action, i.e. 2 day shivir and Balika Melas at the village level. They planned what they were going to do themselves. No targets were given. They were, infact delegated a responsibility. They experienced a sense of importance and felt confident to carry out the campaign. The printed materials helped since they validated what the women were saying.

7. The GCC provided an opportunity for opening up communication with village women highlighting some of the tenets of women's

learning. Women's lack of self confidence and poor self esteem become the initial barriers for learning. The five day shivirs created an ambience where sahelis ( Women inducted from the villages ) . Found they had a voice, they could speak, they could think ,they could question. Collective learning helped them form into active campaigners.

8. . . . The GCC had prioritized the major issue as child marriage, health and education of the girl child. As the campaign got under way and different activities started taking place, the order of priorities got reversed and education of the girl child got articulated as the most pressing demand from the community.

9. The GCC made abundant use of the rich oral tradition and folk forms, such as songs, dance, theatre. Songs became a powerful means of communication and dissemination of new ideas for women. 'Nukkad natak' (pro people street theatre) portrayed their own predicaments and women could easily identify with what they saw. The GCC showed that traditional cultural forms can generate social energy that is a pre requisite for the success of campaign.

10. The success of GCC directly resulted from the content of posters, songs pamphlets, slogans and plays. The idiom and style of some of these materials struck a chord in most women's hearts. Some concepts like declining sex ratio, patriarchy, were new to them...they showed enthusiasm to acquire new information and knowledge. They were rediscovering the girl child in their lives.

11. The GCC showed the way to work systematically on changing the attitudes, belief and value systems of the village men, including village leader.... While many men were not convinced about what they saw and heard, there were others who developed a genuine interest and concern in the issue of the girls child.

12. The GCC showed the importance of orienting teachers in order to changes their attitudes towards the girl child to ensure better enrolment of girls in school.

13. The Campaign succeeded in creating undoubtedly a great demand for girls education along with a demand for female literacy.

14. The evaluation of GCC suggests a need for WDP to work closely with the Department of Education for playing a crucial and critical role in community mobilization and in motivating parents to send their girls to school and informing and supporting women's groups to participate, as well as monitor educational programmes ) (formal schools and non formal education centre).

15. The Sathins and other women expressed the need for education on health especially that of women., WDP can take initiative in literacy training and education interventions for adolescent girls.

Scheme for Adolescent Girls. For the first time in India, a Special intervention has been devised for adolescent girls using the ICDS infrastructure. The scheme of adolescent girls focuses on school drop-out girls in the age group of 11-18 years and attempts to meet the special needs of Nutrition, Health, Education, literacy, Recreational and skill development of the adolescent girls. It attempts to make adolescent girls a better future mother and tap her potential as a social animator. The scheme for adolescent girls has already been sanctioned in 507 blocks of the community and when fully operationalised would benefit about 450 thousand girls. As part of the efforts to sensitize the project personnel about the adolescent girls scheme, an instruction kit and a set of operational guidelines have been printed and sent to all states. A series of state, district and block level workshops have been planned to help better operationalisation of the project. Four multi centric baseline studies have also been sanctioned to study the present status of adolescent girls in respect of their nutritional, health educational and other related indicators.

#### **Area Intensive Education Development (AIED)**

A UNICEF sponsored project in some selected districts has adopted multi-sectoral approach to the development of women and children including educational development.

**Maheer** - In India, Maharashtra has the tradition of advocating girls education and is the seat of social reform movements over the last 150 years or so. A culmination of effort in the area of girls education was the launching of the Maheer programme which was conceived by the then Director of Education. At present, the Matruprobodhan Scheme which advocates a similar philosophy is underway on a larger scale than the older Maheer Scheme.

**Matruprobodhan** - This project was under taken in 4 districts in Maharashtra in order to realize the objective of enrolment and retention of girls in schools through the orientation of rural mothers to the value of educating the girls child and creating a proper educational environment both at home and school through the support and guidance of different levels of education personnel. The success of the first phase has led to the inclusion of many more districts in the second phase of the programme.

**Savitri Bai Phule Foster - Parent Scheme**, This is a comprehensive programme that was started with the aim of promoting girls education in the economically weaker sections in Maharashtra. It is the community that supports this scheme, in the sense that every individual who participates acts as a foster parent and extends some financial assistance towards the education of one girl child thereby helping poor parents who are unable to send their daughters to school. This model is gradually being adopted in other states.

**Mahila Samakhya** - The approach of the Mahila samakhya project in the context of the National Policy on Education is to enable women to think critically, to question, to analyse their own condition, to acquire the information and skills necessary to alter it, and above all, to visualise the kind of society which they want to bring about and live in. Only then will they be able to participate fully in the social, economic and political processes which affect their lives and take control of them. Education must provide women, indeed all oppressed and exploited groups, the means to move from passive acceptance to active self-determination. In turn, anything which does this must, in the broadest sense, be termed education. And this, in essence, is what this programme hopes to achieve.

The objectives of the programme are to initiate a process for women to enhance their self image, identify their collective strength, in order to equip them to seek strategies for self-determination of their lives and immediate environment. It seeks to revitalise the existing educational structure provide support services, revitalise village schools, non formal and adult education centres through sensitive training and educational support. For this, the project defines education in a much broader "social" context and seeks to address itself to the very fundamental issues relating to women's equality. Training is viewed as a critical input which should facilitate an in-depth understanding of the programme and the social economic and political environment in which it is being implemented in each state and district for the functionaries.

The mechanism envisaged for delivery of the pilot programme are Mahila Sanghs (Women's Activity Centres) at the village level with MAHILA SANGHA coordinators for each Sangh. District Resource Unit of the District Implementation Unit will train instructors and generate educational material. For every ten Sanghs, one Coordinator or "Sahyogi" is envisaged to function as the link between the District unit and the Sanghs. Components to be covered include child care, vocational training, adult education. Mahila Shiksha kendras (Women's Education Centre) are set up.

The organisational structure comprises a National Resource Group, a State level society with a State Programme Director, a State Information Trainee and Resource Agency (SITARA), a District Resources Group and the District Implementation Unit. The programme seeks to draw upon the experience and expertise and other individuals for its effective planning and implementation. Mahila Sanghas (Women's Collectives or Mahila Samoohs are envisioned in each village to raise the status and bargaining power of women and for bringing about mass education.

Madhya Pradesh has started an innovative project entitled MANISHA for promoting girls education in ten districts.

UNESCO Sponsored Innovative Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas

The Department of women's studies, NCERT has launched a major Unesco sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas in Haryana. The project is aimed at sensitizing and orienting educational administrators, teacher educators to problems and issues of access, orientation and achievements of girls at the primary stage and for making interventions in to curriculum transactions and teacher education. With focus on removing gender bias and stereotyping and improving the status of women with in the frame work of equality, this integrated multi level programme will not only sensitize key actors at the state, district, block and village levels but will also help them bond into a group with a shared vision. Need based local specific and research based training materials bringing out regional nuances especially on the status of women and its impact on education and development will be prepared. The concept of integrated training under this project is a significant departure from the conventional training strategies.

Under this project a study on drop out and non-enrolment among girls in rural Haryana was carried out in 11 villages of 3 low rural female literacy district of Haryana namely, Kaithal, Gurgaon and Faridabad. Training materials were developed based on secondary data and insights gained during this study. A workshop of 16 district primary education officers of haryana was also organised to ascertain the perception of the practitooers on issues of UPE and gender equality. Based on the training materials generated through, research, the study adopted the participatory approach involving teachers, administrators, community leaders, drop out children in addition to the multidisciplinary reasearch team.

Orientation and training of 320 educational personnel comprising of 16 district primary education officers, 124 block education officers, 110 teacher educators and 70 primary teachers of haryana has been carried out in 8 batches during 1993-94. The training phase will be followed by comprehensive evaluation and dissemination and diffusion in other States and countries. In its next phase, the project is expected to develop mobile primary teacher training strategy for continouins inservice training of teachers in innovative teacheing practice & on issues of quality.

This innovative project will serve as a reference point in the other states of India and other countries engaged in the task of UPE and for other sister countries in the region.

Chetna literally meaning awareness emerged from a single project to improve effectiveness of existing supplementary feeding programmes for women and children in Gujarat, now also working in Rajasthan and Uttar Pradesh.



Chetna's Mission is to contribute to the empowerment of disadvantaged women and children by assisting them to gain control over their own health and that of their family and the community.

Chetana was a multi disciplinary team of professionals including nutritionists, educationists, social workers, medical consultant, psychologists, sociologists, child development consultants and artists. has a highly professional approach to training and use of equipment. Chetna has developed innovative and standardised health and nutrition communication material. The organisation is sensitive to importance of developing concepts and messages in appropriate media prior to their mass production. Education and training materials are developed after extensive field testing. Flash Cards Flips charts, booklets games manuals posters and kits are found effective for education and training. Chetna finds audio visual communication to be an excellent medium for effecting behavioural changes especially among illiterate communities. Chetna recognise womens health needs constant attention from infancy right through to old age. Chetna's womens's health and development team would beam programme on women in the 10.45 years age group.

Stree Mukti Sangathana, an N.G.O. set up in 1975 focusses on creating awareness in the society about women's issues and issues related to equality, peace and development. They have used cultural medical of songs based on folk tunes. Giving modern ideas and street theatre to spread their messages. Problems of working women. Family, employment, Child care, dismay at the birth of a girl child, dowry are highlighted. The awareness through cultural programmes proved to be tremendous success. S.M.S. has been able to reach about 2 million people through actual performances of their several playets, especially, " Mulgi Zali Ho" (A Girl is born )and songs. Slide shown poster exhibitions, audio and video cassettes and a monthly publication. "Perak Lalkais " (clarion Call)

The activists starting from 15 number about 200 today and comprise students, working women and men, house wives and trained social workers, advocates, teachers, doctors and large number of illiterate women from different religious castes and classes. Their age group ranges from 16 to 70.

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