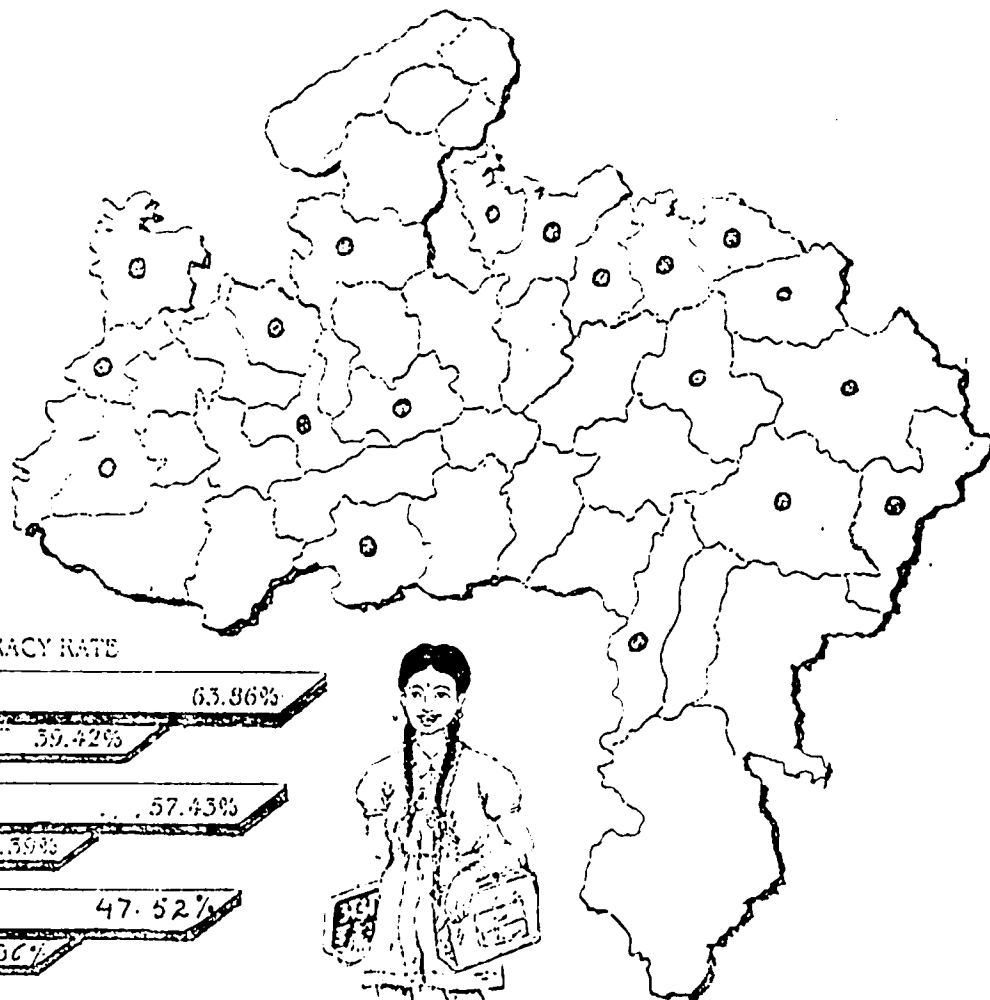


# DISTRICT PRIMARY EDUCATION PROGRAMME

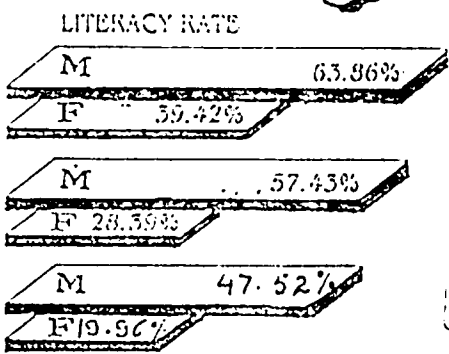


GENDER STUDIES

## MADHYA PRADESH



D I S T R I C T



### TIKAMGARH

M	Male
F	Female



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

DISTRICT PRIMARY EDUCATION PROGRAMME

**DPEP**

GENDER STUDIES

**MADHYA PRADESH**

District

**TIKAMGARH**

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

1994

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**DISTRICT PRIMARY EDUCATION PROGRAMME**

**DPEP**

**MADHYA PRADESH**

**Gender Studies**

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Consultant : Sarojini Bisaria

**Madhya Pradesh**

State Controlling Officer : U.S.Pathak

State Coordinator : Madhu Mishra

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

		INDIA	MADHYA PRADESH	TIKAMGARH
1. POPULATION	T. PERSONS	844,324,222	66,135,862	9,40,609
	MALES	437,805,805	34,232,048	5,02,620
	FEMALES	406,518,417	31,903,814	4,37,989
	R. PERSONS	950,251,746	50,787,815	7,81,650
	MALES	627,146,597	26,123,971	4,18,357
	FEMALES	323,105,149	24,663,844	3,63,293
	U. PERSONS	217,177,625	15,348,047	1,58,959
	MALES	114,700,656	8,108,077	84,263
	FEMALES	102,476,969	7,239,970	74,696
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	27.63
	RURAL	19.71	22.11	20.70
	URBAN	36.19	44.98	77.79
3. AREA (sq, km)		3,287,263	443,446	5,046
4. DENSITY OF POPULATION (Per sq, km)		267	149	186
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	871
	RURAL	941	944	868
	URBAN	893	893	886
6. LITERATES	PERSONS	362,174,360	23,491,956	1,87,696
	MALES	230,406,481	16,101,046	1,44,399
	FEMALES	131,767,519	7,390,910	43,297

SOURCE : CENSUS OF INDIA - 1991



**INTRODUCTION**  
**DPEP GENDER STUDIES**  
**An Overview**

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

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

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



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

- (a) emergence of district as a meso unit of socio economic  
planning and
- (b) emergence of the women's question.

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

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

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

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

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

## MAJOR FEATURES OF DPEP

01. Holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed to achieve UEE in the specific context of the district,
02. This holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE,
03. Addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children,
04. Improving school effectiveness,
05. Strengthening the alternatives to schooling, particularly the non-formal education system,
06. Stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness,
07. Toning up teacher competence, training and motivation,
08. Stressing learning competence and achievement,
09. Overhaul of planning and management in respect of both routine and innovative areas,
10. Convergence between elementary education and related services like ECCE and school health.

## FURTHER EMPHASIES OF DPEP :

01. Local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
02. Greater rigour and infusion of professional inputs in planning and appraisal.
03. More focussed targetting in that the districts selected to be on :
  - (a) Educationally backward districts with female literacy below the national average ; and
  - (b) Districts where TLCs have been successfully leading to enhanced demand for elementary education.
04. More focussed coverage in that the programme would be on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and also for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage, support has been considered for the upper primary stage.

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

01. to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent ,
02. to reduce overall primary dropout rates for all students to less than 10 percent,

03. to raise average primary learning achievement by 10% over measured baseline levels, and

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

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

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

## PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

CRITERIA	EVIDENCE
EQUITY FOCUS	<ul style="list-style-type: none"> <li>* Focus on districts with low female literacy rates</li> <li>* Baseline beneficiary studies</li> <li>* Specific strategies for girls, SC/ST students</li> </ul>
DECENTRALISATION	<ul style="list-style-type: none"> <li>* Action plans and budgets development at the district level</li> <li>* Investment in district-level institutional capacity</li> </ul>
PARTICIPATORY PLANNING	<ul style="list-style-type: none"> <li>* Village leadership, NGOs, District, Block and school level personnel involved in programme planning through consultations and workshops</li> </ul>
TECHNICAL FEASIBILITY	<ul style="list-style-type: none"> <li>* Strategies are based on empirical evidence or experience, preferably in India</li> </ul>
MANAGERIAL FEASIBILITY	<ul style="list-style-type: none"> <li>* Implementation by a registered society empowered to make financial, staffing and project design decisions</li> <li>* Plan for MIS development that needs GOI requirements</li> <li>* Acceptable plans for development of enhanced State capacity for textbook development, teacher training, management training, student learning assessment, and programme evaluation</li> </ul>
FINANCIAL FEASIBILITY	<ul style="list-style-type: none"> <li>* Programme resources are a net addition to normal growth of State Plan allocations for primary education and education as a whole</li> <li>* Full annual programme costs are included in annual State budgets.</li> <li>* Annual recruitment costs of the investment are shown to be sustainable on State Non-Plan budgets at the end of the project.</li> </ul>



## GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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



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

#### SEX AND GENDER

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

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

#### GENDERING

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

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

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

- i. to analyse the content of the social roles/gender roles of women and men for helping them to see and feel the need for gender justice ;
- ii. to deconstruct gender roles, especially those aspects like immutable differences, myths, beliefs of male superiority and female subordination ;
- iii. to reconstruct gender roles corresponding to the need of a new social and technological social order based on equality and justice through curriculum and educational programmes.

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

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



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

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

Following studies were carried out :

01. Base Line Survey
02. Gender Studies
03. Tribal Studies
04. Text Book Production and Distribution
05. State Finance
06. Teacher Education

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

## METHODOLOGY

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

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

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

## GOALS OF GENDER STUDIES

### GOALS ( IMMEDIATE )

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

### GOALS ( LONG TERM )

- \* When being a man or a woman works neither to the advantage nor to the disadvantage of a person.
- \* It is noted that gender roles are socially created and hence are not immutable.

### SPECIFIC OBJECTIVES OF THE STUDY

01. To map out gender disparities in access, enrolment and retention in schools.
02. To identify causes for non enrolment and drop out of girls and propose effective district / local specific strategies for improving enrolment, retention and achievement among girls
03. To assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
04. To collect information on gender bias in (a)text books,(b)teacher's training, (c)teacher's attitude, (d)curriculum transaction and (e)administrator's attitude.
05. To identify supportive community structures such as Women's groups, V.E.Cs, Panchayats, P.T.As, Teacher organisations, Youth Clubs etc. for developing effective strategies of UPE among girls.
06. To identify ways to facilitate convergence of services of different departments for UPE among girls (focal areas ECCE, Health and Support Services).
07. To study the availability of educational (books, stationery, uniforms) and other incentives (mid-day meals, attendance prizes etc.).
08. To assess participation of women in teaching, administration and other decision making bodies.
09. To develop State/District level monitoring and evaluation framework.

**SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :**

01. Social and demographic indicators, population distribution by sex and rural-urban areas, sex ratio, age specific population especially for age group 0-6 and 6-11 years, population density, age specific mortality rates, infant mortality rate, child mortality rate, age at marriage by sex, child labour, work participation rate by sex, main and marginal workers and by rural/urban areas, wherever possible.
02. Literacy by sex, rural urban, SC/ST 1981, 1991
03. Availability of primary schools / NFE centres, ECCE Centres within walking distance of 1 to 1.6 km. for girls.
04. Availability of educational and other (books, stationery and remedial teaching) incentives (uniforms, noon meals, attendance scholarships).
05. Enrolment by sex, rural/urban, SC/ST for the last five years.
06. Dropout by sex, rural/urban, SC/ST for the last five years.
07. Total number of teachers by sex, rural urban, SC/ST.
08. Women teachers as percentage of total teachers.
09. Women's participation in terms of percentage in educational administration and other decision making bodies like Panchayats and Village Education Committees. (VEC)
10. Supportive structures such as ECCE (Anganwadi, Balawadi, Pre schools) Women's Groups (Mahila Mandals, Mahila Samakhya, NGO's etc.), Village Education Committees, Parent Teacher Association, Panchayat Education Sub-Committees, Teacher Organisations and Nehru Yuvak Kendras (Youth Clubs).



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

#### SOURCES OF SECONDARY DATA

1. Census of India.
2. District Handbooks.
3. Educational and Social Researches on Girls Education and status of women.
4. Government (State, GOI) Documents.
5. National Sample Surveys

Secondary Data had to be utilized for preparation of :

- i. State status paper on Girls Education
- ii. District Profiles

#### PRIMARY DATAS

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

01. Reasons for continuance of girls in schooling.
02. Reasons for discontinuance of girls from schooling.
03. Reasons for non enrolment of girls.
04. Perceived utility of Girls' Education
05. Perception of Gender Equality and Gender Discrimination.
06. Proposed strategies for UPE of Girls' and Women's Empowerment.
07. Role of parents, community leaders, administrators and teachers in UPE for Girls.

## INTERVIEW SCHEDULES

- G.S.1 : District Schedule
- G.S.2 : Village / Urban Schedule
- G.S.3 : Household Schedule
- G.S.3.2 : Dropout Girl Schedule
- G.S.3.3 : Never Enrolled Girl Schedule
- G.S.4 : Teacher Schedule
- G.S.5 : Institutional Schedule
- G.S.6 : Community Leader Schedule
- G.S.7 : Educational administrator Schedule

Group Discussions : Interacting sessions with Community Leaders. Parents, Youth, Teachers and Administrators were organised.

## THE SAMPLE DESIGN

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

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

- (a) Villages having no school
- (b) Villages having a primary school only
- (c) Villages having middle school
- (d) Villages having secondary or higher secondary school

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

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

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

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

In each block some teachers were to be interviewed.

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

## DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

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

## FIELD WORK

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

## DPEP GENDER STUDIES PROJECT

### MADHYA PRADESH

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

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

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

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

## DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

---

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

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DISTRICT PRIMARY EDUCATION PROGRAMME

**DPEP**

GENDER STUDIES



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

1994

**MADHYA PRADESH**



## INDIA BRIEF ANALYSIS

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

### POPULATION OF ALL AGE GROUPS

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

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

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

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

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

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

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

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

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

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

#### POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

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

## NATIONAL LEVEL

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

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

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

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

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



## STATE LEVEL

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

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

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

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

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

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

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

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

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

#### DISTRICT LEVEL

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

Table 01

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

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

\* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Table 02  
Frequency distribution of districts by literacy rates of females for total and rural areas indicates a different scenario.

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

**DISTRICT PRIMARY EDUCATION PROGRAMME**

**DPEP**

GENDER STUDIES



**MADHYA PRADESH**

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

1994



## MADHYA PRADESH

### BRIEF ANALYSIS

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

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

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

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



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

#### Demographic Scenario

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

TABLE 03  
TOTAL POPULATION OF ALL AREAS AND RURAL AREAS-1991  
INDIA / MADHYA PRADESH  
(IN THOUSANDS)

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

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

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

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

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

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

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

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

1. Western Tribal Zone,
2. Central Tribal Zone,
3. North Eastern Tribal Zone,
4. Southern Tribal Zone,
5. North Western Tribal Zone.

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

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

Table 06  
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

### Decadal Growth rate of population

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

#### GROWTH - RATE

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

### Decadal Variation in Population:

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

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

### Sex-Ratio

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

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

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

Source : Census of India 1991.

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

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

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

SOURCE: (a) For columns 2 to 5 1991 census.

(b) Columns 6 to 8 are based on sample registration system estimates of 1991.

**Total Fertility Rate:**

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

## Infant Mortality Rate:

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

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

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

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

**Female Child Deaths by Age 2 years.**

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

Excess of Female Child Deaths over Male Child Deaths by 5 years age.

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

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

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



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

State/ distr- icts	% Married Fem- ales in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertili- ty rate	1988 couple protect ion rate
GUNA	77.91	15.00	42.03	215	28.50
TIKAMGARH	84.36	14.30	44.48	224	29.40
CHHATARPUR	80.33	14.50	42.19	221	24.40
PANNA	80.42	15.00	45.54	222	27.60
SATNA	79.36	14.80	41.20	197	24.60
REWA	83.72	14.40	40.55	191	46.40
SHAHDOL	78.22	14.80	35.57	165	27.80
SIDHI	84.38	14.60	38.70	187	24.00
MANDSAUR	72.38	14.80	38.30	186	31.70
RATLAM	61.05	15.50	38.15	190	46.40
DHAR	54.80	16.30	39.39	207	43.30
BETUL	38.84	16.90	40.69	224	33.80
SEHORE	75.48	14.80	40.77	208	33.70
RAJGARH	79.20	14.60	38.95	190	30.80
RAISEN	75.66	14.90	42.62	218	29.30
RAJNANDGAON	58.84	14.90	35.52	180	49.10
BILASPUR	64.18	15.40	34.14	169	36.20
SURGUJA	54.62	15.60	33.35	157	32.60
RAIGARH	38.53	17.00	37.22	149	45.50

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

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

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

## Economic Scenario

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

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

Table 12  
Percentage of Population below Poverty line (1987-88)  
Comparative India, Madhya Pradesh and Kerala

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

Source: National Sample Survey.

Table 13  
The Work Participation Rate in 1981  
Madhya Pradesh & Kerala

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

Source : Census of India 1981

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

Table 14

The Marginal Workers in M.P. (1991)

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

Source : Census of india 1991

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

## LITERACY

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

Table 15  
Literacy Rates

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

( 0 - 6 age groups has been excluded. )

Source : Census of India - 1991

Table 16  
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

Source : (i) Registrar General : Sample Registration Bulletin , Dec 1989.

(ii) National Sample Survey , 43rd Round.

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

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

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

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

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

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

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

FOR CLASSES I TO V

ENROLMENT IN CLASS IN PRECEDING 4 YEAR (i.e 1984-85)

DROP-OUT RATES AT ENROLMENT IN CLASS V DURING THE YEAR  
PRIMARY STAGE = ----- \* 100  
DURING THE YEAR ENROLMENT IN CLASS PRECEDING 4 YEAR

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

**TABLE 21**  
**LIST OF DISTRICTS WITH BELOW 20% LITERACY RATES**  
**FOR FEMALES IN ALL AREAS - 1991**  
**MADHYA PRADESH**

LIST OF DISTRICTS	LITERACY RATE
SHIVPURI	15.64
GUNA	17.99
TIKAMGARH	19.96
PANNA	19.41
SIDHI	13.61
SHAJAPUR	19.77
JHABUA	11.52
RAJGARH	15.62
SURGUJA	17.40
BASTAR	15.30

Source : Statistical Database for Literacy Vol-II, 1993

**Table 22**  
**Enrolment in Primary Schools (M.P.)**

	All Communities	Boys	Girls
Total	84.47	12.72	15.78
Boys	49.25	07.70	09.83
Girls	35.22	05.02	05.95

Source : Statistics , M.P.School Education Department , 1982

In rural Madhya Pradesh , there are 47.62% families without any literate member in the family , while for urban households the figure is 16.66%.

**Table 23**  
**Girls Enroled in class I-V to total Enrolment**

STATE	Rural	Urban	Total
Kerala	48.68	49.58	48.79
Madhya Pradesh	36.54	43.76	38.85

Source : Selected Educational Statistics MHRD , New Delhi.

**Table 24**  
**Female Dropouts in classes I - VIII**

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

Source : Selected Educational Statistics MHRD , New Delhi.

**Table 25**  
**Dropout rate in Madhya Pradesh**

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

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

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

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

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

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

**Table 27**  
**Schools without Buildings (in Thousands)**  
**Madhya Pradesh**

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

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



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

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

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

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

**Table 29**  
**Primary Schools**  
**Teachers ( in thousands )**  
**Madhya Pradesh**

	Male	Female	All
Total	138	43	181
Trained	95	26	121

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

**GENDER STUDIES (DPEP) IN MADHYA PRADESH**  
**COVERAGE, TARGET GROUP, GOALS & OBJECTIVES**

**DPEP : Proposed Coverage in Madhya Pradesh**

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

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

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

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

**BASIC DATA OF 19 DPEP DISTRICTS**  
Madhya Pradesh

DIVISION	S. NO.	DISTRICT	LITERACY RATE			NO. OF		NO. OF		NO. OF N.F.E.	GER 30.09.92				
			M	F	TOTAL	VILLAGE	HABITATION	GOVT	NON-GOVT		TOTAL	CENTRES	BOYS	GIRL	OVER ALL
Bhopal	1	Sehore	56.9	22.0	40.4	15	1083	1069	930	120	1050	500	92.01	67.01	80.01
	2	Raisen	54.0	25.5	40.8	17	1518	1425	1095	174	1169	584	89.5	85.01	87.5
	3	Rajgarh	46.7	15.6	31.8	16	1747	1666	1012	148	1060	585	75.7	59.3	65.8
	4	Betul	57.4	33.9	45.9	10	1391	1328	1241	149	1290	502	93.5	86.7	90.2
Gwalior	5	Guna	48.9	18.0	34.6	19	2277	2590	1349	184	1433	700	95.01	81.01	88.01
Indore	6	Dhar	47.6	20.7	34.5	13	1570	3017	1522	129	1551	689	91.01	60.01	76.01
Ujjain	7	Ratlam	58.4	29.1	44.2	16	1070	1308	971	168	1139	575	86.01	72.01	79.01
	8	Mandsaur	67.3	28.3	48.7	18	1765	1580	1397	1280	1677	685	91.7	90.8	90.4
Sagar	9	Tikamgarh	47.5	20.0	34.8	16	973	1671	901	182	983	700	90.7	89.9	90.9
	10	Chhatarpur	46.9	21.3	35.2	18	1204	1540	1004	162	1066	586	90.6	94.6	91.8
	11	Panna	46.3	19.4	33.7	15	1048	1405	861	151	912	600	81.4	74.8	78.52
Durg	12	Rajnandgaon	61.3	27.8	44.4	12	2399	2754	1747	148	1795	1300	86.01	89.01	87.01
Rewa	13	Rewa	60.7	26.9	44.4	19	2745		1459	1261	1720	749	104.5	79.8	92.6
	14	Satna	60.0	27.8	44.7	18		2040	1191	196	1387	70	86.34	62.1	70.7
	15	Sidhi	43.2	13.6	29.2	18			1208	171	1279	640	70.80	69.90	71.70
	16	Shahdol	48.4	20.1	34.8	12	2112	4118	2029	218	2247	700	86.90	62.60	75.01
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	77.99	50.06	64.27
	18	Raigarh	56.0	26.5	41.2	17	2244	5297	2899	158	3057	600	71.57	61.23	66.46
Sarguja	19	Sarguja	42.1	17.4	30.1	24	2438	6864	3055	127	3182	600	79.66	59.33	69.69
			54.3	23.7	39.5	198	24326	34489	24783	1886	26669	9696			



**COVERAGE OF DPEP DISTRICTS UNDER TOTAL LITERACY  
CAMPAIGN (T.L.C.), ICDS AND NON-FORMAL EDUCATION (NFE)  
AS ON OCT , 93**

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



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

#### Target Group :

The target group for the programme would be

- i. all children of 6-11 years age group
- ii. all children of 11-14 years age group who have not completed 5 years of schooling or its equivalent through the non-formal stream

#### Goals

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

- i. To provide access for all children to primary education classes(i-v), i.e., primary education wherever possible or its equivalent non-formal education. This would mean that the Gross Access Ratio would be raised to 99% or more.
- ii. To achieve universal enrolment at the primary level, i.e., to raise the Gross Enrolment Ratio to 120%
- iii. To reduce dropout rates at the primary level to less than 10%, i.e., raise the Retention Rate to 90%



- iv. To increase average primary learning achievement by 25% over measured baseline levels. The present baseline levels in Madhya Pradesh are not known and are being measured. Experimental studies in the past have shown this to be in the region of 4%-5%. This implies that the achievement levels would be raised to ~ 30% by the end of the project period.
- v. To strengthen the capacity of state and district institutions and organisations for the planning, management and evaluation of primary education.

#### Objectives

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

1. BUILDING INSTITUTIONAL CAPACITY
2. IMPROVING QUALITY
3. ENVIRONMENT BUILDING
4. UNIVERSAL ACCESS

## OPERATIONAL DETAILS

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

### Identification of Blocks

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

### Identification of Villages

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

The villages were selected on the following basis :

- (i) Two villages with no school,
- (ii) Two villages with primary school,
- (iii) Two villages with middle school and
- (iv) Two villages with higher secondary school
- (v) One urban slum of each Block/District.

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

## Identification of Households

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

The following 9 schedules were canvassed for collection of data.

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

## COLLECTION OF DATA

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

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

## LIMITATION OF THE STUDY

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

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

## GAINS OF THE STUDY

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

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

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

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

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

## PROGRAMME AREAS

Following major programme areas have emerged out of the study :

### SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

01. Campaigns to create parental awareness and motivation and soliciting community support
02. Orientation programmes for members of VECs, panchayats, NYKs
03. Strengthening and preparing mahila mandals for playing key role in UPE

Incentives to be given to all girls regardless of caste, class, creed on time

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

### SERVING OUT OF SCHOOL GIRLS

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

### TOTAL LITERACY CAMPAGIGN

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

### CONVERGENCE OF SERVICES

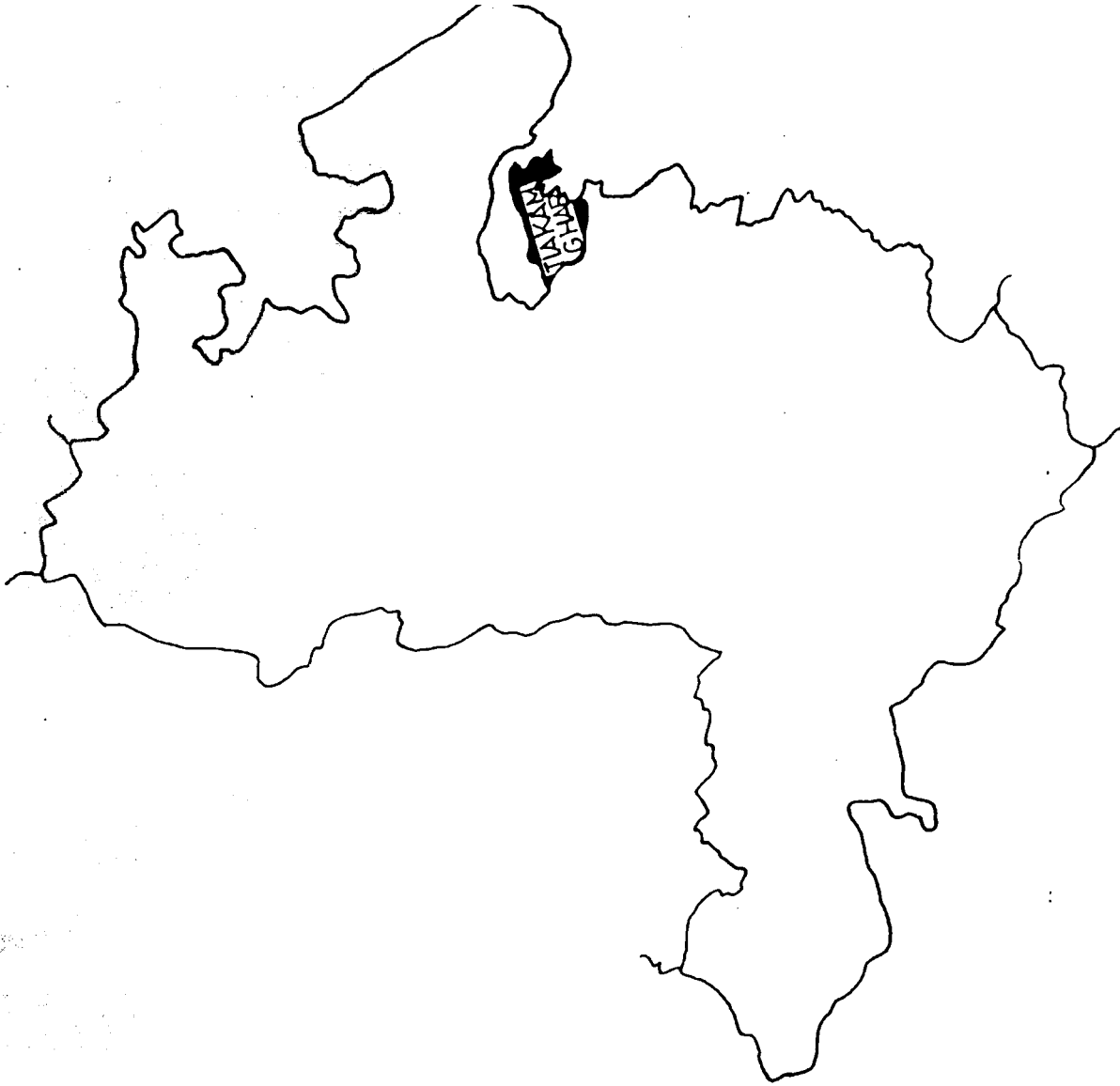
01. Sibling care being a major hurdle, creche, day care centres and anganwadis should be provided
02. NFE centres for girls may function next to anganwadis simultaneously
03. Gender sensitization of Anganwadi workers

### GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

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



STATE : MADHYA PRADESH  
DISTRICT : TIKAMGHAR

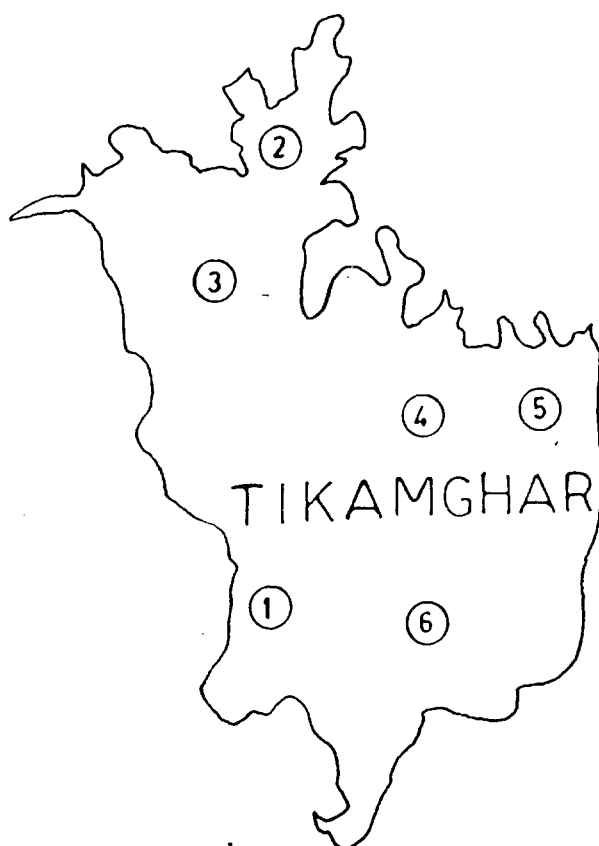


Based upon survey of India map with the permission of the Surveyor General of India.





STATE : MADHYA PRADESH  
DISTRICT : TIKAMGHAR  
BLOCK WISE POPULATION



0 BLOCK      0 POPULATION

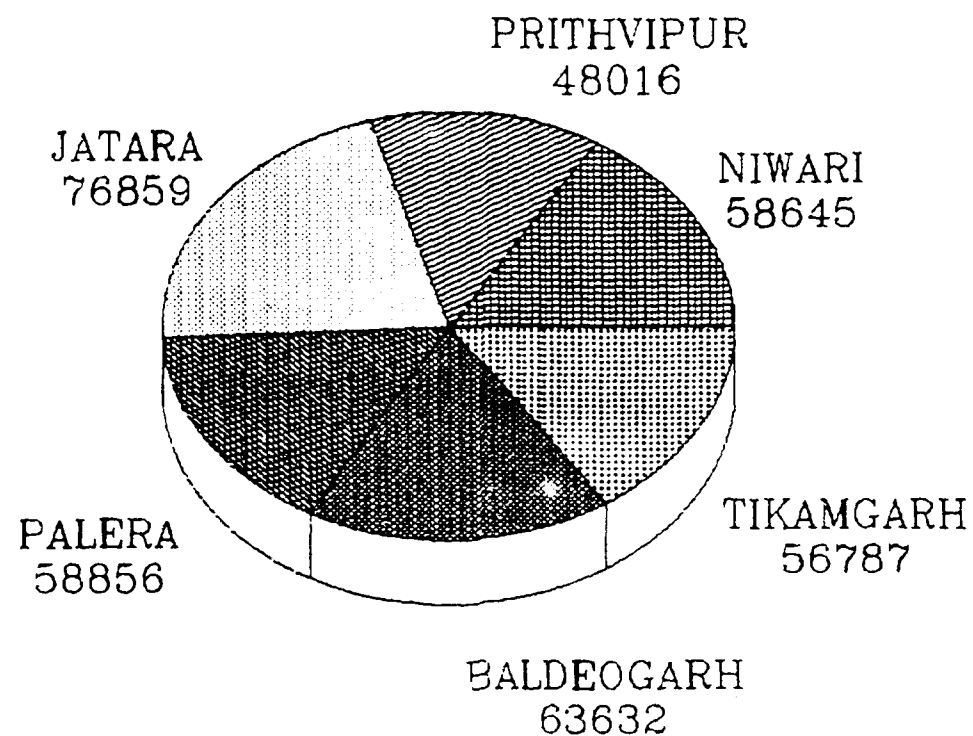
① TIKAMGHAR	-	121735
② NIVADEE	-	126378
③ PRITHVIPUR	-	102885
④ JATARA	-	166313
⑤ PALARA	-	127248
⑥ BALDEOGARH	-	136183

SOURCE : CENSUS 1991

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



# BLOCK WISE FEMALE POPULATION DISTRICT : TIKAMGARH



FEMALE

SOURCE : CENSUS OF INDIA 1991



## Chapter 1

### District Tikamgarh

#### An overview

The district Tikamgarh, formerly a princely state, was known as "Orchcha State", Orchcha being its capital town. In 1783, the capital of the state was shifted from Orchcha to Tehri being a safer place from outer invasion. The name of the capital town 'Tehri' was changed to 'Tikamgarh' in 1887 in the honour of 'Lord Krishna' as 'Tikam' is the one of the names of Lord Krishna. On 22nd Dec. 1947, the then ruler handed over the power to the representative of the public and become a part of free India.

There are twelve urban areas in the district and 973 villages out of which 852 are inhabited and 121 are uninhabited. For administrative convenience, the district is divided into three sub-divisions, five tehsils and six blocks.

Sub- divisions - (1) Tikamgarh (2) Jatara (3) Niwari

Tehsils - (1) Tikamgarh (2) Jatara (3) Niwari  
(4) Prithvipur (5) Baldeogarh.

Blocks - (1) Tikamgarh (2) Baldeogarh (3) Prithvipur  
(4) Niwari (5) Palera (6) Jatara.

Special Area Development Authority (SADA) has been established at Orchcha, a religious and tourist centre in the district.

#### Geographical Profile :

The major land of the district is rocky consisting of the granite and igneous formation with a very small area of plains. The types of soil are kapar 15% , Mauta 10% , Padua 40 % , and Raker 35% . The land is of low fertility.

The district is divided into three main regions ; -

1. Ur - Dhasan Basis.
2. Plains of Central Part.
3. Betwa Basin.

The total area of the district is 5048 sq. kms., it is 90 kms. long from North to South and 70 km. wide from East to West.

Tikamgarh is the North West district of Madhya Pradesh. The district lies between 24' 36' to 25' 40' North latitude and 73' 26' to 79' 28' East longitude. It is surrounded by district Jhansi of Uttar Pradesh (U.P.) in the North, district Sagar of M.P. in the South, district Chatarpur of M.P. in the east and district Lalitpur of U.P. in the west. It is about 426.7 meters above the sea level.

There are three main rivers in the district namely the Betwa, Dhasan and Jamni with some of their tributories like Sauda, Kukani, Beigi, Sapnar and Jamdar etc. There is a dam named Rajendra Sagar near Kundeshwar .

The coverage of forest is 78.51 sq.km. in the district. The forest is mostly of tropical, dry-mixed deciduous type in which trees like Sagwan, Mahua, Aola, Achar, Bel, Ber, Pipal, Tendu, Behera, Palash, Kardhai, Kher, etc. are found.

The climate of the district is of extreme type. The months of May and June are very hot. The temperature varies between 5' C and 46' C in the district round the year. The average rainfall of the district is 950 mm.

**Demographic Profile :**

As per the 1991 census the total 1,59,014 persons are living in urban areas and 781,815 in rural areas.

The total population of scheduled castes and scheduled tribes in the district are 2,14,064 and 38,850 respectively. The census of 1991 also recorded a population of 19,430 children in the age group of 0-6 years. Out of which 10,132 are males and 9,298 are females. The growth rate of the population is 2.76% in the district.

**Table 1.1**

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

State/ District	Males	Females	Sex-Ratio		Decennial Growth Rate	
			1981	1991	71-81	81-91
Madhya Pradesh	34,232,048	31,903,814	941	932	25.27	26.75
Tikamgarh	502,620	437,989	883	871	29.55	27.63

Source : Census of India - 1991

**Table 1.2**

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

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	TIKAMGARH	940,609	1.42

SOURCE : CENSUS OF INDIA - 1991



Table 1.3

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

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION			
		1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	TIKAMGARH	87.87	12.13	83.10	16.90

SOURCE : CENSUS OF INDIA - 1991

Table 1.4

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

STATE / DISTRICT	SEX RATIO (FEMALES PER 1000 MALES)		DENSITY OF POPULATION PER Sq.Km.		DECENNIAL GROWTH RATE OF POPULATION	
	1981	1991	1981	1991	1971-81	1981-91
	MADHYA PRADESH	941	932	118	149	+25.27
TIKAMGARH	883	871	146	186	+29.55	+27.63

SOURCE : CENSUS OF INDIA - 1991

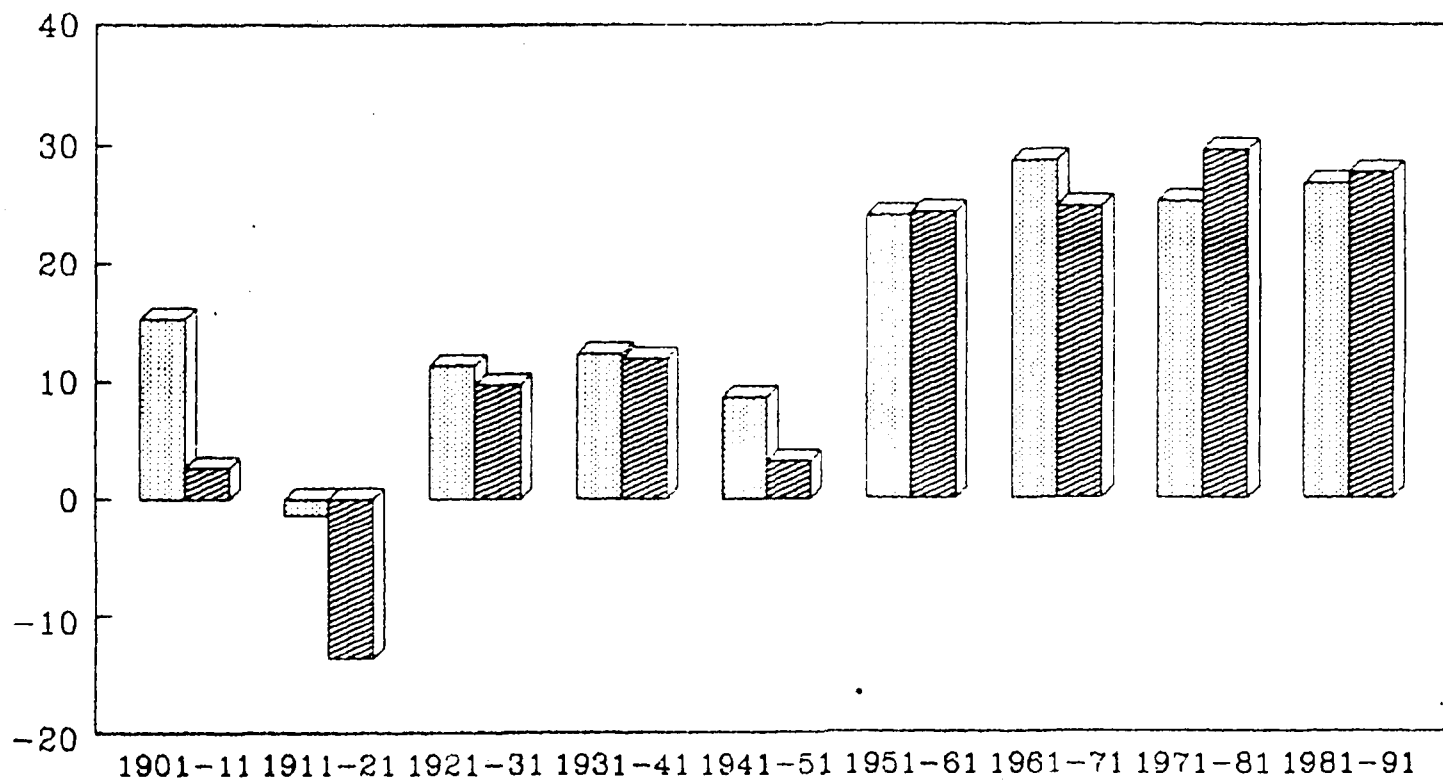
Table 1.5

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

STATE /DISTRICT	DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
	%	%	%			
MADHYA PRADESH	26.75	22.11	44.98	932	944	893
TIKAMGARH	27.63	20.70	77.79	871	868	886

SOURCE : CENSUS OF INDIA , 1991

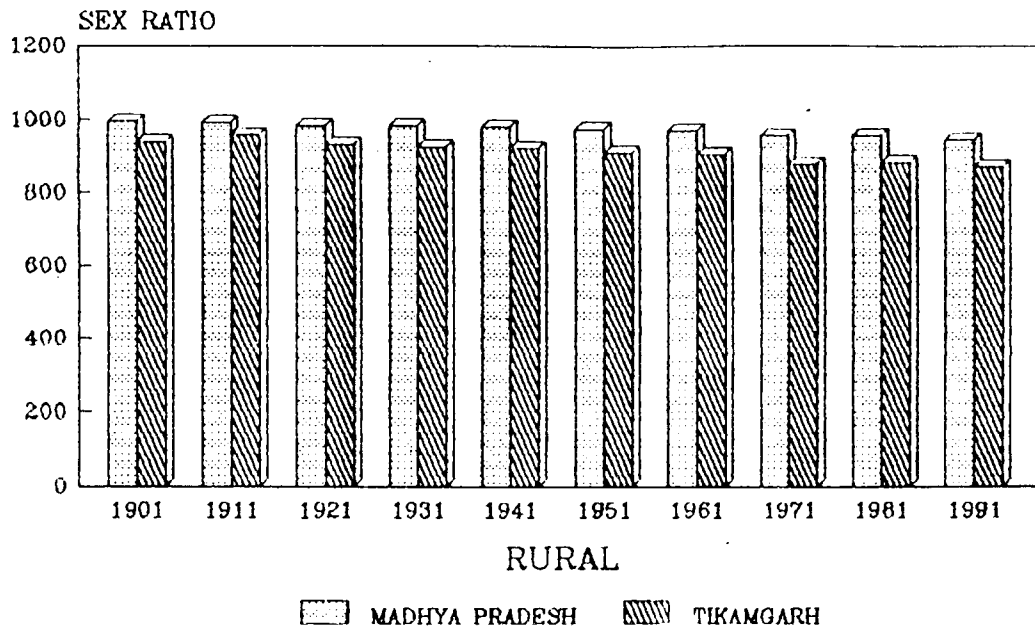
# DECADAL VARIATION IN POPULATION MADHYA PRADESH AND DISTRICT TIKAMGARH 1901 - 1991



MADHYA PRADESH
     
 
 TIKAMGARH

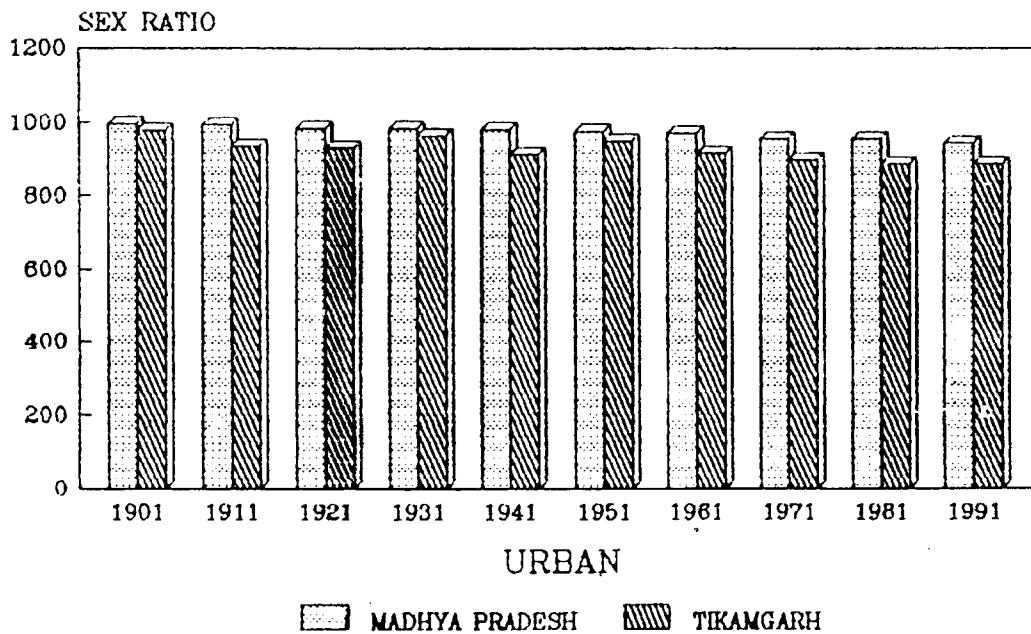
SOURCE : CENSUS OF INDIA - 1991

## SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT TIKAMGARH 1901-1991



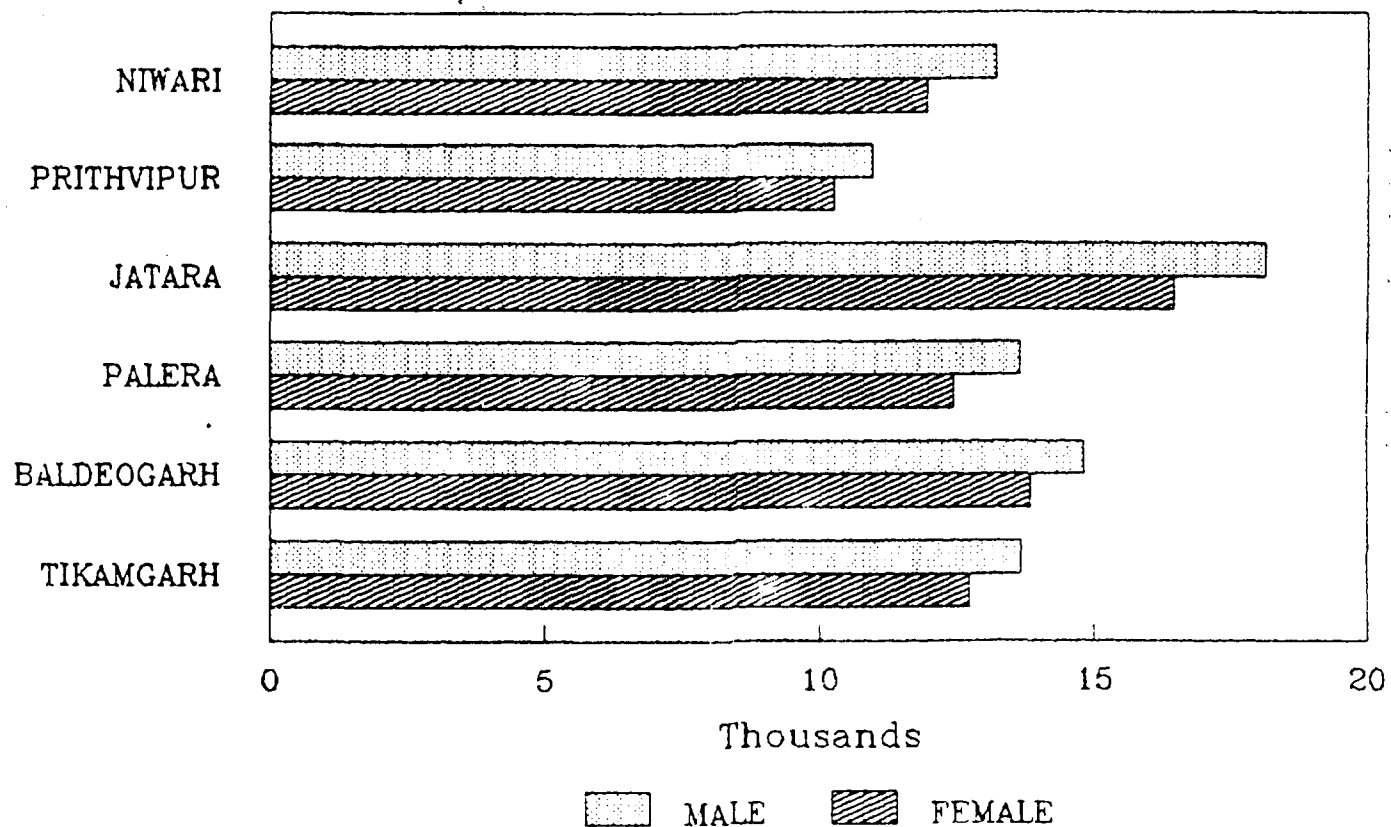
SOURCE : CENSUS OF INDIA - 1991

## SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT TIKAMGARH 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

Table 1.6

DECADAL VARIATION IN POPULATION SINCE 1901  
District Tikamgarh, Madhya Pradesh

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	81-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
TIKAMGARH	+02.60	-13.66	+09.75	+11.96	+03.15	+24.44	+24.85	+29.55	+27.63

SOURCE : CENSUS OF INDIA - 1991

Table 1.7

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

STATE / DISTRICT	RURAL/ URBAN	SEX - RATIO									
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944
	U	937	913	878	872	882	907	856	868	884	893
TIKAMGARH	R	939	958	932	925	921	909	906	876	882	868
	U	977	934	930	963	913	949	914	898	886	886

SOURCE : CENSUS OF INDIA , 1991

Table 1.8

BLOCK WISE DISTRIBUTION OF POPULATION, 1991  
District Tikamgarh

S. NO. :	NAME OF DISTRICT/ BLOCK	AREA IN: Sq.Km.	POPULATION MALE	POPULATION FEMALE	DENSITY OF POPULATION PER Sq.Km.	SEX RATIO:
1.	DISTRICT TIKAMGARH	5048	502822	438007	186	871
	BLOCKS					
	1. NIWARI	581.28	67733	58645	217	866
	2. PRITHVIPUR	512.18	54869	48016	201	875
	3. JATARA	910.44	89454	76859	183	859
	4. PALERA	754.76	68442	58856	169	860
	5. BALDEVGARH	821.84	72551	63632	166	877
	6. TIKAMGARH	809.33	64948	56787	150	874

SOURCE : i. CENSUS OF INDIA, 1991 (FINAL POPULATION TOTALS)  
ii. DISTRICT STATISTICAL HANDBOOK, (LATEST ISSUE)

Table 1.9

**BLOCKWISE DISTRIBUTION OF SC/ST POPULATION - 1991**  
District Tikamgarh

S. NO.:	NAME OF DISTRICT/ BLOCK	SCHEDULED CASTES MALE	SCHEDULED CASTES FEMALE	SCHEDULED CASTES TOTAL	SCHEDULED TRIBES MALE	SCHEDULED TRIBES FEMALE	SCHEDULED TRIBES TOTAL	% TO TOTAL POPULATION SC	% TO TOTAL POPULATION ST
1.	DISTRICT	115333	98731	214064	20091	187509	38850	22.80	4.10
2.	BLOCK								
	1. Tikamgarh	14686	12850	27536	3035	2864	5899	22.26	4.80
	2. Niwari	17774	15117	32891	2352	2250	4602	26.03	3.64
	3. Jatara	21125	17809	38934	3994	3620	7614	23.41	4.58
	4. Palera	19252	16356	35608	2767	2508	5275	27.97	4.14
	5. Baldeogarh	14379	12382	26761	3391	3236	6627	19.65	4.87
	6. Prithvipur	11473	9773	21246	2980	2818	5798	20.65	5.64

SOURCE : 1. CENSUS OF INDIA, 1991

Out of the total population of 9,40,829 males are 5,02,822 and females 4,38,007 comprising a sex ratio of 1000 : 871 which is very low in comparison to the state figure of 1000 : 933. The socio-economic factor is responsible for the low percentage of female population.

As per 1991 census the population density of the district is 126 persons per square kilometer while it is 149 persons per square kilometer in the state and 267 persons per square kilometer in the country. The district is predominantly rural, having 83% rural population and 17% urban population.

The main language of the people is Hindi and the main local dialect is Bundeli.

The district is inhabited by Hindus, Muslims, Sikhs, Jains and Christians. People of all castes and creeds celebrate the religious functions together. The folk dances like Rae, Kandara and songs like Badhai, Lamtera and very popular.

## Economic Status :

Cultivation is the main occupation in the district engaging 2,42,853 persons (11,87,481 males and 55372 females).

The crops grown are cereals, millets, paddy and pulses. Now the trend is towards growing crops like potatoes, sugarcane and soyabean.

The agricultural labour do not get work round the year resulting in their poverty and migration. About 82,885 families are living below the poverty line as per Rural Development Department.

Table 1.10

### TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS . District Tikamgarh, Madhya Pradesh

STATE /DISTRICT	TOTAL RURAL URBAN	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
MADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
TIKAMGARH	TOTAL	P	940609	400620	330917	69703
		M	502620	257687	253158	4529
		F	437989	142933	77759	65174
	RURAL	P	781650	351615	284619	66996
		M	418357	219606	215478	4128
		F	363293	132009	69141	62868
	URBAN	P	158959	49005	46298	2707
		M	842639	38081	37680	401
		F	746964	10924	8618	2306

SOURCE : CENSUS OF INDIA - 1991

Table 1.11

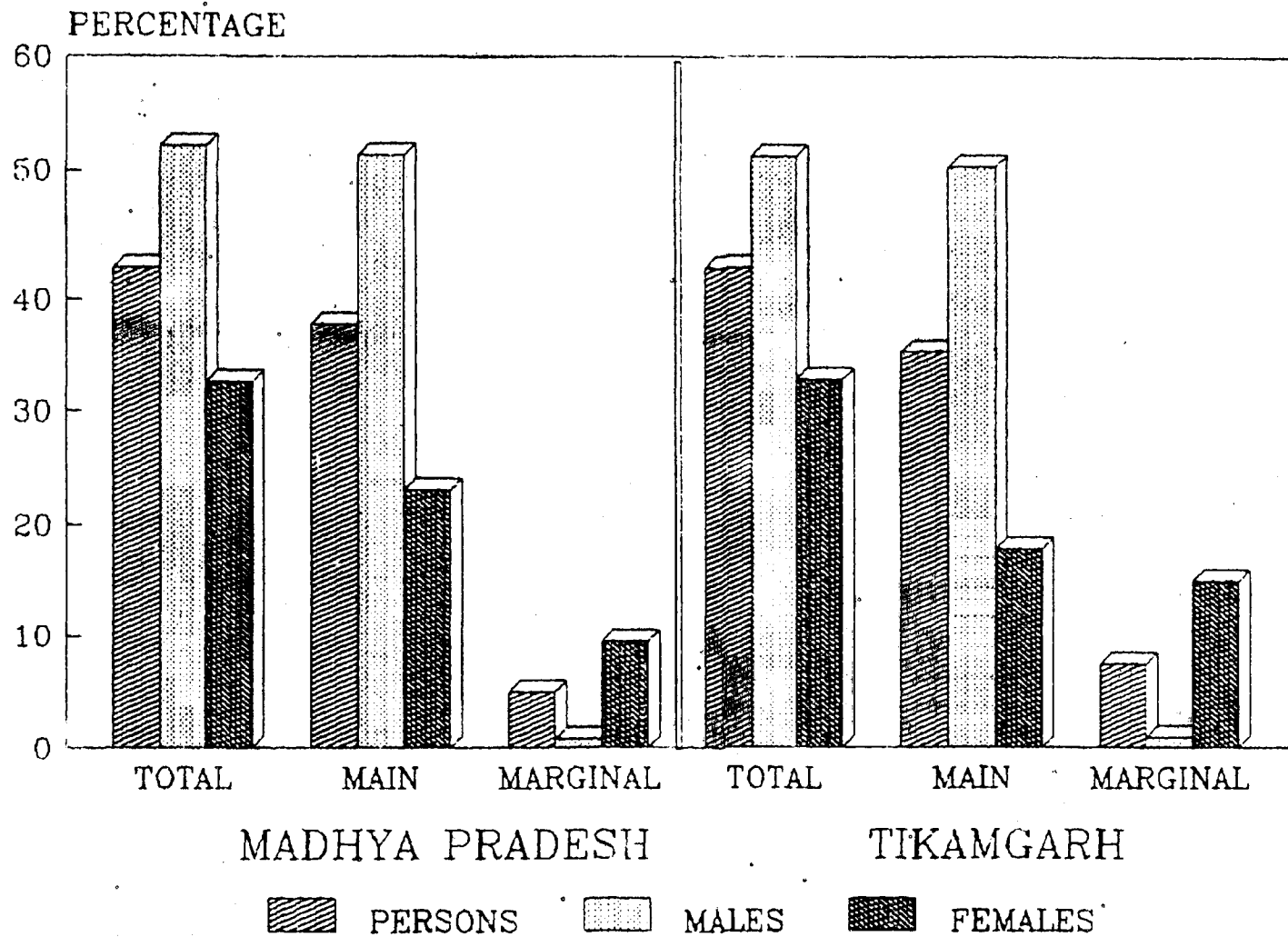
PERCENTAGE TO TOTAL POPULATION OF WORKERS.  
District Tikamgarh, Madhya Pradesh

STATE /DISTRICT	T	P	PERCENTAGE TO TOTAL POPULATION OF TOTAL							
			U	F	1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P			42.92	42.70	38.41	37.74	4.51	4.96
		M			54.48	52.17	53.52	51.40	0.96	0.77
		F			30.64	32.53	22.34	23.08	8.30	9.45
	R	P			46.31	46.69	40.87	40.47	5.44	6.22
		M			56.38	56.89	55.30	52.98	1.08	0.91
		F			35.78	39.07	25.78	27.21	10.00	11.86
	U	P			29.62	29.49	28.74	28.72	0.88	0.77
		M			47.29	46.64	46.80	46.32	0.49	0.32
		F			9.63	10.28	8.31	9.00	1.32	1.28
TIKAMGARH	T	P			42.12	42.58	34.79	35.18	7.33	7.41
		M			54.47	51.27	53.26	50.37	1.21	0.90
		F			28.13	32.63	13.87	17.75	14.26	14.88
	R	P			43.66	44.98	35.69	36.41	7.97	8.57
		M			55.68	52.49	54.42	51.50	1.26	0.99
		F			30.03	36.34	14.46	19.03	15.57	17.31
	U	P			31.02	30.83	28.28	29.13	2.74	1.70
		M			45.70	45.19	44.82	44.72	0.88	0.47
		F			14.46	14.62	09.62	11.54	4.84	3.08

SOURCE : CENSUS OF INDIA - 1991



# %AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Table 1.12

Percentage Distribution of Main Workers in the  
District Tikamgarh - 1991

S. No.	Activity	Rural		Urban		Total	
		: Total : :workers:	: % of : :female:	: Total : :worker:	: % of : :female:	: Total : :workers:	: % of : :females
1.	Cultivators	:225137	:22.70	:17431	:21.96	: 242568	:73.47
2.	Agricultural labourers	: 33209	:42.56	: 5347	:36.16	: 38556	:11.68
3.	Livestock and forestry etc.	: 2772	: 7.94	: 969	:11.46	: 3741	: 1.13
	Mining and quarrying	: 335	:35.82	: 88	: 9.10	: 423	: .12
4.	Manufacturing - House hold industry	: 5472	:23.87	: 2091	:13.40	: 7563	: 2.29
	-Others	: 2260	:12.48	: 2789	:53.40	: 5049	: .15
5.	Construction	: 1514	: 2.64	: 1070	: 2.80	: 2584	: .78
6.	Trade and commerce	: 3842	: 6.45	: 5880	: 4.97	: 9722	: 2.94
7.	Transport, storage and communication	: 772	: 0.13	: 1579	: 1.97	: 2351	: .71
8.	Other service	: 8633	: 7.75	: 8960	:13.25	: 17593	: 5.32

Source : I. Census of India, 1991

Table 1.13

Distribution of workers by Sex and Rural/Urban Areas  
in District Tikamgarh, State Madhya Pradesh, India - 1991

S. No.:	Category	Male		Female	
		: Rural :	: Urban :	: Rural :	: Urban :
1.	2.	: 3.	: 4.	: 5.	: 6.
DISTRICT		:	:	:	:
a.	Main workers	: 215809	: 37713	: 68137	: 8491
b.	Marginal workers	: 427	: 3901	: 2581	: 65410
c.	Total population	: 418538	: 84284	: 363277	: 74730
STATE		:	:	:	:
a.	Main workers	: 13886250	: 3764914	: 6644971	: 638386
b.	Marginal workers	: 2314377	: 26999	: 3044702	: 102831
c.	Total population	: 26164353	: 8102940	: 24677980	: 7235897
INDIA		:	:	:	:
a.	Main workers	: 166293608	: 55364976	: 55995971	: 8277935
b.	Marginal workers	: 2305136	: 400087	: 24434229	: 1059425
c.	Total population	: 321279405	: 113936953	: 301532971	: 101834659

Source : Census of India, 1991

**Table 1.14**  
**Distribution of workers by Sex and Rural/Urban Areas**  
**(Percentage)**

S. No.	Category	Male			Female		
		Rural	Urban	Total	Rural	Urban	Total
<b>DISTRICT : TIKAMGARH</b>							
a.	Main workers	76.00	81.62	76.79	24.00	18.38	23.21
b.	Marginal workers	5.63	14.20	3.98	94.37	85.80	94.02
c.	Total population	53.53	53.00	53.44	46.47	47.00	46.56
<b>STATE : MADHYA PRADESH</b>							
a.	Main workers	53.07	46.47	51.51	26.93	5.82	22.52
b.	Marginal workers	0.89	0.33	0.75	13.34	1.42	9.86
c.	Total population	90.63	9.37	51.78	92.01	7.99	48.22
<b>COUNTRY : INDIA</b>							
a.	Main workers	51.88	48.57	51.00	18.75	8.15	16.03
b.	Marginal workers	0.70	0.35	0.61	8.04	1.04	6.24
c.	Total population	73.82	26.18	51.90	74.75	25.25	48.10

Source : Census of India, 1991

There is no major industry in the district. The district falls in grade 'C'. There are only 26 Small Scale Units functioning in the field of wood work, powder making from Diaspore and pyrophyllite stone ect.

The only minerals found in the district are Diaspore and pyrophyllite stone. Total income in the form of royalty from these mineral amounts to Rs. 2,59,654 per annum.

In rural areas, traditional occupation the clay-pottery, carpentry, metal work, shoe-making, black smithy, weaving, rope making are in vogue, Manufacturing of agricultural equipment has also picked up amongst local entrepreneurs.

Keeping in view the industrial backwardness, an industrial growth centre has been opened at Pratappura near Orchh. town. One medium scale unit and sixteen small scale units have come up in the period of three years with an investment of Rs. 3.5 crores, employing 250 persons. There is great scope for installing Handlooms and powerlooms in the district.

**Educational Senario.**

The block, Baldeogarh in district Tikamgarh, is mostly inhabited by the people who are always struggling with life for satisfying their hunger, who are always wandering from one place to another in search of bread and butter, and who are leading a miserable life below poverty line.

Since independence, multifold efforts have been made with a view to universalising elementary education but as for results, the following table presents the true picture in respect of dropped out from school in the Baldeogarh Block. These figures have been obtained during survey for Micro-Planning.

Table 1.15

**NO. OF CHILDREN WHO ARE OUT OF SCHOOL**

S.NO	Particulars	No. of children in 6-14 age group who are out of school.		
		Boys	Girls	Total
1.	General	4807	4626	9433
2.	S/C	1951	1937	3888
3.	S/T	437	450	923
	<b>TOTAL</b>	<b>7231</b>	<b>7013</b>	<b>14244</b>

Particulars	No. of children in 6-14 age group who are out of school (Rural).		
	Boys	Girls	Total
Total No. of children in 6-14 age group in the rural area of the block.	13320	11633	24853
Percentage of out of school children.	54.7%	60.3%	57.5%

The State Government did make sincere efforts to bring the children (6-14 age group) of such people to the educational folds but of not much yeild. Institution wise educational statistics of the block in 1988-89, was as given below

Table 1.16

Primary schools	: Middle schools	: N.F.E. centres	: Source of Information	:
136	: 33	: 100	: District Officer - Tikamgarh	:

The 1991 census recorded 2,59,666 persons literate which is 27.59% of the total population in the district. Gender wise break up is 1,90,800 ( 27.94% ) males and 68,866 ( 15.27% ) females.

Table 1.17

COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Tikamgarh District	34.78	47.52	19.96

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.18

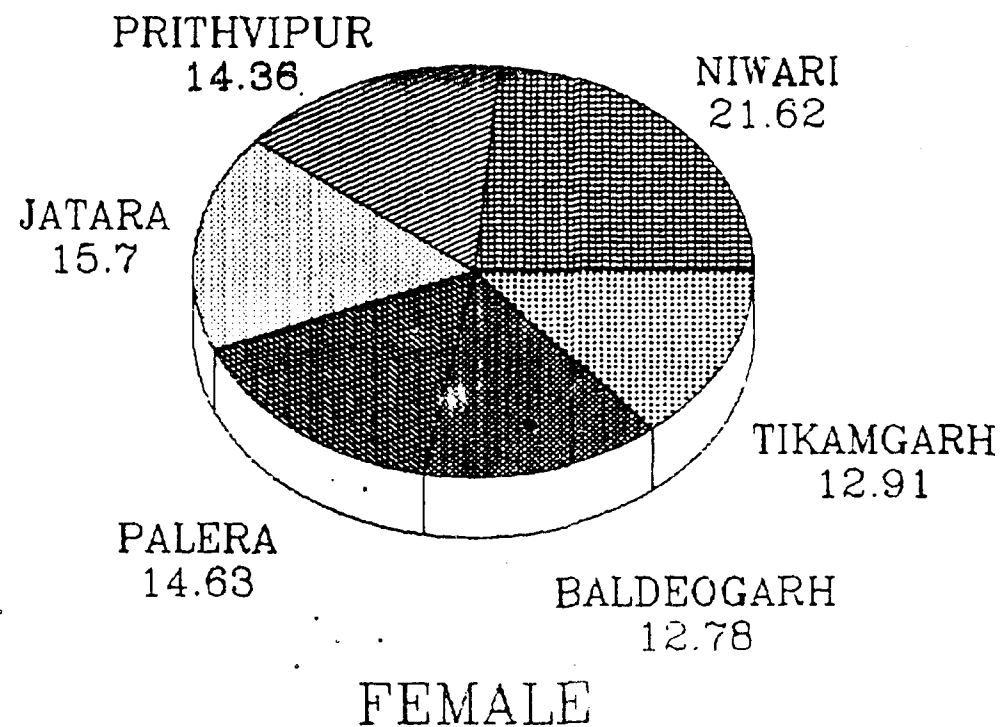
RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	TIKAMGARH	7.82	1.88

SOURCE : CENSUS OF INDIA - 1991

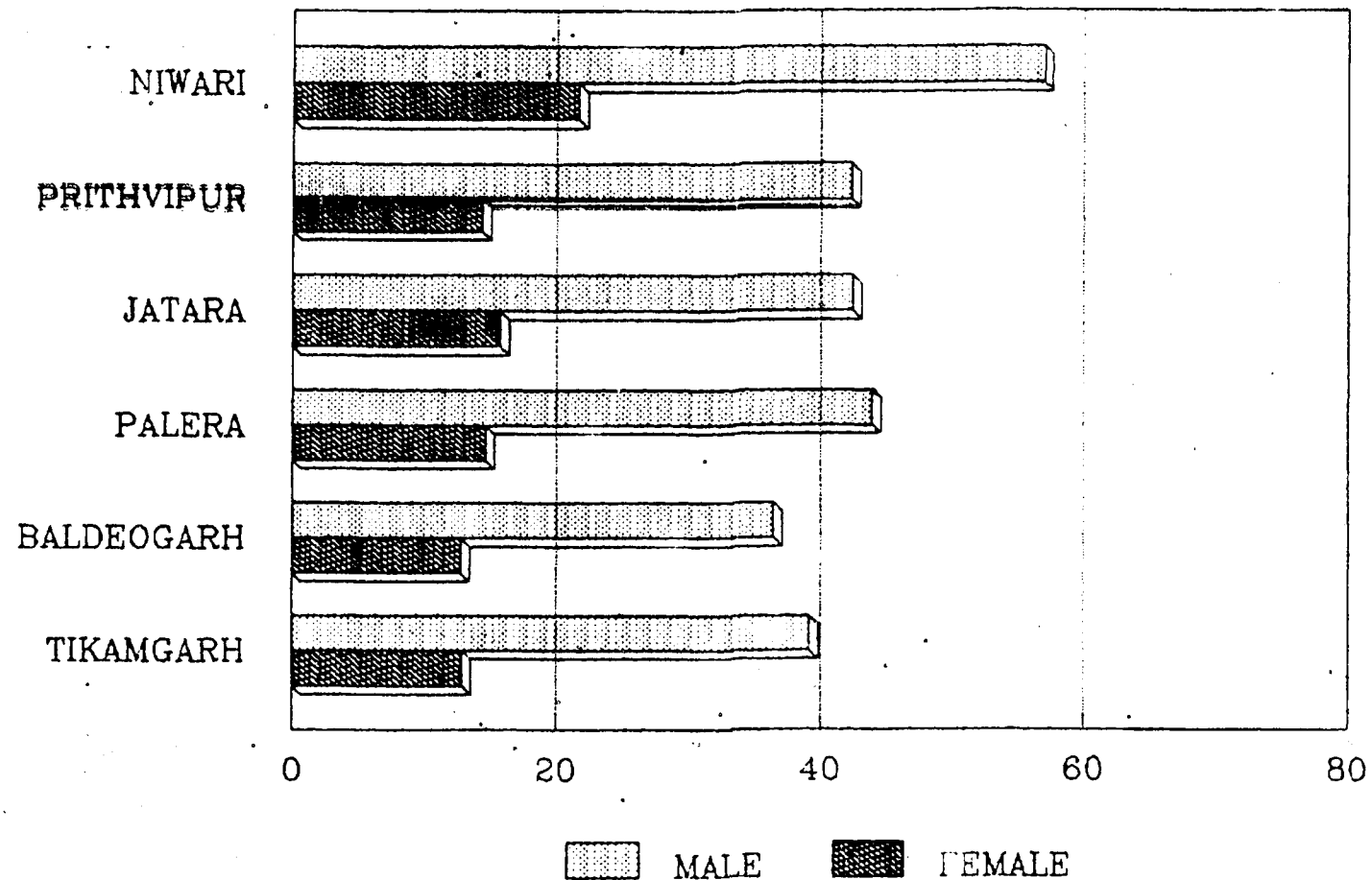
# BLOCK WISE LITERACY RATE

## DISTRICT : TIKAMGARH



SOURCE : CENSUS OF INDIA 1991

# COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : TIKAMGARH



SOURCE : CENSUS OF INDIA 1991

Table 1.19

## LITERACY RATE FOR THE DISTRICT TIKAMGARH - 1991

Population	Rural	Urban	Total
Total	30.57	55.35	34.78
Male	43.53	67.23	47.52
Female	15.39	41.88	19.96

SOURCE : i. CENSUS OF INDIA, 1991

ii. DISTRICT STATISTICAL HANDBOOK, (LATEST ISSUE)

The literacy percentage in urban areas is 54.14% among males and 33.48% among females. In rural areas, the literacy percentage is 34.68% among males and 12.07% among females. The literacy percentage among the SC / ST is very low and among the women it is much lower.

Table 1.20  
Genderwise literacy in Rural and Urban areas  
District : Tikamgarh

Area	Gender	Population	No. of Literates	Literacy percentage
Rural	Male	418538	145164	54.68
	Female	363277	43848	12.07
	Total	781815	189012	24.18
Urban	Male	84284	45636	54.15
	Female	74730	25018	33.48
	Total	159014	70654	44.43

Source : Census of India - 1991

Table 1.21

## Literacy Rate 1991 for the Block

Block	All Communities		
	Male	Female	Total
1. Niwari	57.03	21.62	40.70
2. Prithvipur	42.34	14.36	29.40
3. Jatara	42.46	15.70	30.19
4. Palera	43.91	14.63	30.48
5. Baldeogarh	36.46	12.78	25.49
6. Tikamgarh	39.15	12.19	27.63

SOURCE : CENSUS OF INDIA - 1991



Table - 1.22

**Block wise Population, Literates and Literacy Percentage  
District Tikamgarh.**

S. No.:	District/block:	Population		Literates		Literacy % age:	
		Males	females	males	females	males	females
	Tikamgarh	502822	438007	190800	68866	37.95	15.72
1.	Baldeogarh	72551	63632	21050	6369	29.00	10.00
2.	Jatara	89725	77109	30280	9483	33.74	12.30
3.	Niwari	67920	58795	31102	10095	45.79	17.16
4.	Palera	68442	58856	24064	6791	35.16	11.54
5.	Prithvipur	54952	48098	18586	5424	33.82	11.27
6.	Tikamgarh	64948	56787	20082	5686	30.92	10.01

Source : Census of India - 1991

Table 1.23

**Educational Institutions in the District : Tikamgarh**

S.No.:	Type of Educational Institution	No. of Institutions	No. of Teachers	No. of Boys	No. of Girls
1.	Primary schools	765	1815	53,417	37,033
2.	Middle Schools	100	1269	41,569	15,051
3.	Higher Secondary Schools	76	970	25,837	4,531
4.	Colleges	05	92	1,255	379
5.	Vocational & other Insts..	03	21	196	27
6.	Non-formal Educati-	594	594	11,083	9,302
	<b>Total</b>	<b>1543</b>	<b>4761</b>	<b>1,33,357</b>	<b>66,344</b>

SOURCE : DISTRICT STATISTICAL HANDBOOK, (LATEST ISSUE)

There are 991 Schools running in the district out of which 962 are primary schools and 32 are Junior Primary schools (from std. I-IV). The total numbers of Government primary schools in the district are 878 and the rest 84 are run by private management. The number of independent primary school is 816 while those linked with middle schools are 146. The total

enrolment of children in these primary schools is 1,17,467 and out of these 20,340 children are enrolled in NFE centre. There are 638 NFE centres in the district accomodating 15,523 children.

There are 2262 teachers in the primary schools, out of which 2099 are in Govt. schools and rest 163 are working in the private schools. The ratio of techers and students is 1 : 54 .



Table 1.24  
INDEX ON GENDER EQUALITY  
19 DPEP DISTRICTS OF MADHYA PRADESH  
RATIO OF FEMALE LITERATE TO TOTAL LITERATE

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

Rank District	Literacy rate - 1991				Index of Gender Equality
	Rural		Urban		
	Female	Male	Female	Male	
01. Madhya Pradesh	28	57	42	61	65
01. Betul	27	51	66	85	73
02. Raigarh	23	53	56	82	64
03. Rewa	23	57	50	78	60
04. Rajnandgaon	22	57	58	83	62
05. Satna	22	56	51	77	62
06. Bilaspur	21	58	58	84	60
07. Raisen	20	50	52	76	62
08. Mandsoaur	20	63	56	84	58
09. Dhar	16	42	54	79	59
10. Sehore	15	52	53	77	54
11. Panna	15	42	50	73	57
12. Tikamgarh	15	44	42	67	56
13. Ratlam	14	46	61	83	65
14. Chhatarpur	14	40	50	74	59
15. Shahdol	13	41	78	75	46
16. Surguja	12	37	55	78	57
17. Sidhi	11	40	50	79	46
18. Guna	10	42	50	77	51
19. Rajgarh	09	41	46	76	64

REFERENCE : Usha Nayar, Universalisation of Primary Education of Rural Girl in India, NCERT, New Delhi, 1993

Source : Literacy Figures are from Statistical Database for Literacy National Institute of Adult Education, New Delhi, 1992.



## Chapter - 2

### The Study Locale : Interaction and Observation.

The District Primary Education Programme is a step towards fulfilling the promise of equality to girls and women. Mainly low female literacy rate districts have been taken up for DPEP (except Kerala) in eight states.

In Madhya Pradesh, nineteen districts have been selected for IDPEP, district Tikamgarh is one of them. The literacy rate in the district is 27.60 and that for male is 37.95 and females a shocking 15.72% as per 1991 census. The rural female literacy rate is 12.07%. In the urban area the total literacy rate is 44.43% and that in rural area is 24.18%. The urban female literacy rate is 33.48% .

Through the efforts aiming towards redesigned curricula, textbooks, training and orientation of teachers and administrators will bring about a positive change in the value system.

To bring about a social reawakening the women studies can play a vital role and promote the education and empowerment of women.

The study villages were selected from among lists of four types, viz;

- a) Villages unserved by a primary school
- tb) Villages with a primary school only
- cc) Villages with a middle school.
- cd) Villages with a high /higher secondary school.

In addition to above one urban slum area of the district was also selected for study purpose.

It was observed in an earlier study (NCERT, 1991) of factors of continuance and discontinuance of girls in elementary schooling, stratified random sampling was done to capture the continuum of small to large sized villages. This was based on the assumption that availability of educational and developmental infrastructure was related positively with population size.

It was found in the study that girls availed of the educational facilities available in the village and no commuting to other villages for the purpose of education was observed. The mode of purposive stratified random sampling gave us the population size continuum. with unserved villages with small population having lesser facilities and larger villages having greater facilities and developmental activities.

## Main features of Sample Villages.

### (1) Village : Patti Baldeosingh

Block : Baldeogarh

District : Tikamgarh

Village Patti Baldeosingh of block Baldeogarh in Tikamgarh district is situated at about 3 Kms from the metallic road. There are 34 households in the village and a population of 187 persons of which male are 108 and females 79. Thus the sex ratio of the village is about 731. In the 0-6 age group of population, the boys are 17 and girls are 14 and the sex ratio is 823. The literate members in the village are 50 of which male are 41 and women are 9. The male literacy rate is 37.96% more than three times that of female literacy rate of 11.39%.

The village had a mixed population of SC, ST, General and OBC. Agriculture is the main occupation of the villagers and they are mostly engaged as daily wage labourers.

There is no school in the village. No support services like anganwadis, balwadis, NFE centre are available in the village.

The nearest school is 5 Kms. away from the village, hence the parents are reluctant to send their children to such far off school. If at all education is on the priority of parents it is in context of their sons rather than daughters. The girls are mostly engaged in household activities.

Superstition and untouchability is still prevalent in the village and thus restricts their development.





(2) Village : Bilarikhera.

Block : Baldeogarh

District : Tikamgarh

Village Bilarikhera is 15 Kms. away from the block head quarters. The population consists of 283 persons of which males are 154 and females are 129. The sex ratio of the village is 838 which is very low. The 0-6 age group population is 49 of which boys are 29 and girls 20, the sex ratio of 0-6 population is a shocking as 690. This depicts a picture of gender discrimination of a high order. The number of literates in the village are 18 of which male are 17 and only one female is literate. The literacy rate of the village is 6.4% and that for female is 0.78% which is shameful.

The village has no school and lacks of other support services also. Most of the parents are illiterate and hence the girls education has no importance or utility for them. Daughters are married off early. The girls are sent to their in-laws house by 16-18 years of age but once they get married they do not have the permission to study.

Financial constraints, burdens of household work, sibling care etc. are some of the reasons for non-enrolment of girls at school.



(3) Village : Durganagar.

Block : Baldeogarh

District : Tikamgarh

Village Durganagar is 1 Km. away from the metallic road. The population consists of 951 persons, the males being 471 and female 480. The 0-6 age group population constitutes of 193 children of which 96 are male and 97 females making a sex ratio of 1010 which was a positive aspect of the village. The same is noticed for the total population, that there are more females in the village than males. The crude literacy rate of the village is 18.82. The male literates are 145 and female literates are 34.

The major castes in the village are Lodhi (OBC), Thakur, Jasod (SC) and ST, Agriculture is the main occupation of the villagers and in general the economic condition of the villagers is poor.

The village has one primary school and one NFE centre but no other support services are available in the village. The village society being male dominated and patriarchal, the girls do not have any opportunity to get educated. People fear that girls might become disobedient and aggressive after getting educated.

There is no middle school in the village hence most of children drop out after the primary level. The parents complained that the teachers were irregular hence they were afraid about their daughters security. Moreover they would like their daughters to be taught by a female teacher than a male teacher.

The girls are subjugated and have no vision or dream for themselves. They do not aspire to become independent or self reliant.



(4) Village : Kudyala.

Block : Baldeogarh

District : Tikamgarh

Village Kudyala is 1/2 km away from the metallic road. The population consists of 698 persons, the males being 376 and females 322, thus constituting a sex ratio of 856. There are 79 boys and 69 girls in the 0-6 age group population. The scheduled caste population in the village is 85 in number of which males are 46 and females are 39. The number of literate persons in the village are 143, the crude literacy rate of the village is 20.49% and that for males is 31.11% and for females it is 8.07% .

The village has one primary co-educational school run by the government. No support services are available in this village. There are poor infrastructural facilities like proper drainage, potable water etc...

The girls do not attend school as the timing clashes with her household duties, wage earning activities, sibling care etc.

Socialisation pattern is geared towards preparing girls for marriage, towards shouldering family responsibilities and adjusting in her new matrimonial house, while the boys are taught to be self-reliant, educated and decision taker. Thus girls education is discouraged and their contribution to the society, to the family is not acknowledged.



(5) Village : Jinagarh Khas

Block : Baldeogarh

District : Tikamgarh

Village Jinagarh Khas is 6 Kms. away from the block head quarters. There are 227 households in the village and a population of 1441 persons. These are 751 males and 690 females in the village.

There are 330 children in the 0-6 age group of which 181 are boys and 149 are girls. The S.C. population is 447 of which males are 236 and females are 211. There 427 persons are literates in the village of which 323 are males and 104 are females. The crude literacy rate for the village is 29.63 and that for female is 15.07.

In the village the economic condition is not good, people are mostly engaged as agricultural labour. In the village there is scarcity of potable water. There are just four handpumps which are insufficient for this fairly large village.

There is one primary and one co-educational middle school. No other support service facility is available in the village. There is no female teacher in the village. The parents are reluctant to send their daughters to schools with all male staff.

The scheduled caste people said that they prefer to educate their sons so that they can get a job under the reservation policy. They were totally ignorant of the fact that the jobs were reserved for both the sexes. They were not enlightened about the kind of incentives available and they said it was mostly late and erratic.



In the village there are no health care facilities. The village faces water scarcity, has no drainage system. The villagers have no concept of hygiene and good nutrition, they believe in giving more fats and milk to boys and men and only leftover food is given to girls and women.

The girls are discriminated against and do not have equal opportunity to study and get herself educated.

(6) Village : Banyani

Block : Baldeogarh

District : Tikamgarh

Village Banyani of block Baldeogarh in Tikamgarh district is situated at a distance of 5 Kms. from metal road.

There are 249 households and a population of 1580 living in the village. There are 826 males and 754 females thus constituting a sex ratio of 913. There are 346 children in the 0-6 age group of which boys are 177 and girls 169. The literates in the village are 217 of which males are 171 and females 46. The crude literacy rate is 13.73% and for males it is 20.7% and for females it is 6.1%.

In the village there are Thakurs, Brahmins, SC, ST and other backward class people. Agriculture is the main occupation of most of the villagers.

The village has one primary and one middle school which are co-educational and are run by all male teachers. The parents are reluctant to send their daughters to school where there is no female staff.

Burden of household work and social pressures keep the girls away from school. Moreover early marriages act as a hurdle in their path to education.



(7) Village : Hata.

Block : Baldeogarh

District : Tikamgarh

Village Hata is 5 Kms away from the pucca road and 15 Kms. from block headquarter. The population consists of 2280 persons of which male being 1205 and females 1075. There are about 437 households in the village. The SC population in the village is 488 and ST is 54. The number of literates in the village are 548 and the crude literacy rate is 24.04 and that for males is 31.86 and for females is 15.26.

Agriculture is the main occupation and most of the villagers are poor. There is scarcity of potable water in the village as there are only four handpumps. In the village health centre is there and also one NFE centre is present.

There are separate primary schools in the village for girls and boys. One middle school and one higher secondary school is also located in the village. Though the problem of access is not as pronounced as is the problem of retention. The girls drop out after the primary level as the middle school is co-educational, and the society does not permit free mingling of girls and boys. Moreover the girls are married off early and the in-laws do not permit the continuation of education.



(8) Village : Ahar

Block : Baldeogarh

District : Tikamgarh

Village Ahar is spread over an area of 453.07 sq. Kms. The total population of the village is 970 and the males being 491 and females 479 as per 1991 census. The sex ratio for the village is 976. In the 0-6 age group the population is 179 of which boys are 97 and girls 82.

The village is mainly inhabited by scheduled caste persons of which males being 148 and females 149. The scheduled tribes population in the village is , males 72 and 64 females.

The over all crude literacy rate for the village is 25.25% and for the female is 15.44.

There is poverty in the village, men are agricultural labour and the children and women are engaged in bidi making.

In the village, there are primary school, middle school and higher secondary school. No other support services like Balwadi, Anganwadi or Mahilla Mandal are available in the village. The village does not have health centre facilities and the villagers have to suffer on this ground.

The girls are expected to be docile, shy and quiet. Any step towards getting girls educated is seen as spoiling them and robbing them of their obedience. Moreover the girls are married and they do not get permission to study. Gender equality and women's empowerment is still a mirage.



(9) Slum : Balkat.

District : Tikamgarh

Balkat is a slum of Tikamgarh district. It is inhabited mostly by scheduled caste and backward class people consisting of Kori, Kushwaha and Balmiki. Most of the slum dwellers are working in the municipal office.

In this slum there is only one primary school, but the support services are lacking. In the slum enrolled girls and boys are nearly the same but at the middle level the girls drop out more than the boys. One reason for that is the middle school is very far off from the vicinity. The parents feel it unsafe for the girls to go alone to such schools hence they are made to leave the studies after primary level.

In the area (slum) it is observed that there is poverty and the condition is unhygienic. The men are in the habit of heavy drinking.

The girls are not encouraged to get educated and become self-reliant. In the male dominated and patriarchal society it is observed that the girls and women do not have their separate identity nor do they work towards being self-reliant..pa





## GROUP DISCUSSION AND OBSERVATION.

In the group discussion with the village heads teachers and villagers the following important observations were made with regard to women's empowerment and girls education. In the villages the residents highlighted their own problems and their expectations from govt. officials. For them girls education was not an important issue but slowly the awareness is beginning to descend upon them which is a positive note.

01. It is found that the educational facilities available in the village were commensurate with the size of population. This is further confirmed by the literacy rates of the villages. There is a yawning gap between the male female literacy rates.
02. In the smaller villages it is observed that there are fewer developmental activities and they are economically weaker as compared to the larger villages.
03. The unhygienic conditions of living in the smaller villages leads to their ill health. The smaller villages do not have any health centres and any ailment is either treated by quacks or rushed to bigger areas.
04. The women have to bear with the drudgery of fetching water, fodder, fuel. They have to add to the family's income by working on the fields and at the same time the household chores are their responsibility. All this is done without getting any acknowledgement from any source, but she's an easy scapegoat for men to take out their pent up anger and frustration. Violence against women, deprivation, hard work all comes in women's share.

05. The villages resisted to co-education, the group discussions lead to the conclusion that it was not the presence of boys in the same classroom so much, but the absence of female teachers in the villages was the main issue.
06. The teachers were of the view that parents are not serious about their wards' education. The students are irregular and non-serious. The teachers do not like to stay at villages as they lack proper accommodation, no entertainment, the lady teachers are worried about their safety.
07. Most of the parents agreed to the same curricula for both boys and girls. In the villages the people were of the view that girls become disobedient and too vocal when educated. They perceive that education only brings jobs or money, but they have no idea about the effects on their maternal and family roles.
08. The girls are mostly engaged in the household activities, sibling care. The absence of anganwadis, balwadis and Mahila Mandals was pronounced in smaller villages. These support services could play a positive role in the girls education.
09. A heartening note was their stressing on the demand for water, for health care, for child centre, for schools. The unserved communities want a school and those have primary schools want a middle school or high school in the village.
10. The villagers were convinced by the end of discussion that education is an important factor in all round development of the children, they insisted on free uniforms, books, incentives etc. and for support services.

**CHAPTER III**  
**ANALYSIS OF DATA**

**3.1 THE HOUSEHOLD CONTEXT**

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

**TABLE 3.1.1**  
**DESCRIPTION OF SAMPLE HOUSEHOLDS IN**  
**BLOCK : BALDEOGARH      DISTRICT : TIKAMGARH**

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* Total Number of Households :	270
* Total Number of Members of Households :	1363
* Average Size of Households :	5.0
* Major Religion:	HINDU
	No.    %
	262 97.0
* Mother Tongue:	HINDI
	No.    %
	262 97.0

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In all 1363 persons were residing in the sample 270 Households. The average size of the Household was 5.0. Nearly 97 percent of the sample population were Hindu and mother tongue was Hindi.

**TABLE 3.1.2  
DRINKING WATER**

<b>* Source of Drinking Water</b>		
	No.	%
Wells	242	89.6
Handpumps	28	10.4
Taps	00	00.0
<b>* Distance of Source of Drinking Water</b>		
	No.	%
Close by	84	31.1
0.5 Km.	145	53.7
1 Km. and above	41	15.2

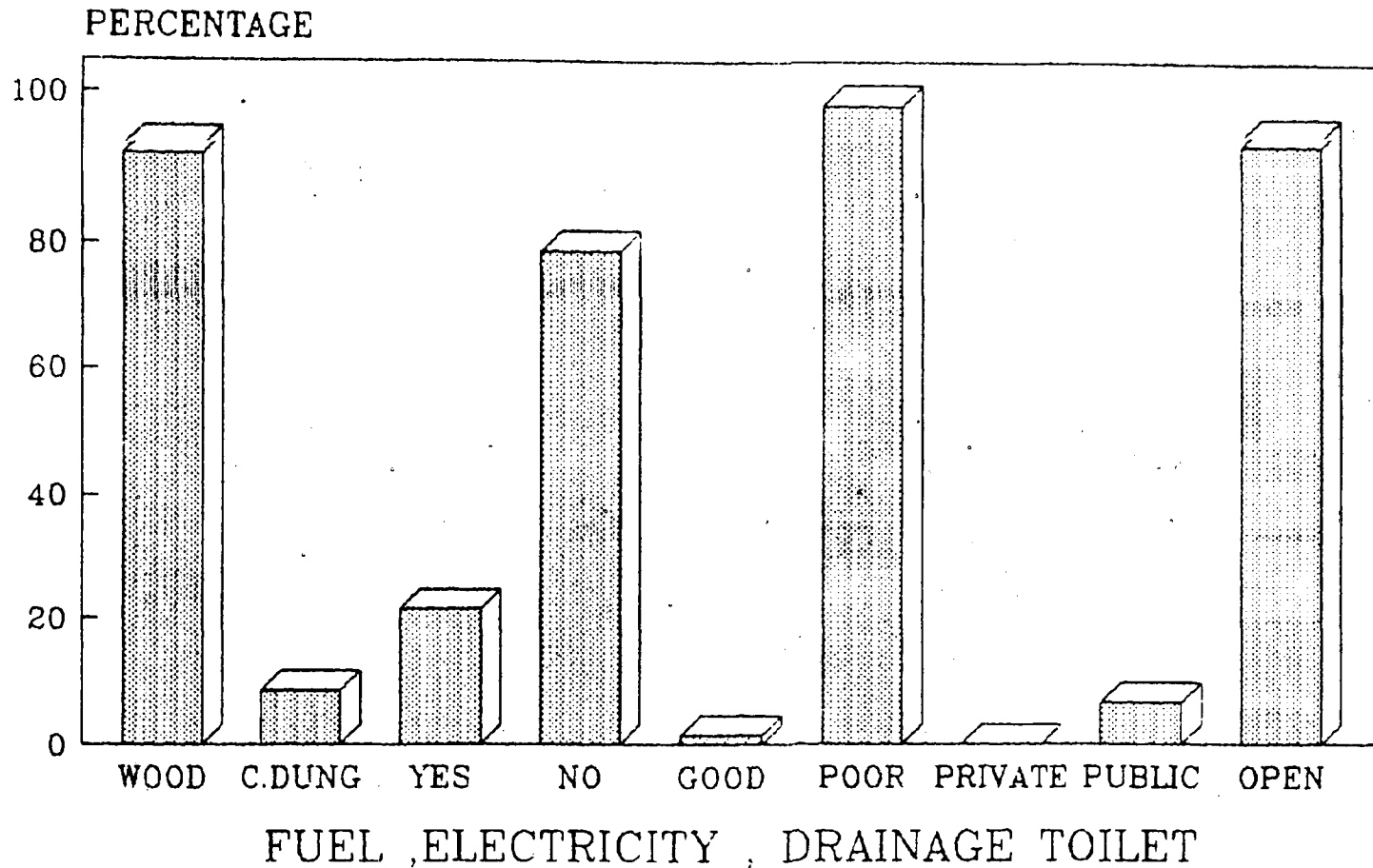
90 percent of the households take water from wells whereas 10 percent of the households are using handpumps for drinking water.

54 percent of the total households have source of drinking water within 0.5 Km. and 15 percent households have to walk more than a kilometer to fetch drinking water. This task is being done largely by women folk.

**Table 3.1.3  
Fuel and Electricity**

<b>* Main Sources of Fuel</b>		
	No.	%
Wood	259	95.9
Cow-Dung Cakes	11	04.1
<b>* Availability of Electricity</b>		
	185	68.52

# FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA

96 percent of sample households are using wood as fuel and 04 percent households are using Cow-Dung cakes.

Nearly 69 percent households have electricity facilities in their home.

Table 3.1.4

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Sanitation		
	No.	%
Good	4	1.0
Poor	266	99.0
No response	00	00.0

Toilet facilities		
	No.	%
Private	2	1.0
Public	5	1.8
Open	263	97.2

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Nearly One percent households have good drainage facility and 99 percent have poor drainage leading to water logging and poor sanitary conditions. Private toilet is being used in 2 Household only (2 in urban slum). Majority i.e. 263 households (97%) used open spaces for defecation. This fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

## DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	101	07.41	064	097.98	037	05.12
6 - 11	497	36.46	201	311.36	298	41.00
12 - 14	140	10.27	042	065.55	098	13.57
15 +	625	45.85	334	522.11	291	40.30
Total	1363	100.00	641	1000.00	722	100.00

Close to 47 percent of the household members belong to age group 6 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

## A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	865	63.46	310	48.36	540	74.79
Literate below primary	240	17.81	150	23.40	090	12.46
Primary	135	09.09	088	13.73	053	07.35
Middle	090	06.60	064	09.98	022	03.05
High School	032	02.31	025	03.90	017	02.35
Higher Secondary	001	00.73	004	00.63	000	00.00
Degree (Graduate)	000	00.00	000	00.00	000	00.00
Total	1363	100.00	641	100.00	722	100.00

Table 3.1.6 shows that 63 percent of the sample household members were found illiterate, 18 percent were literate below primary level and only 19 percent had completed primary education and above.



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

Age Group	Total	%	Male	%	Female	%
Primary						
6 - 10	101	46.76	55	50.00	46	43.40
11 - 14	035	16.20	10	09.09	25	23.58
15 - 18	003	01.39	00	00.00	03	02.83
Middle						
6 - 10	027	12.50	15	13.64	12	11.32
11 - 14	044	20.37	25	22.73	19	17.92
15 - 18	003	01.39	03	02.73	00	00.00
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	002	00.93	02	01.81	00	00.00
15 - 18	001	00.46	00	00.00	01	00.95
Total	216	100.00	110	100.00	106	100.00

In 270 Households' data for age group 6 - 14 years shows 61 girls are going to primary classes. Only 05 are in upper primary classes in the age group 06-18 years.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	1830	56.25	123	82.00	57	33.53
11 - 14	1110	34.37	17	11.33	93	54.70
15 - 18	0330	09.38	10	06.67	20	11.77
Total	3220	100.00	150	100.00	170	100.00

In 270 households' data for age group 6 - 14 years shows that 150 girls had never been enrolled in school. 20 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	86	61.87	10	37.04	76	50.353
11 - 14	64	35.95	07	25.92	57	37.775
15 - 18	04	02.25	03	11.11	01	00.636
<b>Middle Drop-out</b>						
6 - 10	00	00.00	00	00.00	00	00.000
11 - 14	15	08.43	06	22.22	09	05.976
15 - 18	09	05.06	01	03.71	08	05.350
<b>Total</b>	<b>178</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>151</b>	<b>100.000</b>

In 270 households' data for age group 6 - 18 shows 134 girls had dropped out from primary classes and 17 girls from middle class..

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

Educational Level	Father	%	Mother	%
Illiterate	11	34.38	19	59.37
upto 4	10	31.25	11	34.38
7	05	15.62	02	06.25
10	04	12.50	00	00.00
12	02	06.25	00	00.00
12+	00	00.00	00	00.00
<b>Total</b>	<b>32</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>

**BY BIRTH ORDER**

Birth order	No.	%
1	20	62.50
2	07	21.88
3	03	09.37
4	02	06.25
5	00	00.00
<b>Total</b>	<b>32</b>	<b>100.00</b>

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	04	12.50
10,000	18	56.25
5,000 and below	10	31.25
Total	32	100.00

BY CASTE

Caste	No.	%
General	06	18.75
Scheduled Caste	18	56.25
Scheduled Tribe	08	25.00
Total	32	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	08	25.00
4	10	31.25
5	11	34.37
6	02	06.25
7	01	03.13
8	00	00.00
9	00	00.00
Total	32	100.00

F. DISTRIBUTION OF BACKGROUND VARIABLES OF THE NEVER ENROLLED GIRLS

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	39	39.39	44	44.44
Literate upto 4	21	21.21	25	25.26
7	19	19.19	30	30.30
10	16	16.16	00	00.00
12	04	04.05	00	00.00
12+	00	00.00	00	00.00
Total	99	100.00	99	100.00

BY BIRTH ORDER

Birth order	No.	%
1	41	41.41
2	20	20.20
3	15	15.15
4	20	20.20
5	03	03.03
Total	99	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	40	40.40
10,000	31	31.31
5,000 and below	28	28.29
Total	99	100.00

BY CASTE

Caste	No.	%
General	36	36.36
Scheduled Caste	40	40.41
Scheduled Tribe	23	23.23
Total	99	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	40	40.40
4	21	21.21
5	10	10.10
6	15	15.15
7	06	06.06
8	07	07.08
9	00	00.00
Total	136	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Aggriculture Cultiv.	345	24.98	150	23.47	195	22.24
Seervice	149	10.79	120	18.78	029	03.91
Caasual Labour	350	25.34	076	11.89	274	36.93
Hooose Wife	150	10.86	000	00.00	150	20.21
Otthers	026	01.88	026	04.07	000	00.00
Noon Workers	361	26.14	267	41.78	094	12.67
Tootal	1381	100.00	639	100.00	742	100.00

Table 3.1.7 shows that 26 percent of the sample household persons are non-workers and 25 percent are working as casual labourers. Only 25 percent are cultivators. Service sector covers even less than 11 percent of sample household population.

TABLE 3.1.8

## DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	45	16.67
2.	9,000	47	17.41
3.	6,000	74	27.41
4.	3,000	94	34.81
5.	3,000 below	10	03.70
Total		270	100.00

Table 3.1.8 indicates that 62 percent sample households had income between Rs. 3,000 to Rs. 6,000 per annum. Nearly 04 percent households had below Rs. 3,000 per annum. That is to say that people work either as casual labour or agricultural labourers in the district. Only 17 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

## SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	25	09.26	25	09.226
Middle	29	10.75	51	18.689
High school	26	09.63	11	04.007
Hr. Secondary	49	18.15	25	09.226
Graduation General	57	21.11	45	16.467
Graduation Professional	11	04.07	11	04.008
P.G. and above	12	04.44	13	04.881
No Response	61	22.59	89	32.996
Total	270	100.00	270	100.000

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (e.g. what will they get after being educated; No use of education) were lower for boys. 33 percent parents wish their daughters going upto primary, middle and secondary levels whereas 54 percent want secondary and post secondary education for their sons. Nearly one fourth parents, want higher education for boys. Only 09 percent aspire for higher education of daughters. This is a noticeable change of attitude towards education of girls.

TABLE 3.1.10  
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	31	11.48	20	07.41
Doctor	15	05.56	10	03.70
Police Officer	05	01.85	05	01.85
Tailoring	20	07.41	00	00.00
Nurse	00	00.00	31	11.48
House Wife	00	00.00	85	31.48
Govt. Service	80	29.63	18	06.67
Engineer	00	00.00	00	00.00
No Aspiration	119	44.07	101	37.41
Total	270	100.00	270	100.00

Table 3.1.10 shows as for education, lower occupational aspirations are noticed for daughters compared to sons. Thirty one percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (26%). Only 06 percent parents wish to see them as doctors, police officers.

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

Table 3.1.11

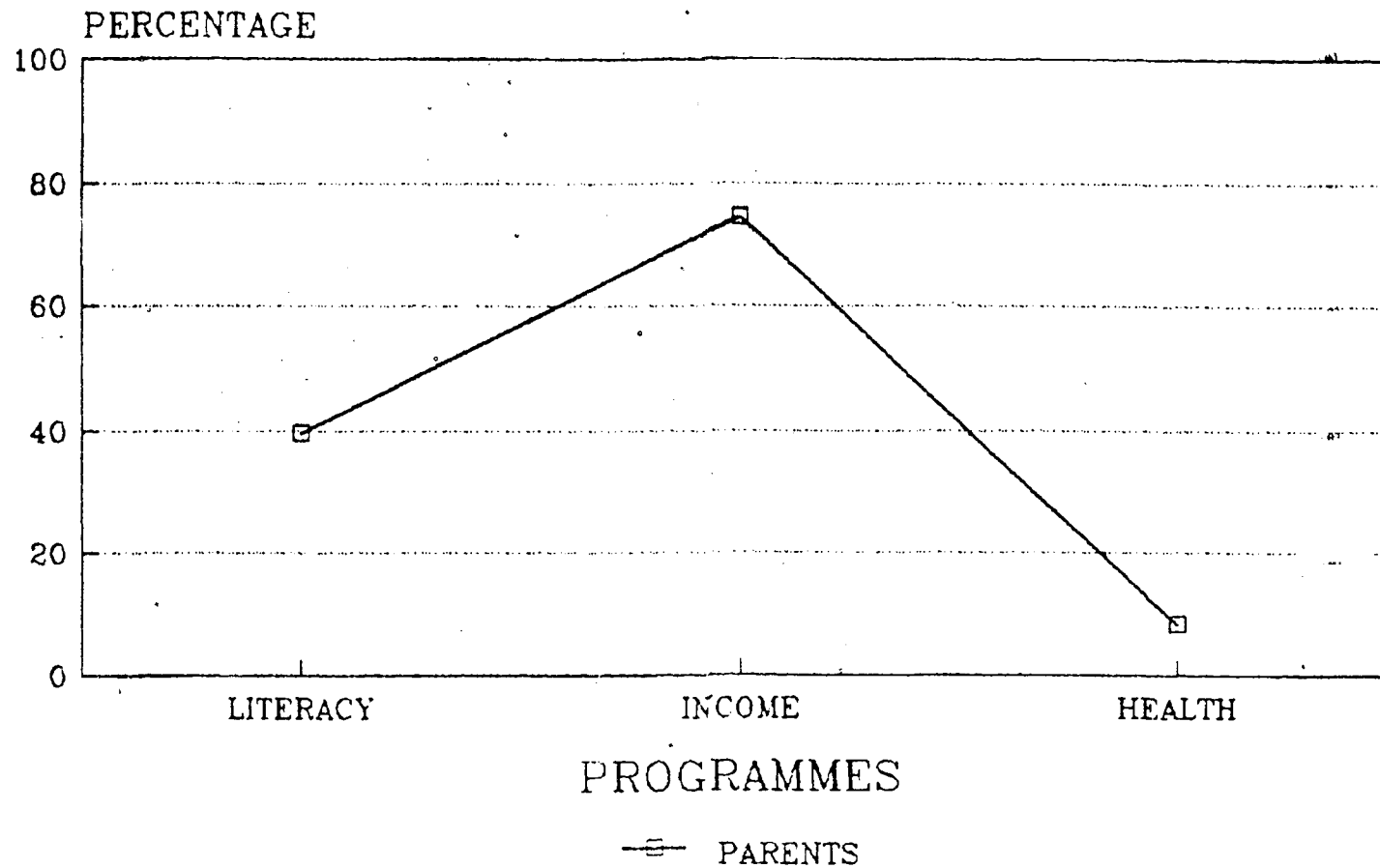
PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	125	46.29
Income generating	209	77.41
Programme on health and Nutrition	052	19.26

Table 3.1.11 shows that interviewed parents desired their preference (77%) for programme on income generating skills for their female wards. (46%) Literacy programme comes next with lowest preference Programme on health and nutrition (19%)



# PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.12

## PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	149	55.19
2. Parental education	197	72.96
3. Parental motivation	096	35.55
4. Parental Support like:		
i. Payment of fees other than tuition fees	059	21.85
ii. Provision of books and stationery	051	18.89
iii. Provision of adequate food and clothing	080	29.63
iv. Creating space and time for studies at home	054	20.00
v. Provision of academic Support (themselves or paid)	038	14.07
5. Self motivation of the girl child.	035	12.96
6. Positive attitude of teachers	034	12.59

Five main reasons for continuance of Girls in schooling :-

1. Parental education (72.96%).
2. Better economic standing Household (55.19%).
3. Parental motivation (35.55%).
4. Provision of adequate food and clothing (29.63%).
5. Payment of fees other than tuition fees (12.08%).

TABLE 3.1.13

## PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents No.	(n=270) %
1. Inability of parents to pay extra tuition fee/fund	038	14.07
2. Inability of parents to provide clothes and shoes	050	18.52
3. Inability of parents to provide books	055	20.37
4. Inability of parents to provide stationery	052	19.26
5. Inability of parents to provide food	058	21.48
6. Helping parents in occupation	121	44.81
7. Engaged in remunerative employment	082	30.37
8. Domestic work	159	58.89
9. Care of siblings	157	58.15
10. Absence of support services viz. Anganwadi, Balwadi, Creches	036	13.33
11. Early marriage	054	20.00
12. Social taboo on onset of poverty	001	00.42
13. Parental lack of motivation	001	00.42
14. Parental illiteracy	039	14.44
15. Lack of academic support/help, from parents/family members, others	032	11.85
16. School far away	032	11.85
17. Un-attractive school environment	001	00.42
18. Un-suitable school timings	001	00.42
19. Lack of relevance of curriculum	001	00.42
20. No women teachers	001	00.42
21. Lack of separate schools	001	00.42
22. Teachers' negative attitude	001	00.42
23. Failure	001	00.42
24. Illness of family members	001	00.42
25. Own illness	001	00.42

Five main reasons for dropping out of girls from school :

1. Domestic work (58.89%).
2. Care of siblings (58.15%).
3. Helping parents in occupation (44.81%)..
4. Engaged in remunerative employment (30.37%).
5. Inability of parents to provide food and medicines (21.48%).

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	001	00.42
2. Inability of parents to provide clothes and shoes	055	20.37
3. Inability of parents to provide books	058	21.48
4. Inability of parents to provide stationery	053	19.63
5. Inability of parents to provide food and medicines	059	21.85
6. Helping parents in occupation	120	44.44
7. Engaged in remunerative employment	100	37.04
8. Domestic work	150	55.55
9. Care of siblings	134	49.63
10. Parental lack of motivation	038	13.33
11. Parental illiteracy	053	19.63
12. Non-availability of school / NFE centres close to habitation	041	15.18
13. Un-suitable school timings	001	00.42
14. No female teachers	001	00.42
15. No separate school for girls	001	00.42
16. Lack of support services such as anganwadies, balwadies, creches	001	00.42
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	001	00.42

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

1. Domestic work (55.55%).
2. Care of siblings (49.63%).
3. Helping parents in occupation (44.44%).
4. Engaged in remunerative employment (37.04%).
5. Inability of parents to provide food and medicines (21.85%).

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	252	93.33
2. Prepares girls for economic contribution	237	87.78
3. Can improve health and nutritional status of children and other family members	230	85.18
4. Will ensure education of future generations	186	68.89
5. Will make girls and women aware of their rights	151	55.92
6. Helps in raising age of marriage & reduce maternal, infant and child mortality	168	62.22
7. Helps in reducing the family size	130	48.15
8. Will prepare girls for leadership roles in society	151	55.92
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	161	59.63

Five main PERCEPTIONS of parents on utility of girls education:

1. Develops a positive self image & confidence among girls (93.33%).
2. Prepare Girls for economic contribution (87.78%).
3. Can improve health and nutrition status of children and other family members (85.18%).
4. Will ensure education of future generations (68.89%).
5. Helps raise age at marriage and reduce maternal, infant and child mortality (62.22%).

TABLE 3.1.16

## PARENTAL PERCEPTION OF GENDER EQUALITY

Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	249	92.22
2. Both need to be given equal amount of food	265	98.15
3. Both need to be given equal health care and medical attention when needed	264	97.78
4. Both can be assigned same duties/ responsibilities	221	81.85
5. Both should be given the same freedom	191	70.74
6. Both should be given equal time to play	165	61.11
7. Both can perform all tasks equally well	154	57.04
8. Both can have similar occupations	146	54.07
9. Both have same intelligence and abilities	141	52.22
10. Men and Women should be paid equal wages for equal work	150	55.55
11. Husband and wife should take all decisions jointly	155	57.41
12. Household work must be shared by all members of the household	170	62.96
13. Assets of the family should be registered in joint names of husband and wife	164	60.74

Five main perceptions of parents about gender equality:

1. Both need the same kind of food (98.15%).
2. Both need to be given equal health care (97.78%).
3. Girls and boys need equal education (92.22%).
4. Both can be assigned the same duties / responsibilities (81.85%)
5. Both should be given the same freedom (70.74%).

Parents appear to favour, equality in food, education, health and medical care for their children. A large number of parents (92%) perceive the boys and girls need equal education but they do not agree to share the house hold work by all members of the household (63%). Same time they do not agree that both boys and girls have same intelligence and abilities (48%). Concept of their ignorance towards girls is very much clear.

DISTRIBUTION OF RESPONDENTS ACCORDING TO  
AGE GROUP DISTRICT : TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA



## CHAPTER 3.2

### ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 394 girls were found in age group 6-14 years. Out of these 61 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 their studies.

TABLE 3.2.1

#### DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

SS.No.	Age Group	No. of Respondents	%
11.	6 - 8	09	14.75
22.	9 - 11	18	29.51
33.	12 - 14	34	55.74
44.	15 +	00	00.00
Total		61	100.00

Table 3.2.1 shows that out of total 61 interviewed girls, 56 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 30 percent. It is interesting to note that due to government efforts during last few years for universal access, enrolment and retention is increasing at primary level. Only 09 girls out of 61 girls who were interviewed tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls were between 9-14 years of age.

TABLE 3.2.2

## DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	17	27.87
2.	IIInd	14	22.95
3.	IIIrd	06	09.84
4.	IVth	07	11.48
5.	Vth	15	24.59
6.	VIth +	02	03.28
	Total	61	100.00

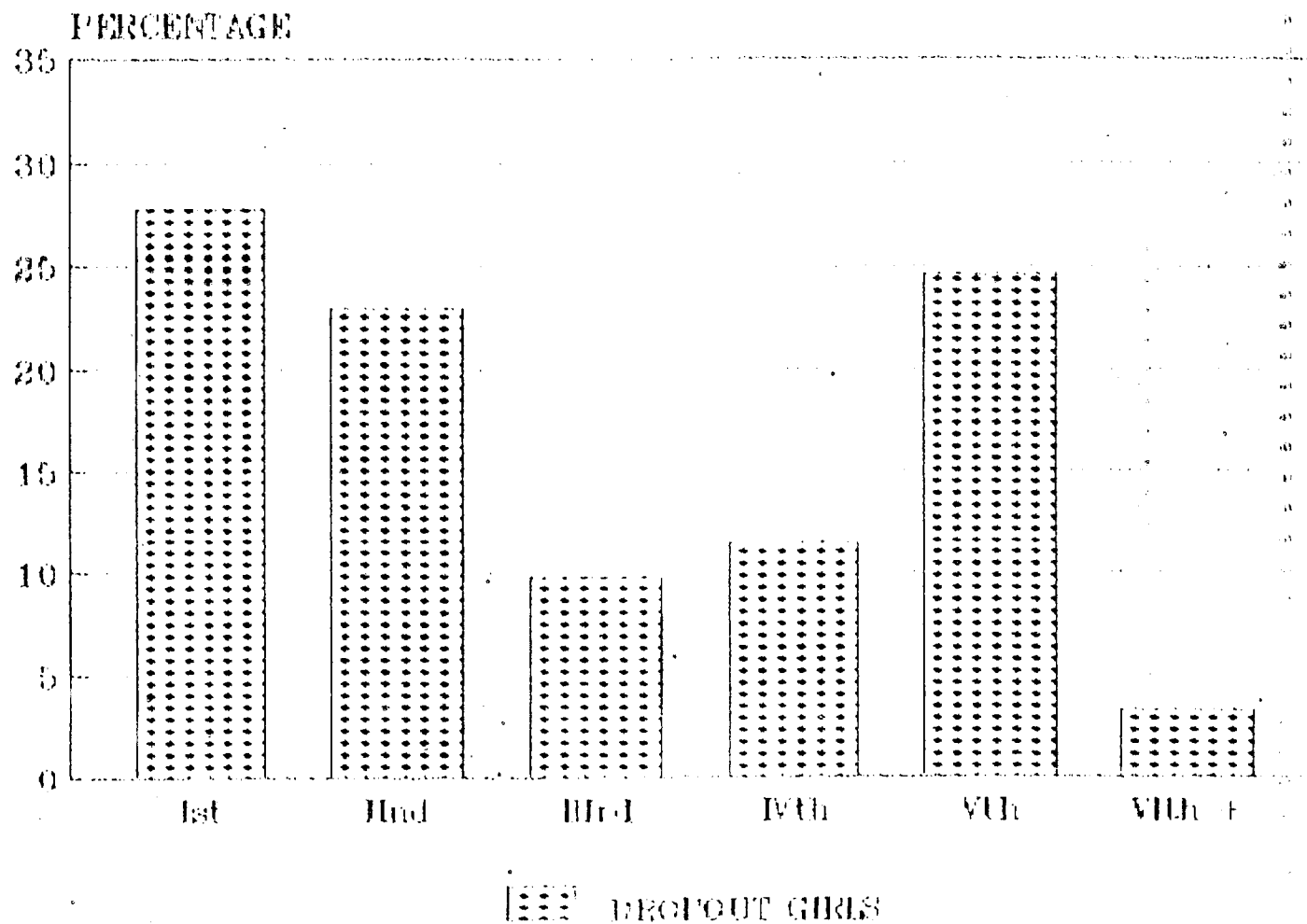
## DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respondent	Regularity		Punctuality	
	Yes %	No. %	Yes %	No. %
61	56 91.80	05 08.20	57 93.44	04 06.56

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 51 percent girls of the sample households had dropped out of their school after classes I and II. Only 28 percent of the respondents completed class four of schooling. Twenty eight percent girls had completed 5 years of schooling. Only 03 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

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

# DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA.

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	15	24.59
2.	Domestic work	19	31.15
3.	Parental Illiteracy	10	16.39
4.	Lack of self motivation	04	06.56
5.	Mother / own illness	06	09.84
6.	Early Marriage	04	06.56
7.	School far away	03	04.92
Total		61	100.00

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

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME THEIR STUDIES

Total	Positive Responses	%	Negative Responses	%
61	32	62.30	23	37.70

Table 3.2.4 clearly shows that 62 percent of the drop-out girls wish to resume their studies and 38 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	15	24.59
2.	Economic Support.	17	27.87
3.	Create self confidence in the girls.	16	26.23
4.	Self motivation	13	21.31
Total		61	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 (25%) and girls will attain self confidence (nearly 26%).

TABLE 3.2.6

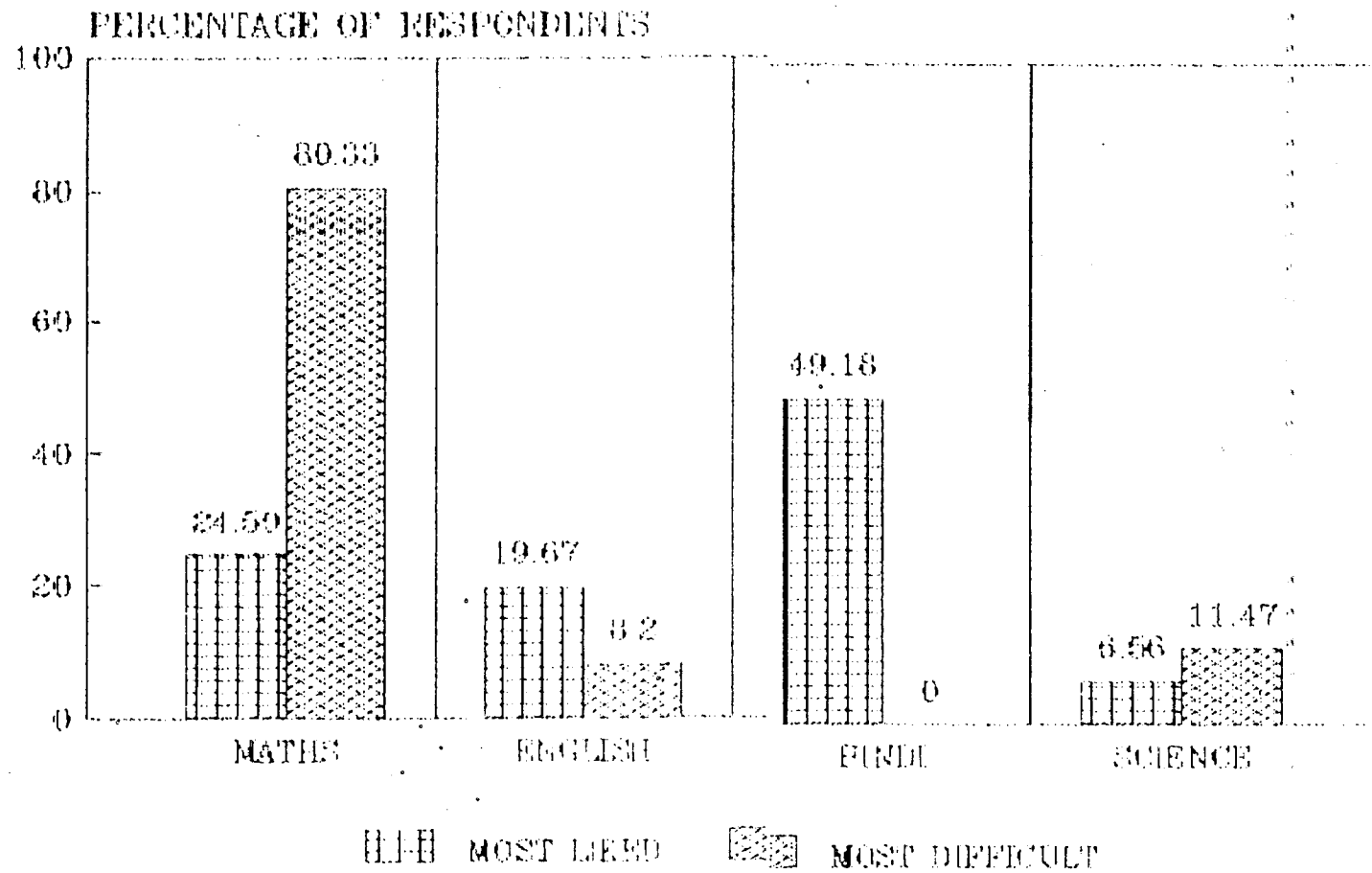
## DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS,, SCHOOL AND LEARNING.

S.No.	Liking (n=61)	No. of Respondents	%
1.	For Teachers	50	81.97
2.	For School	53	86.89
3.	For Learning	48	78.69

The girls show positive liking of the teachers (82%), their school 87 percent and for learning at school 79 percent.

# SUBJECT LIKED / DIFFICULT

## DISTRICT TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.2.7

## DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICULT

S.No.	Subjects	Subjects Most Liked Respondents		Subjects Most Difficult Respondents	
		No.	%	No.	%
1.	Mathematics	15	24.59	49	80.33
2.	English	12	19.67	05	08.20
3.	Hindi	30	49.18	00	00.00
4.	Science	04	06.56	07	11.47
Total		61	100.00	61	100.00

Table 3.2.7 shows that 49 percent of the total respondents say that they like Hindi the most and 25 percent for Mathematics, 06 percent for science and 20 percent for English. 80 percent of the total respondents say that the most difficult subject is mathematics and 08 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

## DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR SCHOOL FROM HOME

S.No.	Distance	No. of Respondents	%
1.	Close by	30	49.18
2.	1 Km.	16	26.23
3.	2 Km.	10	16.39
4.	3 Km.	05	08.20
Total		61	100.00

Table 3.2.8 shows that 75 percent of the total respondents reside with in one Kilometer from the school where as 25 percent had to commute 2 to 3 Kilometer to reach the school.

TABLE 3.2.9

## DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	58	95.08
By Bus	02	03.28
By Cycle	01	01.64
Total	61	100.00

95 percent of the drop-out girls had been commuting to their respective school on foot, only 02 (3%) out of 61 interviewed dropout were using bus, 1 (2%) girls were using the cycle to go to school.

TABLE 3.2.10

## DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	56	91.80
Negative	05	08.20
Total	61	100.00

Table 3.2.10 shows that 92 percent of total respondents had received help from their teachers as and when required indicating positive attitude of teachers towards girls.



TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	Respondents	
	No.	%
Difficulty faced	37	60.66
No Difficulty	24	39.34
Total	61	100.00

Table 3.2.11 shows that 61 percent of total respondents had experienced difficulty in studying at home. The discussions showed that their parents are illiterate and keep these girls busy in some work or the other.

TABLE 3.2.12

DISTRIBUTION OF RESPONDENTS ACCORDING TO FAILURE IN EXAMINATION

Response	Respondents	
	No.	%
Positive	16	26.23
Negative	45	73.77
Total	61	100.00

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

TABLE 3.2.13

## DISTRIBUTION OF RESPONDENTS BY REASONS OF THEIR DROPPING OUT OF SCHOOL

Reasons	Respondents (n=61)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	02	03.28
2. Inability of parents to Provide clothes and shoes	07	11.48
3. Inability of parents to provide books	08	13.11
4. Inability of parents to Provide stationery	07	11.48
5. Inability of parents to provide food	10	16.39
6. Helping parents in occupation	25	40.98
7. Enagaged in remunerative employment	05	08.20
8. Domestic work	35	57.38
9. Care of siblings	26	42.62
10. Absence of support services viz. Aganwadi, Balwadi, Creches	02	03.28
11. Early marriage	02	03.28
12. Social taboo on onset of puberty	01	01.64
13. Parental lack of motivation	01	01.64
14. Parental illiteracy	03	04.92
15. Lack of academic support/help from parents/family members	01	01.64
16. School far away	11	18.03
17. Un-attractive school environment	01	01.64
18. Un-suitable school timings	01	01.64
19. Lack of relevance of curriculum	01	01.64
20. No female teachers	01	01.64
21. Lack of separate schools for girls	01	01.64
22. Teachers negative attitude	01	01.64
23. Failure	01	01.64
24. Illness of family members	01	01.64
25. Own Illness	01	01.64

## Main Reasons for Dropping Out :

1. Domestic work (57.38%).
2. Care of siblings (42.62%).
3. Helping parents in occupation (40.98%).
4. School far away (18.03%).
5. Inability of parents to provide food and medicines (16.39%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=61)	
		No.	%
1.	Food	12	19.67
2.	Clothing	18	29.51
3.	Toys/Games	19	31.15
4.	Books, Magazines, Stationerys	23	37.70
5.	Help in studies	20	32.79
6.	Ritual and Social Visits	21	34.43
7.	Opportunities for play	29	47.54

Parental Discrimination

1. Opportunities for play (47.54%).
2. Book , Magazines, Stationeries (37.70%).
3. Ritual and Social Visits (34.43%).
4. Toys / Games (31.15%).

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

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

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

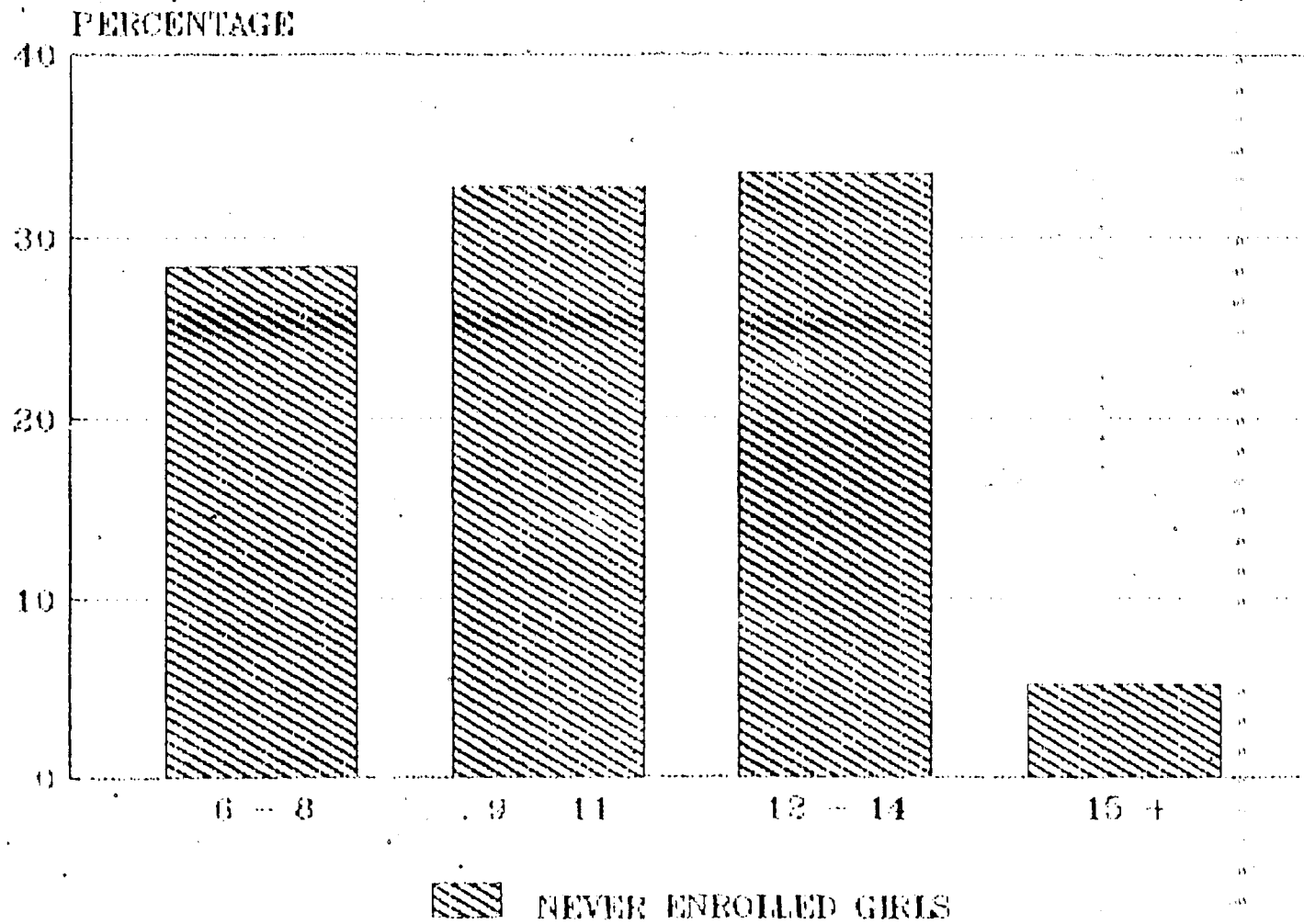
S.No. Activities	Respondents (n=61)	
	No.	%
1. Fetching water	41	67.21
2. Collection fodder & fuel	13	21.31
3. Caring of livestock	01	01.64
4. Making cowdung cakes	01	01.64
5. Caring sibilings	11	18.03
6. Cooking	35	57.38
7. Washing / cleaning utensils	26	42.62
8. Grazing cattle	02	03.28
9. Wage earning activities	04	06.56
10. Agricultural operations	07	11.48
11. Home based production	01	01.64

**Main works Done by the girls at Home**

1. Fetching water (67.21%).
2. Cooking (57.38%).
3. Washing / Cleaning Utencils (42.62%).
4. Fetching fodder and fuel (21.31%).
5. Care of sibling (18.03%).

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

DISTRIBUTION OF RESPONDENTS ACCORDING TO  
AGE GROUP DISTRICT: TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA

### CHAPTER 3.3

#### ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 134 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

ES.No.	Age Group	No. of Respondents	%
11.	6 - 8	38	28.36
22.	9 - 11	44	32.84
33.	12 - 14	45	33.58
44.	15 +	07	05.21
Total		134	100.00

The table indicates the following:

ii) 61 percent of the never enrolled girls belong to primary age group 06-11 years and another 34 percent belong to the elementary age group 12-14 years.

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

**TABLE 3.3.2**  
**DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT**

S. No.	Reasons.	Respondents (n=134)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	05	03.73
2.	Inability of parents to provide clothes and shoes	15	11.19
3.	Inability of parents to provide books	13	09.70
4.	Inability of parents to provide stationery	08	05.97
5.	Inability of parents to provide food and medicines	15	11.19
6.	Helping parents in occupation	39	29.10
7.	Engaged in remunerative employment	13	09.70
8.	Domestic work	66	49.25
9.	Care of siblings	55	41.04
10.	Parental lack of motivation	11	08.21
11.	Parental illiteracy	11	08.21
12.	Non-availability of school / NFE centre close to habitation	29	21.64
13.	Un-suitable school timings	03	02.24
14.	No female teachers	01	00.75
15.	No separate school for girls	01	00.75
16.	Lack of support services such as anganwadies, balwadies, creches	03	02.24
17.	Cultural factors - such as early marriage, social taboos and customs, segregation of women, purdah etc.	02	01.49

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

1. Domestic Work (49.25%).
2. Care of siblings (41.04%).
3. Helping parents in occupation (29.10%).
4. Non-availability of school / NFE centre close to habitation (21.64%).
5. Inability of parents to provide food and medicines (11.19%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
134	87 (64.93%)	47 (35.07%)

Figures in parenthesis show percentages. Majority, 65 percent of the never enrolled girls desired to go to school.

TABLE 3.3.4

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

Total no. of Respondents	Yes	No
134	70 (52.24%)	64 (47.76%)

Figures in parenthesis show percentages. About 52 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
134	99 (73.88%)	35 (26.12%)

Figures in parenthesis show percentages. Only about 74 percent girls indicated that their parents may send them to school, if approached.



TABLE 3.3.6

## DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents No.	(n=134) %
1. Ability to read/write	02	01.49
2. Ability to write name	02	01.49
3. Ability to count	27	20.15
4. Can not read/write	103	76.87

Out of 134 never enrolled girls, only 2 could read and write, 2 could barely write their name and 27 could count.

Table 3.3.7

## DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

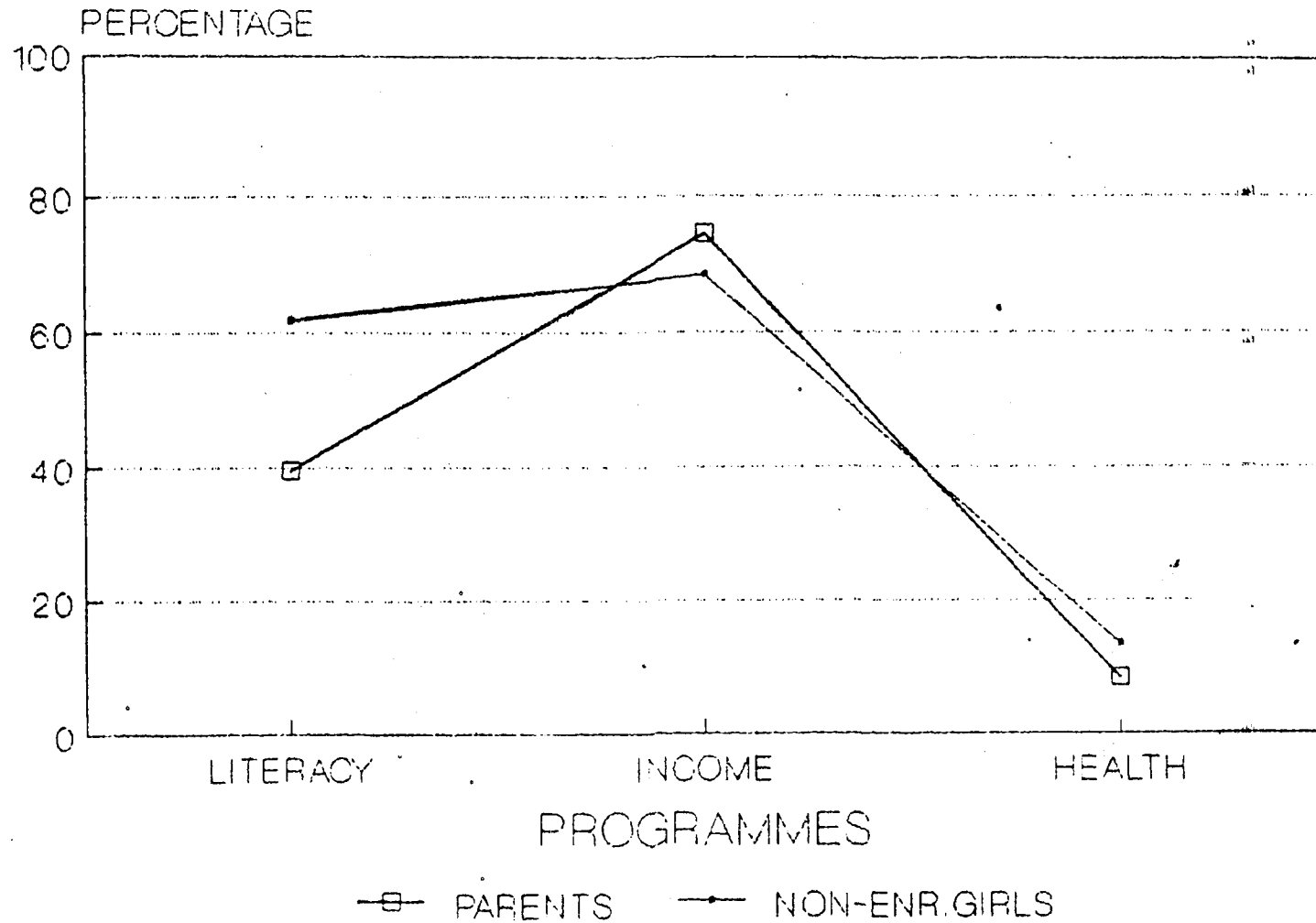
Programme	Respondents No.	(n=134) %
Literacy programme	83	61.94
Income generating programme	92	68.65
Health and Nutrition programme	18	13.43

The girls (69%) expressed their preference for having income generating programmes largely. Thirteen percent are interested in Health and Nutrition programme. Sixty two percent for as well as Literacy programme.

## WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

# PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT TIKAMGARH



SOURCE : SAMPLED 9 VILLAGE DATA

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

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

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=134) %
1.	Food	112	83.58
2.	Clothing	113	84.35
3.	Toys/Games/Play	128	95.52
4.	Ritual and Social visits	131	97.76

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 10 teachers were interviewed, out of them one was female. The age of these teachers ranged between 22-49 years with majority of them belonging to age group 42 and below. The service length of these teachers ranged from 02 to 27 years. Only 5 teachers had more than 19 years as length of service. Six male teachers had JBT qualification.

All the teachers were married except 2 male teacher. Three teachers had two children each and two teachers had no child. Only three teacher had more than 4 children. Average number of children per teacher was around 3. Average household size of teachers was around 5. Out of 10 teachers, only 6 lived at a distance of less than 5 kilometer from the school and 2 teachers lived at a distance of more than 2 to 40 Kms. who were using bus and cycle.

TABLE 3.4.1

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

Reasons	Respondents (n=10)	
	No.	%
1. Better economic standing of households	07	70.00
2. Parental Education	07	70.00
3. Parental motivation	02	20.00
4. Parental Support like:		
i. Payment of fees other than tuition fees	01	10.00
ii. Provision of books and stationery	01	10.00
iii. Provision of adequate food and clothing	02	20.00
iv. Creating space and time for studies at home	02	20.00
v. Provision of academic Support (themselves to paid)	01	10.00
5. Self motivation of the girl child.	01	10.00
6. Positive attitude of teachers	02	20.00

Major Reasons for Continuance of Girls in Schooling

1. Parental education (70.00%).
2. Better economic standing of house hold (70.00%).
3. Parental motivation (20.00%).
4. Positive attitude of teachers (20.00%).
5. Provision of adequate food and clothing (20.00%).

TABLE 3.4.2

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

Reasons	Respondents No.	(n=10) %
1. Inability of parents to pay extra tuition fee/fund	01	10.00
2. Inability of parents to provide clothes and shoes	01	10.00
3. Inability of parents to provide books	01	10.00
4. Inability of parents to provide stationery	01	10.00
5. Inability of parents to provide food	01	10.00
6. Helping parents in occupation	04	40.00
7. Engaged in remunerative employment	03	30.00
8. Domestic work	07	70.00
9. Care of siblings	04	40.00
10. Absence of support services viz. Anganwadi, Balwadi, Creches	01	10.00
11. Early marriage	01	10.00
12. Social taboos on onset of Poverty	01	10.00
13. Parental lack of motivation	01	10.00
14. Parental illiteracy	01	10.00
15. Lack of academic support/help from parents/family members, others	02	20.00
16. School far away	02	20.00
17. Unattractive school environment	01	10.00
18. Unsuitable school timings	01	10.00
19. Lack of relevance of curriculum	01	10.00
20. No female teachers	02	20.00
21. Lack of separate schools	01	10.00
22. Teachers negative attitude	01	10.00
23. Failure	01	10.00
24. Illness of family members	01	10.00
25. Own Illness	01	10.00

## Major reasons for dropping out of girls from school

1. Domestic work (70.00%).
2. Care of Siblings (40.00%).
3. Helping parents in occupation (40.00%).
4. Engaged in remunerative employment (30.00%).
5. No female teachers (20.00%).

**TABLE 3.4.3**  
**DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION OF REASONS FOR NON ENROLMENT IN SCHOOL.**

Reasons	Respondents (n=10)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	01	10.00
2. Inability of parents to provide clothes and shoes	01	10.00
3. Inability of parents to provide books	01	10.00
4. Inability of parents to provide stationery	01	10.00
5. Inability of parents to provide food and medicines	04	40.00
6. Helping parents in occupation	05	50.00
7. Engaged in remunerative employment	05	50.00
8. Domestic work	04	40.00
9. Care of siblings	02	20.00
10. Parental lack of motivation	01	10.00
11. Parental illiteracy	01	10.00
12. Non-availability of school / NFE centre close to habitation	01	10.00
13. Un-suitable school timings	01	10.00
14. No female teachers	01	10.00
15. No separate school for girls	01	10.00
16. Lack of support services such as anganwadies, balwadies, creches	01	10.00
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	01	10.00

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

1. Domestic work (50.00%).
2. Engaged in remunerative employment (50.00%).
3. Care of siblings (40.00%).
4. Helping parents in occupation (20.00%)
5. Parental lack of motivation (10.00%).



## REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

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

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

### i. INCREASE ENROLMENT OF GIRLS

1. Attendance scholarship to all
2. Timely distribution of incentives
3. Programme to motivate the parents
4. Incentives to all

### ii. IMPROVE ATTENDANCE OF GIRLS

1. Curriculum relevant to local needs.
2. Arrange picnics for students
3. Introduce art and craft

### iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

### iv. REDUCE DROP-OUT AMONG GIRLS

1. Monthly association between teachers and parents
2. Demands for separate senior school for girls
3. Incentives to all

## INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

Eight out of 10 teachers reported that incentives were not distributed in time . The teachers perceive that incentives being given to schedule caste children especially girls have had a positive effect on their enrolment and attendance. They recommended that these incentives, viz. free uniforms, attendance scholarships, free books and stationery must be made available to all girls. It was also expressed by many of them that the mid-day meal scheme will definitely attract children of poverty groups.

## MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

- i.) To provide separate school for girls.
- ii.) 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.

Sl. No.	Utility	Respondents (n=10)	
		No.	%
1.	Develops a positive self image and confidence among girls	09	90.00
2.	Prepares girls for economic contribution	06	60.00
3.	Can improve health and nutritional status of children and other family members	09	90.00
4.	Will ensure education of future generations	04	40.00
5.	Will make girls and women aware of their rights	04	40.00
6.	Helps raise age at marriage and reduces maternal , infant and child mortality	05	50.00
7.	Helps in reducing the family size	05	50.00
8.	Will prepare girls for leadership roles in society.	04	40.00
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	06	60.00

Five main PERCEPTIONS of parents on utility of girls education:

1. Can improve health and nutritional status of children and other family members (90.00%).
2. Develops a positive selfimage and confidence among girls (90.00%).
3. Will prepare girls for participation and decision proccs in all works in life (60.00%).
4. Prepare girls for economic contribution (60.00%).
5. Helps in reducing the family size (50.00%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=10)	
	Agree	%
1. Girls and boys need equal education.	10	100.00
2. Both need to be given equal amount of food.	10	100.00
3. Both need to be given equal health care and medical attention when needed.	10	100.00
4. Both can be assigned same duties/ responsibilities.	09	90.00
5. Both should be given the same freedom.	09	90.00
6. Both should be given equal time to play.	09	90.00
7. Both can perform all tasks equally well.	08	80.00
8. Both can have similar occupations.	07	70.00
9. Both have same intelligence and abilities.	06	60.00
10. Men and Women should be paid equal wages for equal work.	08	80.00
11. Husband and wife should take all decisions jointly.	09	90.00
12. Household work must be shared by all members of the household.	09	90.00
13. Assets of the family should be registered in joint names of husband and wife.	10	100.00

Five main perceptions of parents about gender equality:

1. Assets of the family should be registered (100.0%).
2. Both need to be given equal health care (100.0%).
3. Both need the same kind of food (100.0%).
4. Girls and boys need equal education (100.0%).
5. Household work must be shared by all members of household (90.00)

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



## CHAPTER : 3.5

### INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

In all, one Educational Administrator including one District Primary Education Officer and 03 head teachers of village primary and middle schools and 2 head teachers of high school, were interviewed. Information was obtained about facilities available in schools and also the position of students/teachers in these institutions, reasons for drop-out, reasons for non-enrolment, utility of girls education and for gender equality were recorded.

TABLE 3.5.1

#### Physical Facilities In schools (6 Sample Schools)

S.No.	Facility	Available	Not Available
11.	Playground	5	2
12.	Laboratory	0	7
13.	Library	5	2
14.	Toilets	1	6
15.	Separate Toilets for girls	1	6
16.	Health/medical checkup in the school	2	5

#### INCENTIVE SCHEMES

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

TABLE 3.5.2

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

Reasons	Respondents (n = 7)	
	No.	%
1. Better economic standing of households	04	57.14
2. Parental education	05	71.43
3. Parental motivation	01	14.29
4. Parental Support like:		
i. Payment of fees other than tuition fees	01	14.29
ii. Provision of books and stationery	01	14.29
iii. Provision of adequate food and clothing	01	14.29
iv. Creating space and time for studies at home	02	28.57
v. Provision of academic Support (themselves to paid)	01	14.29
5. Self motivation of the girl child.	01	14.29
6. Positive attitude of teachers	01	14.29

Major Reasons for Continuance of Girls in Schooling

1. Parental education (71.43%).
2. Better economic standing of household (57.14%).
3. Creating space and time for studies at home (28.57%).
4. Positive attitude of teachers (14.29%).
5. Parental motivation (14.29%).



TABLE 3.5.3

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

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

Major reasons for dropping out of girls from school

1. Helping parents in occupation (71.43%).
2. lack of separate schools (28.57%).
3. Care of siblings (28.57%).
4. Engaged in remunerative employment (28.57%).
5. Un-suitable school timings (14.29%).

TABLE 3.5.4

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

Reasons	Respondents (n = 77)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	02	28.57
2. Inability of parents to provide clothes and shoes	01	14.29
3. Inability of parents to provide books	01	14.29
4. Inability of parents to provide stationery	01	14.29
5. Inability of parents to provide food and medicines	01	14.29
6. Helping parents in occupation	01	14.29
7. Engaged in remunerative employment	02	28.57
8. Domestic work	03	4.860
9. Care of siblings	02	28.57
10. Parental lack of motivation	01	14.29
11. Parental illiteracy	02	28.57
12. Non-availability of school / NFE centre close to habitation	01	14.29
13. Un-suitable school timings	01	14.29
14. No female teachers	01	14.29
15. No separate school for girls	02	28.57
16. Lack of support services such as anganwadies, balwadies, creches	01	14.29
17. Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	01	14.29

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

1. Domestic work (42.86%).
2. No separate school for girls (28.57%).
3. Parental illiteracy (28.57%).
4. Care of siblings (28.57%).
5. Engaged in remunerative employment (28.57%).

## REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

Majority of teachers/ Institutional Heads reported that 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.

### i. INCREASE ENROLMENT OF GIRLS

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

### ii. IMPROVE ATTENDENCE OF GIRLS

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

### iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

### iv. REDUCE DROPOUT AMONG GIRLS

1. Less Home work.
2. Provide senior schools nearby
3. Day care centres to be opened.
4. Incentives to all.
5. Readmission in school.

## INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

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

TABLE 3.5.5

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

Utility	Respondents (n=7)	
	No.	%
1. Develops a positive self image and confidence among girls	07	100.00
2. Prepares girls for economic contribution	07	100.00
3. Can improve health and nutritional status of children and other family members	07	100.00
4. Will ensure education of future generations	06	85.71
5. Will make girls and women aware of their rights	04	57.14
6. Helps raise age of marriage and reduce maternal, infant and child mortality	03	42.86
7. Helps in reducing the family size	03	42.86
8. Will prepare girls for leadership roles in society	04	57.14
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	05	71.43

## Five main PERCEPTIONS of parents on utility of girls education:

1. Can improve health and nutritional status of children and other family members. (100.0%).
2. Prepare girls for economic contribution (100.0%).
3. Develops a positive self image and confidence among girls (100.00%).
4. Will ensure education of future generations (85.71%).
5. Will prepare girls for participation and decision process in all walks of life (71.43%).

**TABLE 3.5.6**  
**DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY**

Indicators	Respondents (n = 7)	
	Agree	%
1. Girls and boys need equal education.	07	100.00
2. Both need to be given equal amount of food.	07	100.00
3. Both need to be given equal health care and medical attention when needed.	07	100.00
4. Both can be assigned same duties/responsibilities.	07	100.00
5. Both should be given the same freedom.	07	100.00
6. Both should be given equal time to play.	06	85.71
7. Both can perform all tasks equally well.	05	71.43
8. Both can have similar occupations.	05	71.43
9. Both have same intelligence and abilities.	05	71.43
10. Men and Women should be paid equal wages for equal work.	06	85.71
11. Husband and wife should take all decisions jointly.	07	100.00
12. Household work must be shared by all members of the household.	05	71.43
13. Assets of the family should be registered in joint names of husband and wife.	05	71.43

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decisions jointly (100.0%)
2. Both should be given the same freedom (100.0%).
3. Both can be assigned the same duties/responsibilities (100.0%).
4. Both need to be given equal health care (100.0%).
5. Both need the same kind of food (100.0%).

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

**ANNEXURE 1**

**NUMBER OF STUDENTS IN SCHOOL (6 SAMPLE SCHOOLS)**

S.No.	Communities	Total	Boys	Girls
1.	All Communities	365	225	140
2.	Scheduled Caste	140	100	040
3.	Scheduled Tribe	135	090	045
4.	General	090	035	055

**ANNEXURE 2**

**NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)**

SNo.	Communities	Male	Female
1.	All Communities	9	4
2.	Scheduled Caste	4	2
3.	Scheduled Tribe	3	1
4.	General	2	1

**ANNEXURE 3**

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

Class	Percentage of attendance	
	Girls	Boys
I	66.64	85.29
II	64.25	78.19
III	81.98	71.29
IV	79.69	80.12
v	80.46	78.17





## CHAPTER 3.6

### COMMUNITY LEADER

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

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

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

( n = 08 )	Yes	No
i) Village Panchayat	04 (44.44%)	05 (55.56%)
ii) Mahila Mandals	00 (00.00%)	09 (100.0%)
iii) Political or Social Organisations	00 (00.00%)	09 (100.0%).

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

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

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

TABLE 3.6.2

INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	06 (66.67%)	03 (33.33%)
ii) For Nomadic Tribe Girls	06 (66.67%)	03 (33.33%)
iii) NFE Scheme	08 (88.89%)	01 (11.11%)

The community leaders were however very receptive to the idea of starting NFE programme through the 'Community Efforts', VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation, volunteers and other support as much as possible. Only 05 out of 08 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 community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=9)	
	No.	%
1. Develops a positive self image and confidence among girls	03	33.33
2. Prepares girls for economic contribution	08	88.89
3. Can improve health and nutritional status of children and other family members	05	55.56
4. Will ensure education of future generations	09	100.00
5. Will make girls and women aware of their rights	04	44.44
6. Helps raise age of marriage and reduce maternal , infant and child mortality	03	33.33
7. Helps in reducing the family size	05	55.56
8. Will prepare girls for leadership roles in society	03	33.33
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	06	66.67

Five main PERCEPTIONS about utility of girls education:

1. Will ensure education of future generations (100.0%).
2. Prepare girls for economic contribution (88.89%).
3. Will prepare girls for participation and decision process in all works in life (66.67%).
4. Helps in reducing the family size (55.56%).
5. Can improve health and nutritional status of children and other family members (55.56%).

TABLE 3.6.4

## DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=9)	
	Agree	%
1. Girls and boys need equal education.	09	100.00
2. Both need to be given equal amount of food.	09	100.00
3. Both need to be given equal health care and medical attention when needed.	09	100.00
4. Both can be assigned same duties/ responsibilities.	06	66.67
5. Both should be given the same freedom.	06	66.67
6. Both should be given equal time to play.	07	77.78
7. Both can perform all tasks equally well.	03	33.33
8. Both can have similar occupations.	04	44.44
9. Both have same intelligence and abilities.	07	77.78
10. Men and Women should be paid equal wages for equal work.	05	55.56
11. Husband and wife should take all decisions jointly.	06	66.67
12. Household work must be shared by all members of the household.	04	44.44
13. Assets of the family should be registered in joint names of husband and wife.	03	33.33

## Five main PERCEPTIONS about gender equality:

1. Both need to be given equal health care (100.0%).
2. Both need the same kind of food (100.0%).
3. Girls and boys need equal education (100.0%).
4. Both can have similar intelligence and abilities (77.78%).
5. Both should be given an equal time to play (77.78%).

CAUSES FOR NON ENROLMENT OF GIRLS - DISTRICT TIKANGARH

PARENTS (270)	TEACHERS (10)	ADMINISTRATORS (7)	COMMUNITY (GROUP DISCUSSION)
11. Inability of parents to provide clothes & shoes (88.15%).	1. Parental illiteracy (100.0%)	1. Parental illiteracy (83.33%).	1. Domestic work (79.87%).
22. Domestic work (86.67%).	2. Parental lack of motivation (93.75%).	2. Parental lack of motivation (83.33%).	2. Care of siblings (79%).
3. Parental lack of motivation (77.41%).	3. Domestic work (93.75%).	3. Care of siblings (50.00%).	3. Parental illiteracy (78%).
4. Inability of parents to pay extra tuition fee/fund (62.96%).	4. Care of siblings (68.75%).	4. Domestic work (50.00%).	4. Early marriage (77%).
5. Parental illiteracy (57.04%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. Inability of parents to pay extra tuition fee/fund (33.33%).	5. No female teachers (74%).
6. Helping parents in occupation (44.44%).	6. Inability of parents to provide clothes (12.50%).	6. Inability of parents to provide clothes and shoes (16.67%).	6. Helping parents in occupation (70%).
7. Inability of parents to provide books (40.37%).	7. No women teachers (12.50%).	7. No women teachers (16.67%).	7. No women teachers (66.67%).
8.8. (Care of siblings (29.26%).	8. Helping parents in occupation (06.25%).	8. Engaged in remunerative employment (16.67%).	
9.9. No women teacher (21.11%).			



CAUSES FOR DROPOUT AMONG GIRLS - DISTRICT TIKAMGARH

PARENTS (270)	TEACHERS (10)	ADMINISTRATORS (7)	COMMUNITY (GROUP DISCUSSION)
1. 1. Parental illiteracy (89.26%).	1. Parental illiteracy (93.75%).	1. Parental illiteracy (83.33%).	1. Parental illiteracy (95%).
2. 2. Parental lack of motivation (88.89%).	2. Domestic work (93.75%).	2. Parental lack of motivation (83.33%).	2. Early marriage (94%).
3. 3. Inability of parents to provide clothes and shoes (88.52%).	3. Parental lack of motivation (81.25%).	3. Domestic work (50.00%).	3. Domestic work (94%).
4. 4. Domestic work (87.41%).	4. Care of siblings (68.75%).	4. Inability of parents to pay extra tuition fee/fund (33.33%).	4. Care of siblings (85%).
5. 5. Inability of parents to pay extra tuition fee/fund (63.70%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. No women teacher (16.67%).	5. No female teachers (67%).
6. 6. Helping parents in occupation (42.22%).	6. Inability of parents to provide clothes and shoes (12.50%).	6. School far away (16.67%).	6. No female teachers (65%).
7. 7. Inability of parents to provide books (39.26%).	7. No female teachers (12.50%).	7. Care of siblings (16.67%).	7. Own illness (39%).
8. 8. Care of siblings (35.93%).	8. Early marriage (16.25%).	8. Helping parents in occupation (16.67%).	
9. 9. No women teachers (25.19%).			





PERCEPTION OF UTILITY OF GIRLS EDUCATION - DISTRICT TIKANGARH

PARENTS (270)	TEACHERS (10)	ADMINISTRATORS (7)	COMMUNITY LEADER (9)
1.1. Will ensure education of future generations (91.48%).	1. Develops a positive self image and confidence among girls. (90%).	1. Will ensure education of future generations (50.00%).	1. Will ensure education of future generations 50.00%
2.2. Prepare girls for economic contribution (78.15%)	2. Helps in reducing the family size (73.68%).	2. Prepare girls for economic contribution (50.00%).	2. Help in reducing family size (83.33%).
3.3. Develops a positive self image and confidence among girls (63.33%).	3. Will ensure education of future generations (36.84%).	3. Develops a positive self image and confidence among girls (50.00%).	3. Will make girls and women aware of their rights (33.33%).
4.4. Helps in reducing the family size (51.48%).	4. Prepare girls for economic contribution (15.79%).	4. Will prepare girls for participation and decision process in all works in life (37.50%)	4. Prepare girls for economic contribution (16.67%).
5.5. Can improve health and nutritional status of children and other family (20.74%).	5. Helps raise awareness at marriage and reduce maternal, infant and child mortality (12.50%).	5. Can improve health and nutritional status of children and other family (37.50%).	
6.6. Will prepare girls for participation and decision process in all works (18.15%).	6. Prepares girls for economic contribution (12.50%).		
7.7. Will make girls and women aware of their rights (08.15%).			
8.8. Will prepare girls for leadership roles in society (08.89%).			



**GENDER EQUALITY : PERCEPTION DISTRICT TIKARBAH**

PARENTS (270)	TEACHERS (10)	ADMINISTRATORS (7)	COMMUNITY LEADERS (9)
1. Husband and wife should take all decisions jointly (96.67%).	1. Girls and boys need equal education (100%).	1. Girls and boys need equal education (100.0%).	1. Both need the same kind off food (50.0%).
2. Both need the same kind of food (92.96%).	2. Both need to be given equal health care (94.74%).	2. Both need the same kind of food (100.0%).	2. Girls and boys need equal education (50.0%).
3. Girls and boys need equal education (91.85%).	3. Husband and wife should take all decisions jointly (89.47%).	3. Assents of the family should be registered (100.0%).	3. Both need to be given equal health care (50.0%).
4. Both need to be given equal health care (87.41%).	4. Men and women should be paid equal wages for equal work (89.47%).	4. Both can be assigned the same duties/responsibilities(100.0%)	4. Both should be given the freedom (50.00%).
5. Men and women should be paid equal wages for equal work (81.11%).	5. Both can be assigned the same duties/responsibility (89.47%).	5. Both can perform all tasks equally well (100.0%).	5. Man and women should be paid equal wages for equal work. (50.00%).
6. Assents of the family should be registered (70.74%).	6. Household works must be shared by all members of household (84.21%).	6. Both have same intelligence and abilities (100.0%).	
7. Both should be equal time to play. (44.44%).	7. Both can have similar intelligence and abilities (84.21%).	7. Both can have similar occupation (100.0%).	
8. Both can be assigned the same duties / reponsibilitties (42.96%).	8. Both need the same kind of food. (84.21%).		
9. Household work must be shared by all members of household (33.33%).			



REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING DISTRICT TIKANGGAP

PARENTS (270)	TEACHERS (10)	ADMINISTRATORS (7)	COMMUNITY (GROUP DISCUSSION)
1. P. Provision of books and stationery (91.48%).	1. Parental motivation (89.47%).	1. Parental motivation (66.67%).	1. Parental motivation (74%).
2. B. Better economic standing of household (91.11%).	2. Better economic standing of household (63.16%).	2. Parental education (66.67%).	2. Parental education (65%).
3. P. Parental motivation (57.78%).	3. Parental education (57.89%).	3. Self motivation of girl child (50.00%).	3. Positive attitude of teachers (49%).
4. Pa Payment of fees other than tuition fees (55.93%).	4. Provision of books and stationery (15.79%).	4. Positive attitude of teachers (16.67%).	4. Better economic standing of households (52%).
5. Cr Creating space and time for st studies at home (43.70%).	5. Payment of fees other than tuition fees (15.79%).	5. Better economic standing of households (16.67%).	5. Provision of books and stationery (53%).
6. Pr Provision of adequate fo food and clothing (38.15%).			6. Payment of fees other than tuition fees (50%).
7. Pa Parental education (30%).			
8. Po Positive attitude of te teachers (26.12%).			



## CHAPTER IV

### DISTRICT - TIKAMGARH

#### MAJOR FINDING AND RECOMMENDATION

#### FINDINGS

- 1.0 Mapping out gender disparities in access, enrolment and retention.
- 1.1 There are 581 schoolless / totally unserved habitations in the district Tikamgarh.
- 1.2 Only forty percent (40.44%) of those enrolled at primary level are girls. SC girls form 41.96% and ST girls form 40.51% of the total number of SC and ST children enrolled at the stage indicating positive impact of special incentives for SC and ST children.
- 1.3 Dropout rate amongst girls is 49.23 compared to 50.76 for boys. For SC girls dropout rate is 49.82 compared to 50.2% for boys while dropout rate of ST girls is 48.8% compared to 51.3% for boys. SC and ST children especially girls need to be given necessary support for better retention.
- 1.4 The problem of access is largely of villages / habitations which are schoolless and very large villages where the school is located in one corner and is over crowded.

- 1.5 In 270 sample household in Tikamgarh district there were 394 girls in the age group 6-14 years.
- 1.5.1 Out of these (25.89 %) were attending school where as (38.07%) were never enrolled and (36.04%) had dropped out.
- 1.5.2 Out of the 106 enrolled girls, there were 74 girls in primary classes, out of which 43.4 percent were in the age group 6-10 years and 23.6 percent were in the age group 11-14 years. This finding is largely in line with the estimated overage phenomenon of 19 percent at the primary level.
- 1.5.3 Out of the 176 never enrolled girls, 33.5 percent belong to age group 6-10 years and 54.7 percent were between 11-14 years.
- 1.5.4 Out of 151 dropout girls, 89 percent dropped-out from the primary classes, 11 percent from middle stage. Out of the 151 who dropped-out 76 girls (50.3%) were in the age group of 6-10 years and the rest 75 girls (49.7%) were in 11-14 years of age group.



- 2.0.0 Identification of causes for non-enrolment and drop out of girls and propose effective districts / level specific strategies for improved enrolment & retention.
- 2.1.1 Factors contributing to girls' enrolment and retention are:
- 2.1.1.1 Parental education
  - 2.1.1.2 Motivation of parents
  - 2.1.1.3 Better economic standing of the household which enables parents to meet extra tuition costs, give adequate food and clothing, books, stationary, space and time for studies at home.
  - 2.1.1.4 Parental support for academic work.
  - 2.1.1.5 Self motivation of girls.
  - 2.1.1.6 Positive attitude of the teachers.
- 2.2.2 Never Enrolled girls.
- 2.2.2.1 Domestic work, helping parents in occupation, care of siblings and engagement in remunerative employment have emerged as the main factors in addition to parental illiteracy and inability to bear the extra cost of education.
  - 2.2.2.2 Mostly mothers (44%) of the never enrolled girls were illiterate, 21 percent fathers had only primary education.
  - 2.2.2.3 Bulk of non-enrolled girls belong to families with an annual income of less than Rs.15000/- per annum, 40 percent came from scheduled caste families and 23 percent came from scheduled tribe families.
  - 2.2.2.4 These girls were largely from among older children first born, second born and third born.

- 2.2.5 Mostly were from medium and large sized families / households.
- 2.2.6 Mostly girls were involved in income generating works.
- 2.2.7 Majority of girls felt discriminated against in matters of food, play and health care etc.
- 2.2.8 87 percent would like to study and learn.
- 2.3 Dropout among girls.
- 2.3.1 Domestic work and engagement in remunerative work like wood picking, parental illiteracy, lack of parental motivation and inability to pay extra tuition costs, books, stationery and clothing lead to dropout amongst girls. Care of siblings has emerged as a very strong factor for drop out of girls in Tikamgarh district.
- 2.3.2 Cultural factors such as early marriage and discriminatory attitude towards girls are noticed in matters of distribution of food health and medical care and provision of time for study and play.
- 2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.
- 2.3.4 Majority of parents of dropout girls were illiterate (Mothers 59 percent, Fathers 34 percent )
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 88 percent dropout girls belonged to families with household income of less than rupees 15,000/- per annum. Even from higher income groups, nearly 12 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.

- 2.3.7 Nearly 56 percent dropout girls were from non-scheduled caste families.
- 2.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning, liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.
- 2.3.9 Majority (62 %) among dropouts would like to go back to school.



## SITUATION OF GIRLS AND WOMEN IN TIKAMGARH

- 3.1 Women form 46.55 percent of the total population in TIKAMGARH district.
- 3.2 Sex ratio is adverse in Tikamgarh district. There are 871 females per thousand males as per 1991 census. In 1981 sex ratio was 883. Sex ratio ranges from 877 in Baldeogarh block to 859 in Jatara and Palera blocks. The situation of girl child in the age group 0-6 years, where sex ratio is 917 girls per thousand boys in Tikamgarh district, ranging from 934 in Prithvipur block to 906 in Niwarii block, is more alarming.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This exceeds of female mortality over male mortality in all age groups upto the age of 40 years.
- 3.4 Decadal population growth in 1981-1991 was 27.63 compared to 29.55 in 1971-81.
- 3.5 Total fertility rate in 1981 was 224 in Tikamgarh district.
- 3.6 Infant Mortality rate was 195 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Tikamgarh district was 14.30 in year 1981. Percentage of all females in the age group of 15 -19 years were found 84.36 percent in 1981.
- 3.8 It was found in Tikamgarh district that girls and women do not have a good social standing. There is a total environment of hurling indignation on women. There is prevalence of early marriages, dowry system, purdah system. It was observed that there is strong son

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

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

3.10 The parents by and large agreed that there should be equality in the matters of food, education, health care and time to play. Nearly 52 percent percieve that the boys and girls are having similar intelligence and abilities. Only 71 percent parents agreed to give equal freedom to boys and girls and 61 percent would give equal time to both to play. Nearly 18 percent parents do not perceive that both boys and girls can be given same duties and responsibilities and that they can perform all tasks equally well nor do they favour (39%) joint registration of assets in thee name of husband and wife. More than 62 percent parents agree that household work should be shared by both. The study also depicts that parents had lower educational and occupational aspirations for daughters than for sons.

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

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

3.12 All the interviewed community leaders (07) agreed that girls and boys should be given equal education, equal food and equal health care. A very large number of community leaders were of the opinion that both have equal intelligence and abilities (71.4%) and can perform all tasks equally well (71.4%) and decisions should be taken jointly by husband and wife (100 %). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 67 percent of community leaders.

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

- 4.0 Collection of information on gender bias in (a) text books (b) teachers' training, (c) teachers' attitude (d) curriculum transaction and (e) administrators' attitude.
- 4.1 It is necessary that the text books are scanned and reviewed to identify gender bias in the text and the supporting pictorial presentation along with it.
- 4.2 There is a need for sensitization of teachers and administrators.
- 5.0 Identification of supportive community structures such as women groups, VECs, Panchayats, PTAs, Teacher organisations, Youth clubs supportive of UPE among girls.
- 5.1 There are 135 number of Mahila Mandals covering all villages in Tikamgarh district. Mostly these were not functioning properly. Panchayats were dissolved at the time of survey that's why school buildings were quite dilapidated. VECs' need to be started and made functional at the earliest.
- 6.0 Identification and facilitation of convergence of services of different departments for UPE amongst girls (Focal areas ECCE Health and Support Services).
- 6.1 At the time of survey, there was a little connection between the Department of Health and the school system. It is only once in a year when medical team visits to village schools for medical check ups. Also there is no coordination between anganwadis and the school although at the state level the two departments have decided to work together.



- 6.2 In all there are 328 Anganwadis for a child population of 19430 (0-6 age group).
- 6.3 Blockwise position of sex ratio shows coverage of 0-6 age group ranges from 934 in Prithvipur block to 906 in Niwari block.
- 6.4 It is proposed that the timings and proximity of Anganwadis to schools must be co-ordinated. It is also suggested that the non-formal education centre for girls be opened next to the anganwadis with similar timings.
- 77.0 Availability of educational material ( books, stationery, Uniforms) and other incentives (mid-day meals, attendance prizes, etc.)
- 77.1 Incentives like free text books , stationery, uniforms, attendance scholarship / prizes should be given to scheduled caste and scheduled tribe girls. This will have a little visible impact on enrolment of both scheduled caste and scheduled tribe girls at the primary stage.
- 77.2 Maximum number of respondents (parents, teachers, educational administrators and community leaders) have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.
- 8..0 Participation of women in Teaching and Administration.
- 8..1 In Tikamgarh district, as on 30th Sept.93 out of 2844 primary teachers only 606 (27.1%) were female.
- 8..2 It was found that there were very few woman teachers in remote areas. All discussions pointed to the need for atleast one woman teacher in every primary school.

Parents were reluctant to send their daughters to all male teachers' schools as they felt that their daughters were not safe especially when teacher is absent.

8.3 All the BEO of the block were males. Out of 6 head teachers interviewed all were males in the district. Out of 6 class II block level officers and 38 class III Head Teachers level, there were 9 females. At the school level, out of 135 class III officers 12 were women and at class IV, 2 out of 17 were female.

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

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

### **Suggested Interventions.**

#### **Administrative Measures.**

01. More schools are required in unserved areas. Provision for all level of schools that is primary, middle and high school in the village should be made according to the availability of schools in the village.
02. An earnest effort is to be made by the concerned departments, for implementation of compulsory Primary Education Act especially for girls.
03. All single teacher schools should be converted to multiple teacher school.
04. In every school there should be atleast one female teacher, especially in separate school for girls.
05. Literacy campaigns should be started in each village bring about an awareness of education for all children, especially for the girls. Irrespective of their community there should be more encouragement to the students.
06. Women organisations Mahila Mandals should be energised to promote education of girls.
07. In the planning phase at the district level small and far off habitations should be taken into consideration.
08. Hostel facilities should be provided to girls to retain girls after middle school or high school level.
09. Income generating programmes should be started to bring more relevance of the education.
10. Formal / Non formal / Distance education should be provided at middle and high school levels. All efforts should be made to help the girls to continue their education.

11. Adult education programme should be started with the help of medico programmes related to health, hygien and education etc.
12. Parents should also be involved in school administration and encouraged to take interest in school activities, functions and in the program of their wards.
13. Whenever the enrolment, performance of girls is cent percent those panchayats and teachers should be awarded.
14. To reduce dropout rates among girls, schools should be upgraded from primary to middle and middle to high school wherever possible.
15. School timings should be flexible and suitable to the girls. This will result in better attendance and retention of girls.
16. Follow up measures should be conducted frequently to evaluate the progress of the girls being educated.

#### TEACHERS

01. Almost all village communities have demanded for women teachers where there are no female teachers. Local women who qualify the required norms for teachers should be appointed in schools of their own villages or as instructors in NFE centres.
02. There is a much felt need amongst teachers for orientation on girls education and women's empowerment related issue.
03. Teacher's organisation should include UPE of girls in their action programme.

04. More teachers should be appointed in the schools to fulfil the Government rule of one teacher one class.
05. Teachers should be provided with residential accomodation in the village it self.
06. Educational Equipments should be provided to the teachers for effective teaching.
07. Competence of the teachers should be enhanced through Shikshak - Smakhya scheme.
08. Teachers should be asked to find out ithe reasons for absence of girls from school. Suggestions given by teachers to improve enrolment and retention should be considered and followed if required.
09. Teachers should give extra coaching to the girls who are weak in studies. They must be sympathetic and understanding towards girls requirements.

#### INCENTIVES

01. Government should provide more funds for incentives. Incentives should be given to all needy children.
02. Quality and quantity of incentives should be increased so as to motivate and attract girls of poor families.
03. To improve enrolment of girls in school incentives should be provided to them at par with SC and ST students.
04. Uniforms / winter uniforms should be provided.
05. Monetary incentives for girls belonging to economically weaker families would motivate the girls and their parents.

06. All the incentive should be distributed timely. For this the incentives should reach the respective village at least one month before the beginning of the new session.
07. Nutrition programmes should be introduced in schools and should be maintained by the local bodies like Mahila Mandal which can serve as an agency for change in the community.
08. When required, the transport facilities should be provided for girls free of cost, so that girls can go to near by higher schools to continue their studies.

#### CURRICULUM

01. Text books should be analysed and gender bias in its content identified and eliminated.
02. The text books and work books should include examples of women's bravery and participation on modern occupation.
03. The curriculum should be revised to include more of extra curricular activities for girls, especially sports and adventures.
04. The girls and boys should be taught vocational skills as well as household work related activities equally.
05. 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.
06. 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 especially developed for women and adolescent girls as part of non-formal educational programmes.

### SUPPORT-SERVICES

01. Mothers should be encouraged to reduce the burden of household work and siblings care from their daughters.
02. Support service like Anganwadis, Balwadis, should be started in the area, so that parents can send their daughters, to attend school.
03. Women organisation like mahila mandals etc. should be started in the district.
04. Other services like Non Formal Educational Centres and pre-medical centres should be started in the district.
05. Voluntary organisation should come forward for the upliftment of girls education in the district.

### MOBILISATION OF PARENTS AND COMMUNITY FOR GIRLS EDUCATION AND WOMEN'S EMPOWERMENT.

01. Literacy of the parents is a basic prerequisite in making them aware of the value of education. Mothers' literacy is of prime importance and should be attended. A well planned literacy campaign should be launched in the area.
02. Mahila Mandals should be started where they do not exist and village women should participate in Education and social welfare activities of the area.
03. Legal help should be made available to women in the villages.
04. District administration should adopt villages as ideal villages for removing gender bias in education and for women's empowerment.

05. Parents attitude detrimental to dignity and status of women and girls should be campaigned against. Evils like dowry, child marriage, abusive language, physical violence should be discouraged.
06. To encourage Universalization of Primary Education (UPE), local volunteers especially the daughters and daughters-in-laws should be encouraged in the progress of UPE.
07. Legal and health aspects of girls marriage after the age of eighteen should be high-lighted amongst the villagers.
08. Youth organisation like Nehru Yuvak Kendra should be open in every village. This organisation can play a vital role in universal primary education programme in the village.
09. Posters and advertisement regarding sex determination should be banned.
10. Community development programmes should be started in every village, for the enhancement of the economic condition of the villagers.
11. Adult Education programme should be started in the district.
12. The parents should be made responsible for their wards attendance in school. The parents should allocate a fixed place and time for girls studies.
13. The educated rural girls should be used as anchorpersons by women's organisation to further motivate and encourage girls education.



14. The cooperation of VEC and village panchayats should be taken by the educational authorities and other social welfare agencies in the village should be involved to encourage access and check dropout and non-enrollment of girls.



## PROGRAMMES AREAS

Following major programmes areas have emerged out of the study.

### Social Mobilization on Issues of Girl Child

1. . . The parental awareness is to be created through campaigns regarding girls education.
2. . . VECs, Panchayats & Nehru Yuvak kendras members should be oriented towards importance of girls education.
3. . . Mahila Mandals need to be strengthened to play a pivotal role in social mobilisation towards female child's welfare.

### Incentives to be Given to All Girls

1. . . Free books and stationery
2. . . Nutritional meals by the community should be provided to the girls.
3. . . Transportation facility in the form of cycle or other means should be provided to girls after middle school.
4. . . Incentives in kind like cereals and pulses can be provided to the girls for regular attendance.
5. . . Uniforms, winter wear etc. should be provided to the girls.

### Servicing Out of School Girls

1. . . NFE centres can play an important role in the promotion of income generating skills among girls.
2. . . Distance Education Mode.
3. . . Balika Yojna ( scheme for adolescent girls, department of women and child development ).

### Total Literacy Campaigns

1. TLC's can and should focus on adult illiteracy specially the mother's illiteracy which would finally lead to girls education and women's empowerment.
2. Development of material focussing on women's achievement, contribution and their rights so as to create gender sensitivity.

### CONVERGENCE OF SERVICE

1. Support service is a must if education is to be promoted amongst girls.
2. NFE and Anganwadis can function simultaneously.
3. The Anganwadi workers and other support services workers need to be gender sensitised.

### GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

1. The material needs to be prepared for teacher training,, curriculum development and transaction.
2. Orientation of teachers and teachers educators.
3. Orientation educational planners and administrators.
4. Preparation of gender inclusive materials for NFE both for instructors and learners.

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## LIST OF ABBREVIATIONS

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

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