

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

District

RAISEN

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

1994

NIEPA DC



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STATE : MADHYA PRADESH
DISTRICT : RAISEN



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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

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

		INDIA	MADHYA PRADESH	RAISEN
1. POPULATION	T. PERSONS	844,324,222	66,135,862	8,77,369
	MALES	437,805,805	34,232,048	4,65,956
	FEMALES	406,518,417	31,903,814	4,11,413
	R. PERSONS	950,251,746	50,787,815	7,38,061
	MALES	627,146,597	26,123,971	3,91,725
	FEMALES	323,105,149	24,663,844	3,46,336
	U. PERSONS	217,177,625	15,348,047	1,39,308
	MALES	114,700,656	8,108,077	74,231
	FEMALES	102,476,969	7,239,970	65,077
2. DECENNTAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	23.48
	RURAL	19.71	22.11	15.36
	URBAN	36.19	44.98	96.94
3. AREA(sq, km)		3,287,263	443,446	8,466
4. DENSITY OF POPULATION (Per sq, km)		267	149	104
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	883
	RURAL	941	944	884
	URBAN	893	893	877
6. LITERATES	PERSONS	362,174,360	23,491,956	286,109
	MALES	230,406,481	16,101,046	202,623
	FEMALES	131,767,519	7,390,910	83,486

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 on going projects has been utilized in formulating one of the largest primary education programme, 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 achieving 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.

THE DPEP FURTHER EMPHASISES :

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

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

- iii. to increase average primary learning achievement by 25 percent over measured baseline levels, and
- iv. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

There is gradual realization that men and women play an overlapping variety of roles which complement 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 latter imputes values on biological differences. One is born female or male but it's 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 a 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 the curriculum developers and the text book writers. as , they all emerge from the same society and have internalized (unequal) gender roles.

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

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

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

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

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

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

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

The 1980s are a significant period when issues of sex-bias in curriculum and its transaction were raised and tools were developed to analyze Text Books and other learning methods from point of view of gender equality and later from women's empowerment. This was also a 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 :

- i) Base Line Survey
- ii) Gender Studies
- iii) Tribal Studies
- iv) Text Book Production and Distribution
- v) State Finance
- vi) 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 support 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, 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 formal/Non-formal. |
| | * Improving infrastructure and support services for girls, increasing number of women teachers. |
| | * Making the content and process of education gender bias free and gender inclusive, |
| | * Gender sensitization of all educational personnel, parents and community. |
| | * Monitoring progress towards gender equality |
| GENERATING DEMAND | * Social Mobilisation awareness generation, consciousness raising, advocacy, campaigns for survival, protection and development of the Girl Child Education and key input. |
| WOMEN'S EMPOWERMENT | * Energising existing women's groups |
| | * Organising new groups |
| | * Supporting action by women and community to raise status of women. |
| | * Reconstruction and deconstruction of gender roles. |

GOALS (LONG TERM)

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

SPECIFIC OBJECTIVES OF THE STUDY

01. To map out gender disparities in access, enrolment retention in schools.
02. To identify causes for non enrolment and drop out of girls and propose effective districts/local specific strategies for improved 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 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 (noon 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, 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 by 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, Teachers Organisations, Nehru Yuvak Kendras (Youth Clubs).

11. Schemes and programmes of education departments and other departments (Government of India and State Governments) for girl's 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 :-

- i. Reasons for continuance of girls in schooling.
- ii. Reasons for discontinuance of girls from schooling.
- iii. Reasons for non enrolment of girls.
- iv. Perceived Utility of Girl's Education
- v. Perception of Gender Equality and Gender Discrimination.
- vi. Proposed strategies for UPE of Girl's and Women's Empowerment.
- vii. 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, Administrators were organised.

THE SAMPLE DESIGN

The districts selected under the SSN Project are 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 one of the Base Line Survey Block only for Gender Studies also.

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 above 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 canvassed interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

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

FIELD WORK

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

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

A separate cell was formed in the college and all facilities were extended. Secretarial assistance was provided and a basic base line 'staff was functional at this unit. Professional Assistants ware 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 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 and appointment and training of the project staff had, 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 Edun. Committees Community	Edn.Tech. Mass Media
Women/Groups	N.G.O.s	Youth Groups	Panchayat Teachers Organisation

DISTRICT PRIMARY EDUCATION PROGRAMME

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INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

The highest population among the states/union 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). Lower 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 purview 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. During 1971-81 increase in taking into account for Assam for 1981 was of the order of 129 million and the corresponding increase in literates was 85 million and that of illiterates it was 44 million. Taking into account 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 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 bring 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. yyyattention, 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

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

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

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.

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

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

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

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.

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 Populatiaon:

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

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

Sex-Ratio

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

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

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

Source : Census of India 1991.

TABLE 08
IMPORTANT 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
SHAHNOL	164	166	-04.20
SIDHI	161	160	-02.00
MANDSAUR	138	151	-03.24
RATLAM	143	158	02.06
DHAR	116	138	-03.57
BETUL	158	163	00.97
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDGAON	132	168	02.93
BILASPUR	115	143	-05.06
SURGUJA	115	132	-05.45
RAIGARH	113	139	-09.41

Source : i. Census of India 1981
ii. Women and 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
SHAHNOL	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

DROP-OUT RATES AT	ENROLMENT IN CLASS IN PRECEDING 4 YEAR (i.e 1984-85)	
PRIMARY STAGE	ENROLMENT IN CLASS V DURING THE YEAR	* 100
DURING THE YEAR	ENROLMENT IN CLASS PRECEDING 4 YEAR	(i.e 1984-85)

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

SOURCE- Planning Monitoring & Statistics Division Ministry of Human Resource, Development (Deptt. of Education) 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 , 1992

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

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

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

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

DIVISION	S. NO.	DISTRICT	TOTAL NO. OF BLOCKS	NO. OF BLOCKS UNDER T.L.C.	NO. OF ONGOING PROJECTS				WHETHER DISTT. IN COPE
					ICDS	NFE	BAS	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	Tikangarh	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 gives 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 been set to be reached:

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

OPERATIONAL DETAILS

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

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 prepare to plan and carry out awareness generation, advocacy campaigns and gender sensitization of officials at all levels, communities, VECs and panchayats, teachers and teacher educators.

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

01. Non Formal Education
NFE has emerged as a major demand especially of 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 CAMPAIGN

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 : RAISEN
BLOCK WISE POPULATION



0 BLOCK 0 POPULATION

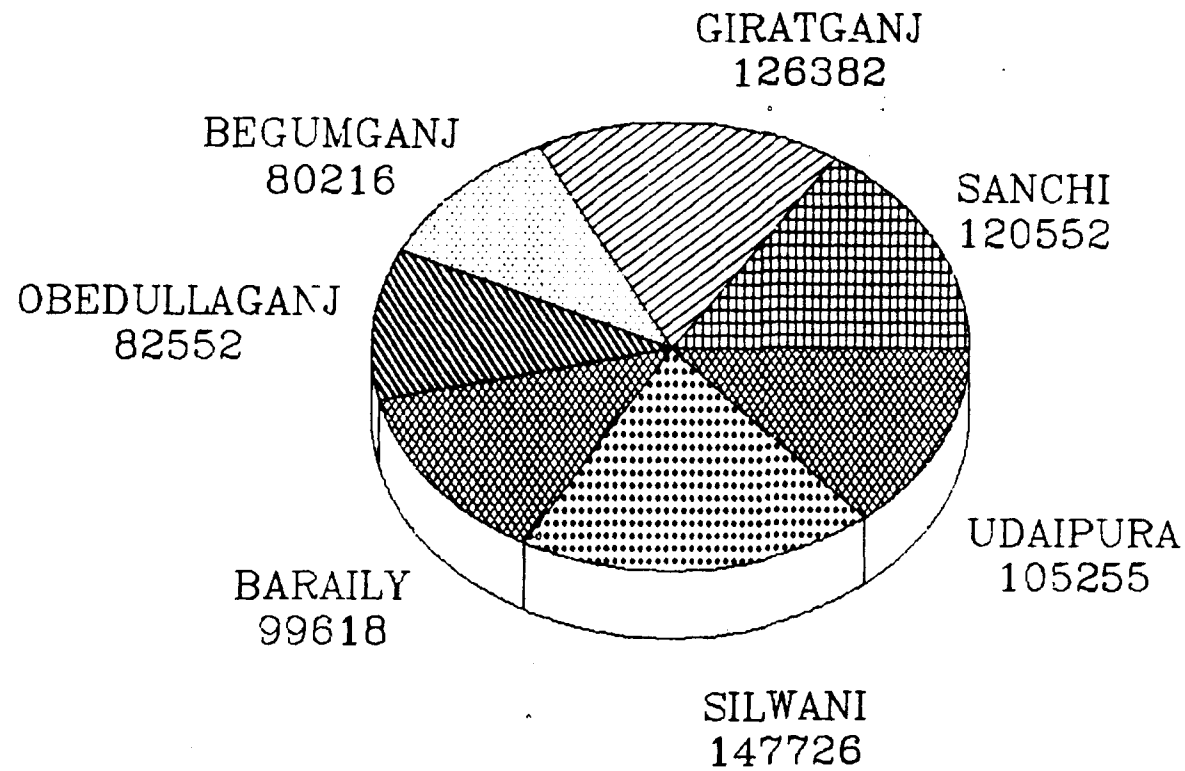
① SANCHI	- 120552
② OBEDULLAGANJ	- 126382
③ BEGAMGANJ	- 80216
④ GAIRATGANJ	- 82552
⑤ SILWANI	- 99618
⑥ BERALI	- 147726
⑦ UDAYAPURA	- 105255

SOURCE : CENSUS 1991

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

BLOCK WISE POPULATION

DISTRICT : RAISEN



SOURCE : CENSUS OF INDIA 1991

CHAPTER - I

DISTRICT - RAISEN

-GENDER STUDIES - MADHYA PRADESH

Raisen district came into being on the 5th of May '1950. It includes a large part of Malwa plateau and some parts of Narmada valley. The Tropic of Cancer passes through Sanchi. The central part of the district comprises of the Vindhyaachal Mountains, the plateau of Malwa in the North and the valley of Narmada in the South. Rock shelter cave paintings at Bhimbetka, Kharwai, Barra and Pengawan have imprints of primitive man. The great Stupas of Sanchi built around the 3rd century have glimpses of golden era of Ashoka the Great. The Eleventh century's Bhojpur Temple is a testimony of architectural brilliance which was constructed by Raja Bhoj the author of "Samargana Sutradhara". The fort at Raisen stands as an evidence of the conquest and defeat of the Mughals.

GEOGRAPHICAL PROFILE

The district Raisen is situated between 22.78 ' and 23.75 ' northern latitudes and between 77.35 ' and 78.81 ' longitudes. The geographical area of Raisen district is full of diversities. Its maximum height from sea level is 466 meters.

The district spreads over an area of 8466 sq.kms. The central part of the district comprises the Vindhyaachal Mountains, the Plateau of Malwa in the north and the valley of Narmada in the South. The sandstone hills are around Sanchi and Sultanpur. The valley of Betwa is also created by these mountains.

The district has a thick forest cover. Nearly 41.03% of forest area is covered with trees like Teak, Sal, Sheesham, Tendu, Mahua and Kher.

The main rivers in the district are Narmada, Betwa, Bawanai, Dhasan and Barna. The river Betwa is supposed to be a combination of Kaliasot, Ajnal and Beejhan which also originate from within the district. There are large reservoirs at Palakmati, Banchhor, Narwar and Dahod. The dams at Halali and Barns have also created large reservoirs. The dam at Dahod attracts the Siberian cranes every year.

DEMOGRAPHIC PROFILE

ACCORDING TO 1991 CENSUS THE DETAILS OF THE POPULATION ARE AS FOLLOWS :-

Category	Total	Male	Female
Total	877369	465956	411413
Urban	139308	74231	65077
Rural	738061	391725	346336
Scheduled Caste	145095	77719	67376
Scheduled Tribe	126254	65523	60731

Source : Census of India - 1991

THE PERCENTAGE OF DIFFERENT SECTION OF POPULATION IS AS FOLLOW :-

Scheduled Caste	16.55 %
Scheduled Tribe	14.40 %
Rural	84.30 %
Urban	15.70 %

Table 1.1
PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	RAISEN	877,369	1.33

SOURCE : CENSUS OF INDIA - 1991

Table 1.2
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.	RAISEN	90.04	09.96	84.12	15.88

SOURCE : CENSUS OF INDIA - 1991

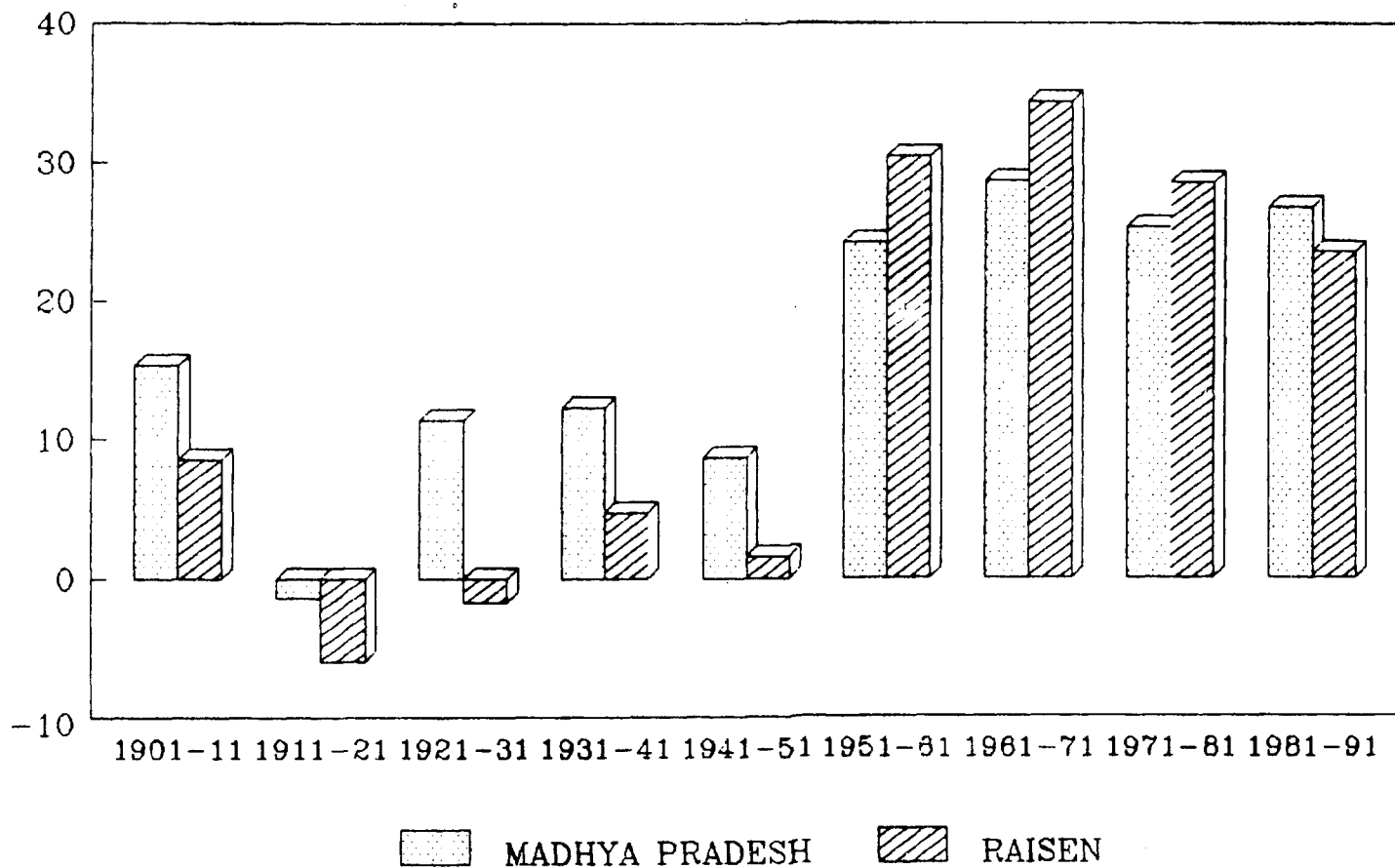
Table 1.3
DISTRIBUTION OF SEX RATIO, GROWTH RATE AND DENSITY OF POPULATION BY DISTRICT.

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	+26.75
RAISEN	908	883	084	104	+28.48	+23.48

SOURCE : CENSUS OF INDIA - 1991

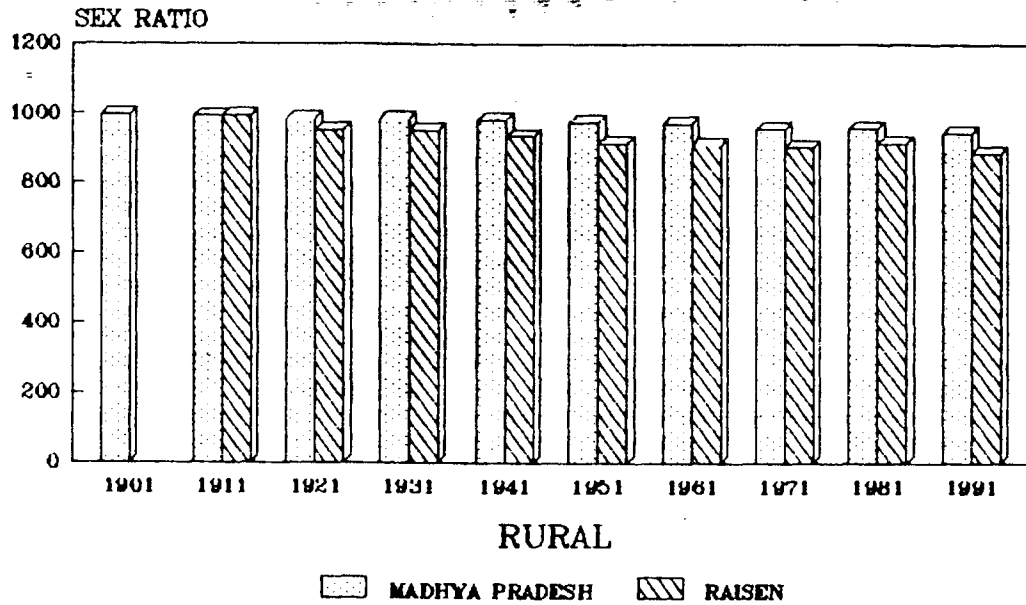
The sex ratio in the district as per Census 1991 is 883. The density of population is 104 persons per sq.kms.

DECADAL VARIATION IN POPULATION MADHYA PRADESH AND DISTRICT RAISEN 1901 - 1991



SOURCE : CENSUS OF INDIA - 1991

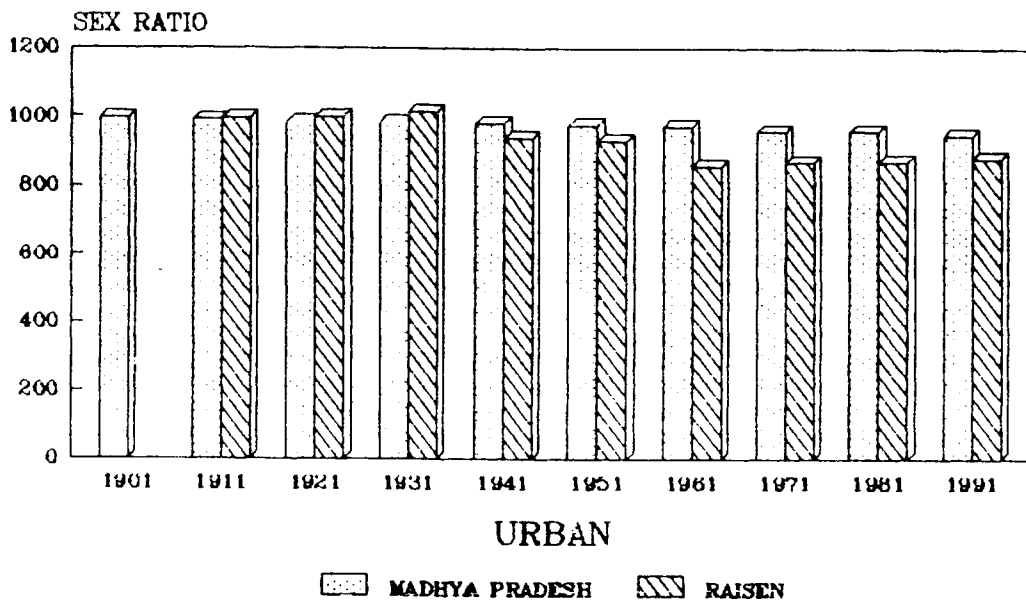
SEX RATIO COMPARATIVE MADHYA PRADESH AND DISTRICT RAISEN 1901-1991



SOURCE : CENSUS OF INDIA - 1991

NOTE : DIST. SEX RATIO FIGURE NOT AVAILABLE FOR THE YEAR OF 1901

SEX RATIO COMPARATIVE MADHYA PRADESH AND DISTRICT RAISEN 1901-1991



SOURCE : CENSUS OF INDIA - 1991

NOTE : DIST. SEX RATIO FIGURE NOT AVAILABLE FOR THE YEAR OF 1901

Table 1.4
DECADAL VARIATION IN POPULATION SINCE 1901

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
RAISEN	+08.61	-05.95	-01.73	+04.73	+01.61	+30.46	+34.42	+28.48	+23.48

SOURCE : CENSUS OF INDIA - 1991

Table 1.5
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
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
MADHYA PRADESH	R U	995 937	991 913	982 878	983 872	980 882	975 907	970 856	956 868	956 884	944 893
RAISEN	R U	N.A. -	993 995	950 998	950 1014	933 938	913 927	910 854	902 865	912 866	884 877

SOURCE : CENSUS OF INDIA , 1991

Table 1.6
DECENNIAL GROWTH - RATE AND SEX - RATIO

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
RAISEN	23.48	15.36	96.94	883	884	877

SOURCE : CENSUS OF INDIA , 1991

Since 1971 a down ward trend in the population growth in rural areas has been noticed i.e. 2% as against the total growth rate of about 2.5%. In the urban areas, the population growth is upward. The growth rate of rural population has been 15.36 between 1981-91. The main reason of migration from rural to urban areas has been the lack of the means of livelihood. But now, there are signs of stability in the rural population because of the increased facilities like means of transportation, roads, electricity, irrigation and health services etc. But the urban population has a growing trend due to industrialisation. Still 85% of the population lives in the village. The district has 1518 villages, 07 towns and 02 Special Area Development Agencies.

The district is mainly Hindi speaking, generally 90% of the population speaks Hindi, 9% Urdu and 1% Malyalam and other languages. Bundelkhandi dialect is commonly used by Hindi speaking people in the district. The district is inhabited by Hindus (89%), Muslim (9%), Jains (1.7%) and others (0.3%). Gonds, Bhils, Bhilals and Darois are the main tribes.

ECONOMIC STATUS

Nearly 84% of the population of the district still lives in villages. The main occupation of the people is agriculture. The per capita annual income in the district is Rs. 2640.00. Of the 152096 families (nearly one fourth) live below the poverty line.

Special attention is being paid to the agriculture based industries at Mandideep, Bari, Salamatpur, Sehatganj and Obedullaganj. Similarly, due consideration is also being given to establish and develop cottage and small scale industries.

Table 1.7
WORKING AND NON-WORKING POPULATION
District - Raisen

S.No.	Occupation	Male	Female	Total
01.	Agriculture	1,02,665	11,990	1,14,655
02.	Agricultural Labour	72,286	38,427	1,10,713
03.	Mining	13,336	337	13,673
04.	House-hold work	4,595	2,148	6,743
05.	Trade and Business	11,436	729	12,165
06.	(a) Animal Husbandary	4,144	298	4,442
	(b) Other Services	37,549	6,475	44,024
07.	Marginal Labour	3,421	29,757	33,178
08.	Workless population	2,28,957	3,19,911	5,48,868

SOURCE : CENSUS OF INDIA - 1991

Table 1.8
TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .

STATE /DISTRICT	TOTAL	P	TOTAL	TOTAL	MAIN	MARGINAL
	URBAN	F				
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
RAISEN	TOTAL	P	877369	327650	295767	31838
		M	465956	237103	233623	3480
		F	411413	90502	62144	28358
	RURAL	P	738061	285463	254978	30485
		M	391725	202391	199316	3075
		F	346336	83072	55662	27410
	URBAN	P	139308	42142	40789	1353
		M	74231	34712	34305	405
		F	65077	7430	6482	948

SOURCE : CENSUS OF INDIA - 1991

Table 1.9
PERCENTAGE TO TOTAL POPULATION OF WORKERS.

STATE /DISTRICT	T R U	P M F	PERCENTAGE TO TOTAL POPULATION OF					
			TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKERS	
			1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.80	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
RAISEN	T	P	37.35	37.34	33.72	33.71	3.63	3.63
		M	53.53	50.89	52.57	50.14	0.96	0.75
		F	19.53	22.00	12.96	15.11	6.57	6.89
	R	P	38.21	38.68	34.34	34.55	3.87	4.13
		M	54.35	51.67	53.35	50.88	1.00	0.79
		F	20.53	23.99	13.51	16.07	7.02	7.92
	U	P	29.56	30.25	28.10	29.28	1.46	0.97
		M	46.27	46.76	45.65	46.22	0.62	0.54
		F	10.25	11.42	7.82	9.96	2.43	1.46

SOURCE : CENSUS OF INDIA 1991

INDUSTRIAL POSITION

Table 1.10
POSITION OF FACTORIES REGISTERED UNDER THE FACTORY ACT.

Type of Factories	No. of Factories	Daily Average Employment
1. Edible Oil/Vegetable Oil	14	510
2. Distilleries (Wine)	05	190
3. Textile	01	90
4. Wooden Furniture	08	122
5. Leather	01	170
6. Rubber / Plastic	10	1325
7. Petro-coal Chemical	11	971
8. Non-metallic mineral product	06	647
9. Basic Metal	14	684

SOURCE : CENSUS OF INDIA - 1991

With a view to giving a boost to the industrial development of the district an additional district Industries office has been opened at Mandideep. In addition to this an Industrial Development Corporation has been established at Mandideep. Great attention is being given for the development of dairy and poultry farming, handloom and woodcraft industries. The areas around Raisen, Sanchi, Udaipura, Jaurgarh and Bamhori are not much developed due to lack of capital, transport facilities and electricity. In addition there is lack of training facilities.

EDUCATIONAL SCENARIO

Raisen is a district where its physical diversities will have to be taken into account if educational programmes are to be made successful. A large portion of its population consists of disadvantaged classes i.e. SC, ST and farmers below poverty line. The hilly terrain, far off distances make the education a distant goal to achieve. Even small girls have to live under the weight of earning livelihood and other domestic responsibilities. As a result they are deprived of education facilities.

Table 1.11

PRIMARY SCHOOL (AS ON 30.09.92)

	Type of primary Schools	Boys	Girls	Total
1.	Independent Primary Schools	796	82	878
2.	Pry. Schools with middle Schools	136	13	149
3.	Pry. Schools with High Schools.	22	05	27
4.	Pry. Schools with Higher Secondary School	05	04	09
	Total	959	104	1063

Table 1.12
NON-FORMAL EDUCATION CENTRES

Stage of Education	Sanctioned . .	Working .
Primary Stage	540	535
Middle Stage	60	49
Total	600	584

There are a total of 2835 primary School teachers working in Raisen district. Primary / Junior Primary Schools in the district are 1212 where 116533 students are studying. Thus the teacher student ratio is 1:41.

Table 1.13
THE LITERACY RATE IN THE DISTRICT IS AS FOLLOWS.

	Total	Male	Female
All categories	40.76	54.02	25.47

SOURCE : CENSUS OF INDIA - 1991

In the district there are 275 middle schools, 36 high schools, 28 higher secondary schools, 7 vocational schools, 2 ITI, One DIET and 8 Colleges.

According to the Fifth All India Survey 1986, the total number of habitation in Raisen district was 1539 and the number of schools in these habitations were 1145. Thus 394 habitations do not have any school. The ratio of access in Raisen district is 80.6% . The Gross Enrolment Rate and Retention rate are 75% and 39% respectively.

Table 1.14
COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Raisen District	40.76	54.02	25.47

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.15
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.	RAISEN	7.38	2.11

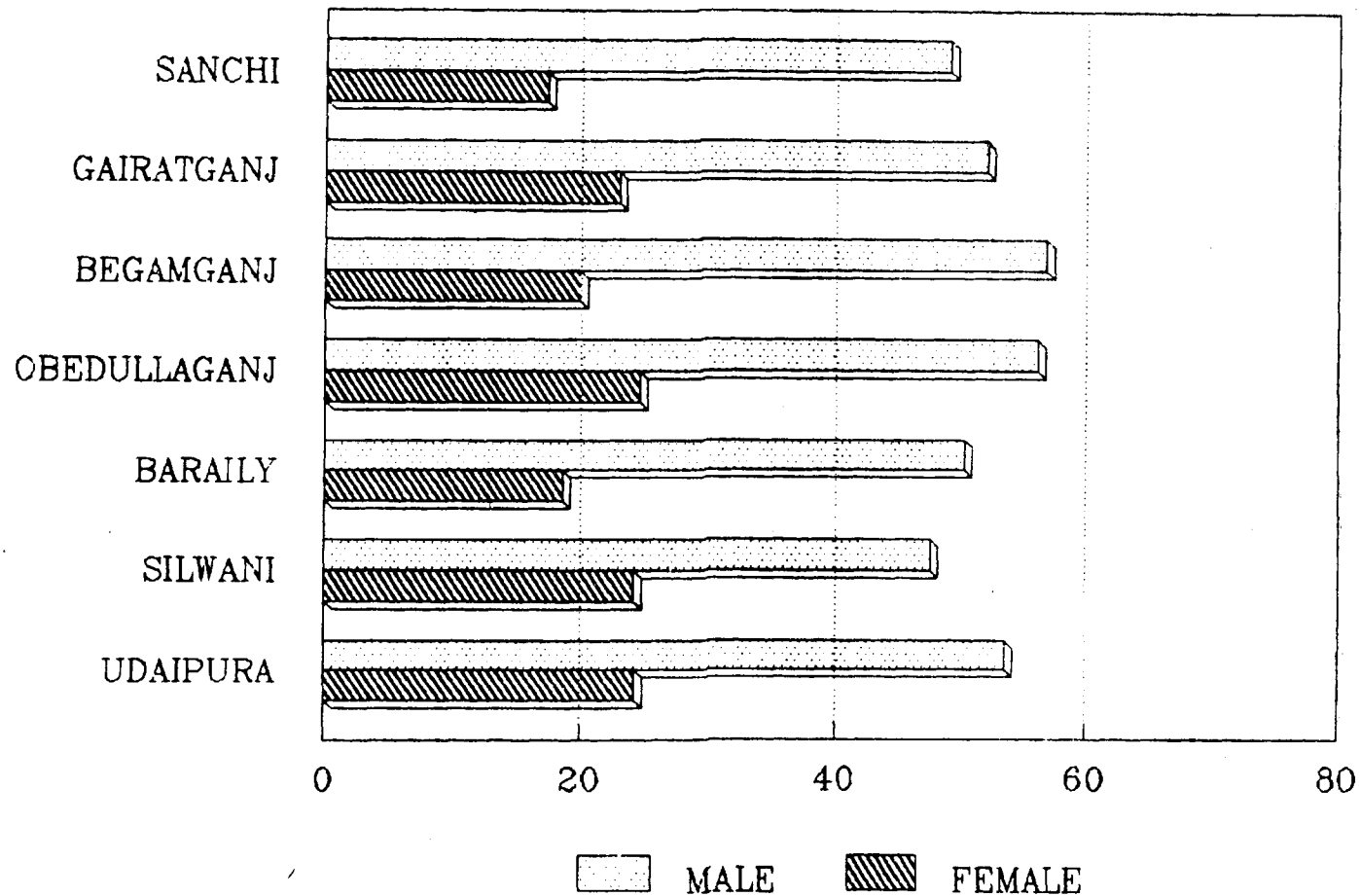
SOURCE : CENSUS OF INDIA - 1991

Table 1.16
NUMBER OF FEMALE LITERATES PER 100 MALE LITERATES IN RURAL AND URBAN AREAS OF THE DISTRICT RAISEN - 1991

S. No.	STATE / DISTRICT	NO. OF FEMALE LITERATES PER 100 MALE LITERATES	
		RURAL	URBAN
1.	MADHYA PRADESH	36	64
2.	RAISEN	36	59

SOURCE : CENSUS OF INDIA - 1991

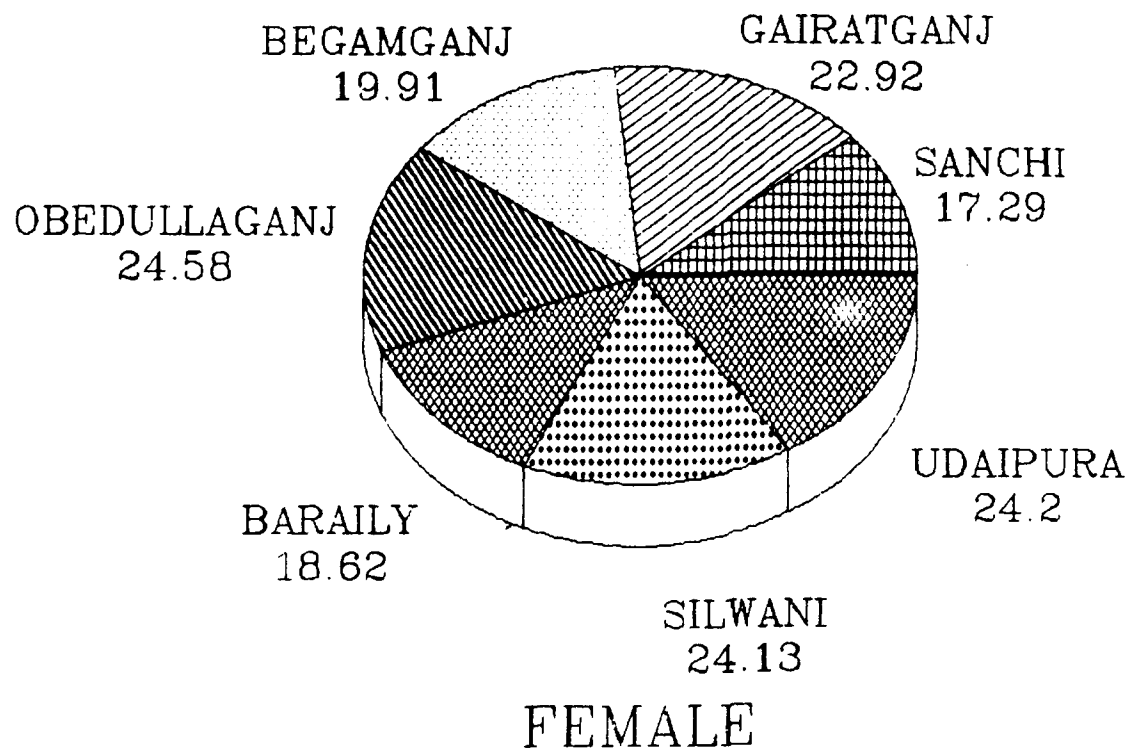
COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : RAISEN



SOURCE : CENSUS OF INDIA 1991

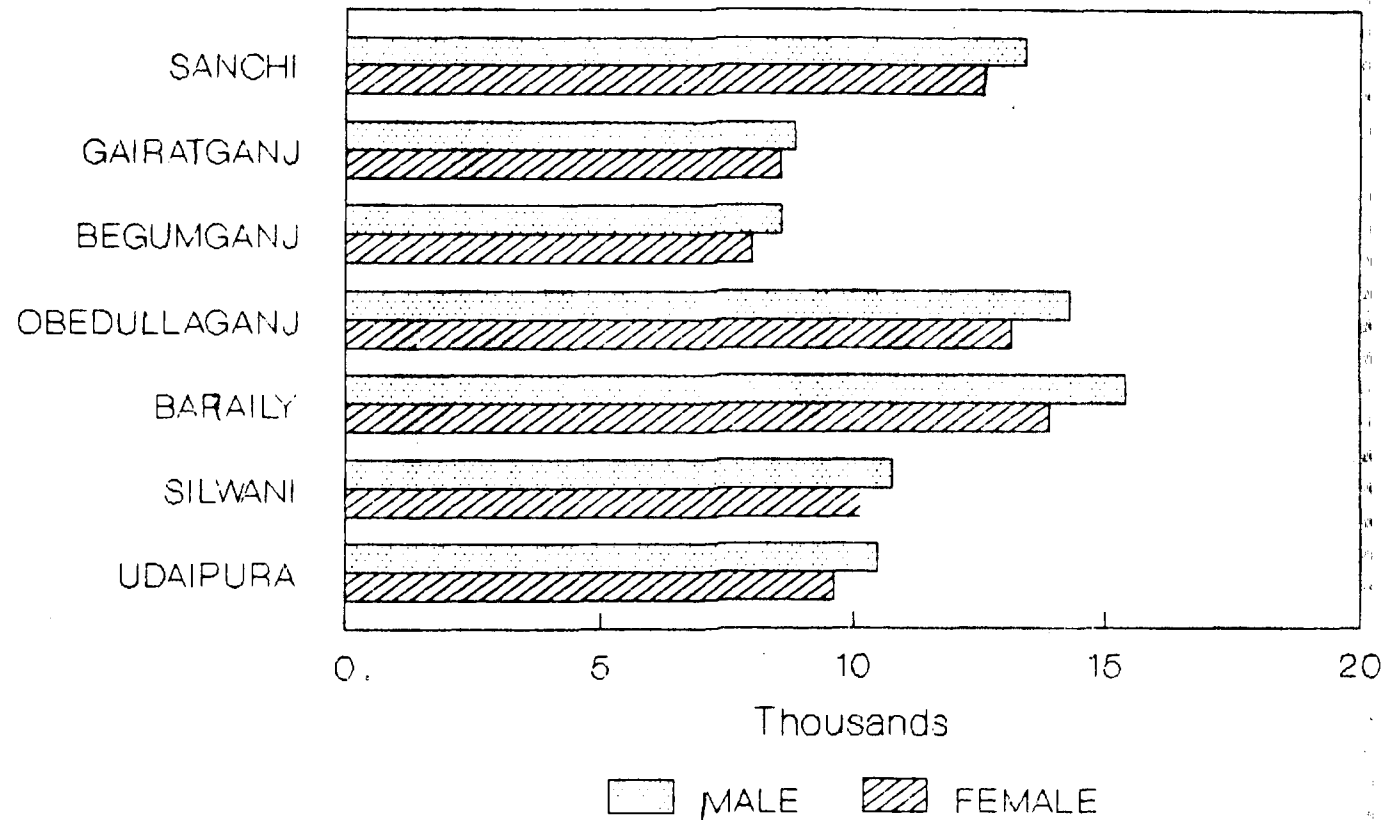
BLOCK WISE LITERACY RATE

DISTRICT : RAISEN



SOURCE : CENSUS OF INDIA 1991

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



SOURCE : CENSUS OF INDIA - 1991

CHAPTER - II

THE STUDY LOCALE : OBSERVATION AND INTERACTION

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

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

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

(01)
NAME OF VILLAGE / HABITATION - BHUTPALASI
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	60 Kms.
* Distance from BEO	:-	60 Kms.
* Distance from Railway Station	:-	62 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	03 Kms.
* Total No. of Households	:-	35
* Nature of land	:-	Clayey
* Crops grown	:-	Wheat , Sugar Cane
* Main Communities	:-	SC, ST, General
* Main occupation	:-	Agriculture, labour
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	01
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	02
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (5 male & 5 female)

(01)

Village : Bhutpalasi
Block : Obedullaganj
District : Raisen

Village Bhutpalasi of block Obedullaganj of Raisen district is a small habitation with 250 inhabitants living in 35 households. Tribals form the major part of the population. The majority of villagers are daily wage earners .

The village has no school and no other infrastructural facilities. The villagers complained that their children had no access to school as the nearest school is 10 kilometers away.

The path leading to the school becomes slushy during the monsoon and it is very difficult for the children to reach there.

Due to absence of a school in the village and availability of school far off from the village, the rate of enrolment, retention and achievement are extremely low. The other factors which accounted for low rate of enrolment, retention and achievement especially in case of girls are :

- * Very poor economic conditions
- * Household activities , Sibiling care
- * Illiteracy of parents and Lack of motivation
- * Preparation of girls for early marriages.

The women in the group discussion did not speak or when they spoke it was in subdued tones. When probed by the team the following factors emerged as standing blocks to gender equality and empowerment of women and girls :

Child marriages results in traditionally gender biased roles, which is a barrier to gender equality and empowerment of women and girls.

System of purdah creates hurdles in gender equality, in a patriarchal setup where men decide what women should do and get. This has a direct effect on the freedom of movement of women and girls who have access to only specific social and economic activities. It will make womens contribution negligible in socio economic activities.

Suggested Interventions

The study team interacted with ten inhabitants of Bhut Palasi for the focussed group discussion. Based on it, the following interventions are suggested.

01. Government should open a primary school in the village very soon.
02. Parents should be made aware of the significance of education with help of mass media.
03. Support services like creches , Anganwadis , Balwadis should be started in the village.
04. Orientation programmes for teachers is a must so as to sensitize them about gender bias, this bringing about social change.

05. Better infrastructure like pucca roads , good school building, health centre etc are required .
06. Mahila mandals should promote income generating programmes and girls' education.
07. Cottage industries and other avenues for earning income should be opened in the village.
08. Early marriages should be discouraged and parents should be made aware of the problems generating from early marriages.
09. Incentives should be given to the needy , Free stationery, uniform etc should be provided.
10. Female teachers should be appointed in the village as purdah is observed in the village.
11. NFE centres should be opened.

(02)
NAME OF VILLAGE / HABITATION - KUMHARIA
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	40 Kms.
* Distance from BEO	:-	41 Kms.
* Distance from Railway Station	:-	44 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	30
* Nature of land	:-	Clayey
* Crops grown	:-	Sugar cane , Wheat
* Main Community	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	02
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (6 male & 4 female)

(02)

Village : Kumhariya
Block : Obedullaganj
District : Raisen

The village kumhariya is a small habitation in Obedullaganj block. It is situated about four kilometers away from Obedullaganj and metallic road connects it.

The village has a population of about 180 people living 30 in household.

The village has no school and there are no other infrastructural facilities .

The problem of access to educational centre is foremost as there is no school in the vicinity and the nearest school is about 6 Kms away . The villagers are reluctant to send their children to far off school specially girls. The parents worry about their daughters' safety in sending them to school in other villages. The teachers are male which also acts as a discouraging factor. The parents expressed that they would like their daughters to go to schools where female teachers are present.

The girls are mostly engaged in household chore with their mothers , take care of their sibilings and working on fields.

The parents themselves being illiterate do not feel any need for educating their education. The children are married off early and do not get an opportunity to study.

The women are kept in purdah and have no scope for self development and economic independence. This leads to their subjugation and dependence on men, who are dominant. The sharing of household work by men is looked down upon by men. The boys get greater attention and facilities then daughters.

(81)

Suggested Interventions

01. The village Kumhariya is in urgent need of a primary school.
02. The support services like anganwadis, khelghars, and creches should be opened so as to support girls education.
03. NFE centre should be opened in the village.
04. There should be sincere efforts to promote Adult Education through Adult Education centre.
05. The Mahila Mandals should play a vital role in girls education campaign and should start some income generating programmes.
06. The girls should be given incentives in the forms of free stationery , books , uniforms , shoes etc.
07. The parents should be apprised about the legal age of marriage. Measures should be taken to enforce it.
08. Purdah system should be done away with. Women should be encouraged to become self reliant and independent leading to their empowerment.
09. Parents should be made aware of the advantages of girls education.
10. Permanent houses should be given to the migrants.

(03)
NAME OF VILLAGE / HABITATION - AMODA
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	42 Kms.
* Distance from BEO	:-	42 Kms.
* Distance from Railway Station	:-	50 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	150
* Nature of land	:-	Rockey
* Crops grown	:-	Sugar cane , Wheat
* Main Communities	:-	O.B.C. & General
* Main occupation	:-	Agriculture & Labour
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap - waters	:-	02
No. of Tube - well	:-	01
No. of well	:-	01
* Educational setup		
Part time school	:-	01
Primary school	:-	01
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	02
Female	:-	02
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	16 (9 male & 7 female)

(03)

Village : Amoda
Block : Obedullaganj
District : Raisen

Village Amoda of block Obedullaganj in Raisen District of Madhya Pradesh has an approximate population of 500 people with 150 households. Most of the villagers are employed as labourers and their economic condition is poor. The village has mixed caste composition of tribals and other backward castes.

The village Amoda has a primary school and a metallic road passes through the village.

In the village the students have access to primary school but after that the students have to commute 2 Kms. to the nearest middle school and 3 Kms. to the nearest high school. The girls do have problem of access as there is a co-educational school in the village. There is low enrolment and low retention of girls due to various factors. The foremost is the involvement of girls in sibilizing care, household chores, livestock care etc. The girls get engaged in income generating activities also so as to add to the family income.

The girls feel that they are discriminated against boys in the matters of food, health care and education. The boys are allowed to play while the girls are burdened with household work.

The poverty makes parents educate their sons while daughters are considered as someone else's property hence minimum expenditure is incurred on her.

The money is saved for daughter's wedding rather than being spent on her food, clothing and education.

(84)

Teachers do not find it comfortable and safe to reside in the villages, they do not have good accommodation hence they go on leave, and are irregular in performing their duties.

The village school is unattractive and is in unhealthy surroundings. The students have no furniture to sit, there are no blackboards, playground, toilet etc. in the school.

The school timings clash with the household work. The girls are engaged in going to forest, picking up dry twigs.

The girls and women have no say in the household and the families are mostly male dominated and there is gender bias prevalent with no scope for women's empowerment.

Suggested Interventions

About sixteen village members along with the study team took part in the focussed group discussion. They were One headmaster, two female teachers, three male teachers, one community leader, five males, two females and two children.

01. The government should upgrade the primary school to middle and high school level.
02. There should be a separate school for girls and lady teachers should be appointed by the government.
03. Local educated women should be employed for better and regular performance of duties. They can also become motivating factors for the other women in the village.
04. Teachers should be in regular touch with the parents and should make them answerable for their wards' attendance.
05. Parents should be made aware of the importance of girls education.

06. Early marriages should be discouraged. Family planning should be promoted.
07. Support services like 'anganwadis', 'balwadis' and 'crèches' should be opened.
08. Teachers orientation programmes should be conducted to make them aware of gender bias in the society as well as the syllabus. They can act as agents of social change.
09. There should be more income generating programmes for women. They should be made self reliant and confident thus leading them towards their empowerment.

(04)
NAME OF VILLAGE / HABITATION - DHAMDHUSAR
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	25 Kms.
* Distance from BEO	:-	29 Kms.
* Distance from Railway Station	:-	30 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	90
* Nature of land	:-	Rockey
* Crops grown	:-	Sugar cane , Wheat
* Main Communities	:-	ST , SC , O.B.C.
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	Not available
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of well	:-	01
* Educational setup		
Part time school	:-	Not available
Primary school	:-	01
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	02
Female	:-	01
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	13 (7 male & 6 female)

(04)
Village : Dhamdhusar
Block : Obedullaganj
District : Raisen

The village Dhamdhusar of block Obedullaganj in Raisen district has an approximate population of 350 people in 90 households. The village is economically backward as most of the population is engaged as agricultural labour. The village has a mixed caste composition with kurmi and other backward caste, there is also a small population of tribals in the village. The village is situated near a metallic road.

The village has one primary school. There is one Balwadi in the village but no other support services.

The school in the village is co-educational one, hence the girls enrolment is low. The parents do not like their daughters to study with boys. Moreover the girls are not sent to middle and high school which are in another village. The girls are mostly engaged in some income generating activity as most of the families are poor. These girls also take care of their sibilings while their mother works on fields. Fetching water, fuel, care of livestock are the chores which fall in girls share.

If at all the parents can afford education they send their sons rather than daughters to schools.

The parents are unaware of the importance of education for the girls. They only think of marrying off their daughter at the onset of puberty.

The women and girls are kept in purdah , they are segregated from the outside world. They do not have self confidence , nor is there any independence or say in the family. The girls are discriminated against and the work done by women has no recognition.

Suggested Interventions

The study team conducted a focussed group discussion with thirteen villagers. They were one headmaster , two teachers , One community leader , five male members , two females and two children.

The following interventions are suggested

01. The government should open a middle and high school in the village.
02. There should be a separate school for girls with lady teachers on the staff.
03. There should be better facilities for the teachers as that would enhance their motivation and improve their performance.
04. The teachers orientation programmes should be conducted to make them aware of the problems of the girls in the villages. They should give extra time to girls who are weak in studies.
05. Adult education centre should be opened and parents should be motivated to get educated. This would make them understand the importance of girls education.
06. A health centre with basic medical facilities should be provided in the village.

07. Support services like anganwadis , khelghars and creches should be opened.
08. The curriculum must include some vocational and income generating skills.
09. The schools should be made more attractive and interesting, playground, games and sports should essentially be a part of school. Extra curricular activities will attract students.
10. The help of nukad nataks , nautankies can be taken to campaign about the importance of education. Women's role in the family and its importance should be highlighted.

(05)
NAME OF VILLAGE / HABITATION - BAMNAI
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	50 Kms.
* Distance from BEO	:-	50 Kms.
* Distance from Railway Station	:-	53 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	80
* Nature of land	:-	Clayey
* Crops grown	:-	Sugar cane , Wheat
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of wells	:-	03
* Educational setup		
Part time school	:-	01
Primary school	:-	01
Middle School	:-	01
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	01
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	02
Female	:-	00
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 (9 male & 6 female)

(05)

Village : Bamnai
Block : Obedullaganj
District : Raisen

The village Bamnai of block Obedullaganj in Raisen district is situated nearby a metallic road. It is comparatively a bigger village with a population of 400 persons living in 80 households. The villagers are occupied as daily wages labourers and financially they are not well off.

The village has a primary school and a middle school. Among support services health centre and anganwadi is available, but the villagers do not take advantage of these facilities.

Since the parents have limited resources they want their sons to become financially independent while the daughters are supposed to learn household chores and finally get married. Poor facilities in the school, unenthusiastic teachers, lack of playgrounds, toilets etc. , all act as demotivating factors for girls' education.

The girls are also discouraged from going to school by the parents as the school is co-educational and free mixing with boys is frowned upon. All male teachers also acts as a deterrent factor in their education.

The girls are married off early as that is inexpensive and causes lesser problem they are initiated early into the household work and thus leading to traditional gender bias which creates a hurdle in the path of gender equality. Women are only allowed access to specific social and economic activities in

terms of participation. This leads to negligible contribution of women in socio-economic activities in terms of participation and also restrict her growth and self concept thus perpetuating gender inequality and non - empowerment of women and girls in the village.

Suggested Interventions

About 15 villagers along with the study team took part in the focussed group discussion. They were one head master , two school teachers , four females and two children. The FGD resulted in the following intervention

01. Govt. school should be provide with more funds for extra incentives and educational material to the economically backward girls.
02. There is a need for opening a high school in the village.
03. More female teachers should be recruited. There is a need for their sensitization regarding the prevalent gender bias.
04. NFE centre should be opened in the village.
05. Distance education programme can be adopted for the working girls and women who cannot go to schools.
06. Anganwadi and Balwadi workers should be checked. Creches should be opened in the village.
07. Teachers should try to influence parents and make them aware of the importance of girls education.
08. Adult literacy centre should be opened.
09. Mid-day meal should be introduced in the schools.
10. Education should be made job oriented.
11. Incentives should be given in time.

(06)
NAME OF VILLAGE / HABITATION - SOJRI
- BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	60 Kms..
* Distance from BEO	:-	60 Kms.
* Distance from Railway Station	:-	64 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	04 Kms.
* Total No. of Households	:-	200
* Nature of land	:-	Rockey
* Crops grown	:-	Sugar cane , Wheat
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	01
No. of well	:-	01
* Educational setup		
Part time school	:-	Not available
Primary school	:-	01
Middle School	:-	01
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	02
Female	:-	00
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	18 (9 male & 9 female)

(06)

Village : Sojri
Block : Obedullaganj
District : Raisen

... This village has population of 650 people in about 200 households. The villagers are very poor and most of them work as labourers in sugarcane, gram and wheat fields. They also work as stone crushing labourers. Most of these villagers are illiterate. The drainage and sanitary condition of village is very poor, villagers do not participate in hygiene, health and nutrition programmes.

There is a primary and a middle school in the village and there is one anganwadi. Besides this, there is no other infrastructural or support service. Most of the people belong to Banjara (Nomadic) tribe and do not see any importance of sending their children to school.

There are four teachers in the primary and middle school who are frequently absent from their duties. The parents feel that in such a situation the children waste their time in the school. Since there are no lady teacher in the school, the parents consider it unsafe for the girls to attend school.

The school is not in good condition and there is water seepage and logging in the class rooms, there is hardly any furniture, no black boards, libraries etc. in the school.

The girls help in generating extra income in the family by working as domestic servants, fetching water, collection of fuel wood and other chores .

(95)

The incentives that are to be given to the ST girls are never distributed in time.

The parents see no point in sending their daughters to school.

The women have no major role in the social structure. They stay in the backdrop thus precipitating gender inequality.

Suggested Interventions

In the focussed group discussion along with the study team, eighteen village members took part. The FGD was conducted with One headmaster, two school teachers, one community leader, five males, four females and six children.

The following interventions are suggested :

01. The government should open a high school in the village as students passing middle school have to dropout.
02. School building should be well equipped. Sports / games etc. can make school more interesting.
03. More lady teachers should be recruited . Village schools should have a separate time or shift for girls.
04. The teachers should be more sympathetic and understanding about the problems of girls. They should help and encourage girls to perform better in their studies.
05. Nutritious mid day meals should be provided to the girls in schools.
06. Incentives should be given to all girls and in time.
07. Residential accommodation should be provided to the migrants.

08. The curriculum must be more relevant in the rural set up.
Vocational skills must be imparted to the students.
09. Nukkad natakas can be made use for eradication of superstition, highlighting the importance of education, hygiene etc. It can also be used to make parents aware of the problems generating from early marriages.
10. Mahila Mandals should encourage with income generating programmes and bring about a social change leading towards gender equality and women's empowerment.

(07)
NAME OF VILLAGE / HABITATION - DIVATIYA
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	40 Kms.
* Distance from BEO	:-	40 Kms.
* Distance from Railway Station	:-	44 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	450
* Nature of land	:-	Rockey
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	Not Available
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of wells	:-	05
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	01
Middle School	:-	01
Secondary School	:-	01
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	03
Female	:-	00
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 (10 male & 5 female)

(07)

Village : Divatiya
Block : Obedullaganj
District : Raisen

The village Divatiya in block Obedullaganj is situated nearby a metallic road. There are about 450 households with a population of 4000 people.

Most of the villagers belong to the backward class with agriculture as their main occupation. The village has a primary, middle and a high school. The health care facilities are rarely available for the villages and other support services are lacking.

The problem of enrolment in relation to girls education are present due to the following problems.

The girls are incapable of grasping the course content specially in subjects like General Science and Mathematics.

The teachers are unable to solve the problems of girls and when this prolongs, the girls either dropout or loose interest in studies.

There are hardly any incentives available to general category of girls to encourage them to attend school.

Household activities and sibiling care bars the girls from enrolment in schools.

On irregular attendance and dropout the school authorities deny re-enrolment.

(99)

The teachers attitude towards students is not very encouraging disinterest which acts as a demotivating factors and leads to low enrolment.

The girls are also discouraged to go to school by the parents as there is no separate school for girls. The teachers are all male hence the parents do not consider it safe to send their daughters to school. Parents would like female teachers to teach their daughters after primary level.

The girls are married off early , this acts as a barrier to their education. The teachers too are demotivated as the villages have hardly any facilities compare to that available in towns and cities. The pay packets are also not lucrative. The accommodation available is in dilapidated condition.

Suggested Interventions

About fifteen villagers took part in the study along with the team members in the focussed group discussion. One headmaster four school teachers , one community leader five male villagers and four females took part in the group discussion.

The following interventions are suggested :

01. There should be a separate school for girls after the primary level and female teachers should teach them.
02. The teachers orientation programme should be conducted so as to sensitize them regarding gender inequality prevalent in the society.

03. Extra coaching should be provided to the girls so as to facilitate their education.
04. The course content should be simplified so as to make it easier to grasp.
05. Support services like anganwadi and creches should be opened in the village.
06. The parents should also be educated in adult education centres.
07. Early marriages should be discouraged. More stringent methods should be adopted to enforce legal age of marriage.
08. Health centre should be opened by government.
09. NFE centre should be opened for dropout children.

(08)
NAME OF VILLAGE / HABITATION - GAUHARGANJ
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	50 Kms.
* Distance from BEO	:-	50 Kms.
* Distance from Railway Station	:-	51 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	548
* Nature of land	:-	Plain
* Crops grown	:-	Wheat , Sugar Cane
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture, Daily wage
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	11
No. of Tap - waters	:-	233
No. of Tube - well	:-	Not available
No. of wells	:-	02
* Educational setup		
Part time school	:-	01
Primary schools	:-	02
Middle Schools	:-	02
Secondary School	:-	01
Higher Secondary School	:-	Not Available
No. of Balwadis	:-	05
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	01
* No. of Teachers for Primary Class		
Males	:-	03
Females	:-	06
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 (9 male & 6 female)

(08)

Village : Gauharganj
Block : Obedullaganj
District : Raisen

The village Gauharganj in Obedullaganj is a large village having 480 households with a population of 4600 people.

Most of the villagers are not in good economic condition. The village has one primary, one middle and one high school in the village. The health facilities are rarely available.

The following problems emerged during the course of focussed group discussion.

The girls are unable to comprehend and understand the contents of subjects like science and Mathematics. The teachers can not help much in this regard and so the girls loose interest in school and dropout.

In the traditional particular society and with limited resources, the girls' opportunity to education is sacrificed in favour of boys. When a girl stays back, she helps in household chores and also take care of sibilings while the mother goes to work.

The teachers too do not understand the behaviour of absentee students. When girls lag in class and fail, parents make them leave school, while boys on failure are made to repeat classes umpteen times.

The girls are also discouraged from attending a school as there is no separate school for girls. There is prevalence of child marriage in the village hence the girls are taught household work, than get educated.

(103)

It was observed that girls and women were under nourished due to consumption of stale and leftover food. They lack self confidence and have no ambition.

Suggested Interventions

About fifteen village inhabitants took part in the focussed group discussion, comprising of one headmaster , four school teachers, one community leader , five adult male and four adult females of the village.

01. A higher secondary school should be opened in the village.
02. The schools should be made more interesting by including extra curricular activities.
03. More lady teachers should be recruited and posted in the villages so as to give a support to girls education.
04. Teachers should take efforts to make parents aware about the importance of girls' education.
05. Government should provide residential accommodation and security to the lady teachers.
06. The time table of girls school should be set such that it doesn't clash with the timings of household chores.
07. Support services should be provided in the village like creches, khelghars etc.
08. Mahila Mandals can play an important role in bringing about a social change so as to remove gender inequality and bring forth women's empowerment.
09. NFE centres should be opened for "out of school children".
10. The help of nukkad natak , puppet show and other media can be used to eradicate social evils like early marriage , dowry , bride burning , women's subjugation etc.

(09)
NAME OF VILLAGE / HABITATION - GOPALPURA (SLUM)
BLOCK - OBEDULLAGANJ
DISTRICT - RAISEN

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	40 Kms.
* Distance from BEO	:-	40 Kms.
* Distance from Railway Station	:-	40 Kms.
* Linking Pakka road	:-	01 Kms.
* Bus service	:-	01 Kms.
* Total No. of Households	:-	30
* Nature of land	:-	Plain
* Crops grown	:-	Sugar cane
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	01
No. of Taps - water	:-	Not available
No. of Tube - wells	:-	Not available
No. of wells	:-	01
* Educational setup		
Part time school	:-	01
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	00
Female	:-	00
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	13 (7 male & 6 female)

(09)
Urban Slum
(Gopalpura & Khanpura)
Block : Obedullaganj
. . District : Raisen .

The slum area of Raisen district that are surveyed are Gopalpura and Khanpura which are on the outskirts of Raisen city it has a population of 250 persons living in 30 households . In Gopalpura slum the caste composition was mixed one with SC,ST and BC forming the main group. All of the villagers are engaged as daily wages workers and are in a very poor economic condition.

The inhabitants of Khanpura are all Muslim engaged in agriculture and milk selling business.

There is no school available in these slums and there is one non functional NFE. The nearest schools were 6-8 Kms away from these slums. The gender disparity was clearly visible in terms of access as the parents allowed only boys to go to school by bus.

The socio economic religious factors further acting in unison prevents girls access to education.

The school fees and bus fee were very high considering the slum dwellers economics hence they send boys somehow to school so that one day they would grow up to become financially independent while the daughters will be sent away to another home after their marriage.

The girls in these slums have lower retention rate and very poor enrollment. The cost of education is high and the girls instead of attending schools work as maids and help their families financillay.

In the Khanpura slum the girls from early age are kept in purdah and hence are not permitted to go out to study and mix with boys.

The women do not have much say in these areas and they do not feel that the modern education will benefit anyone.

Suggested Interventions

01. A school should be opened in the vicinity very soon.
02. Sincere efforts are required to launch an awareness campaign regarding girls education equality and empowerment.
03. Girls should be given incentives to attend school. They can be given cereals and pulses on regular attendance and prizes on performing well in studies.
04. NFE centre should be made functional.
05. Support services like anganwadis , balwadis , should be opened in the village so that girls in free time get themselves educated.
06. Income generating skills should be imparted to slum dwellers.
07. Education should be made job oriented.
08. Family planning programmes should be started.
09. Measures should be taken to enforce government regulation of minimum age of marriage.
10. Mahila Mandals should play an instrumental role in bringing about a social change and in removing gender inequality and in opening a path for women's empowerment.

CHAPTER III
ANALYSIS OF DATA

3.1 . THE HOUSEHOLD CONTEXT

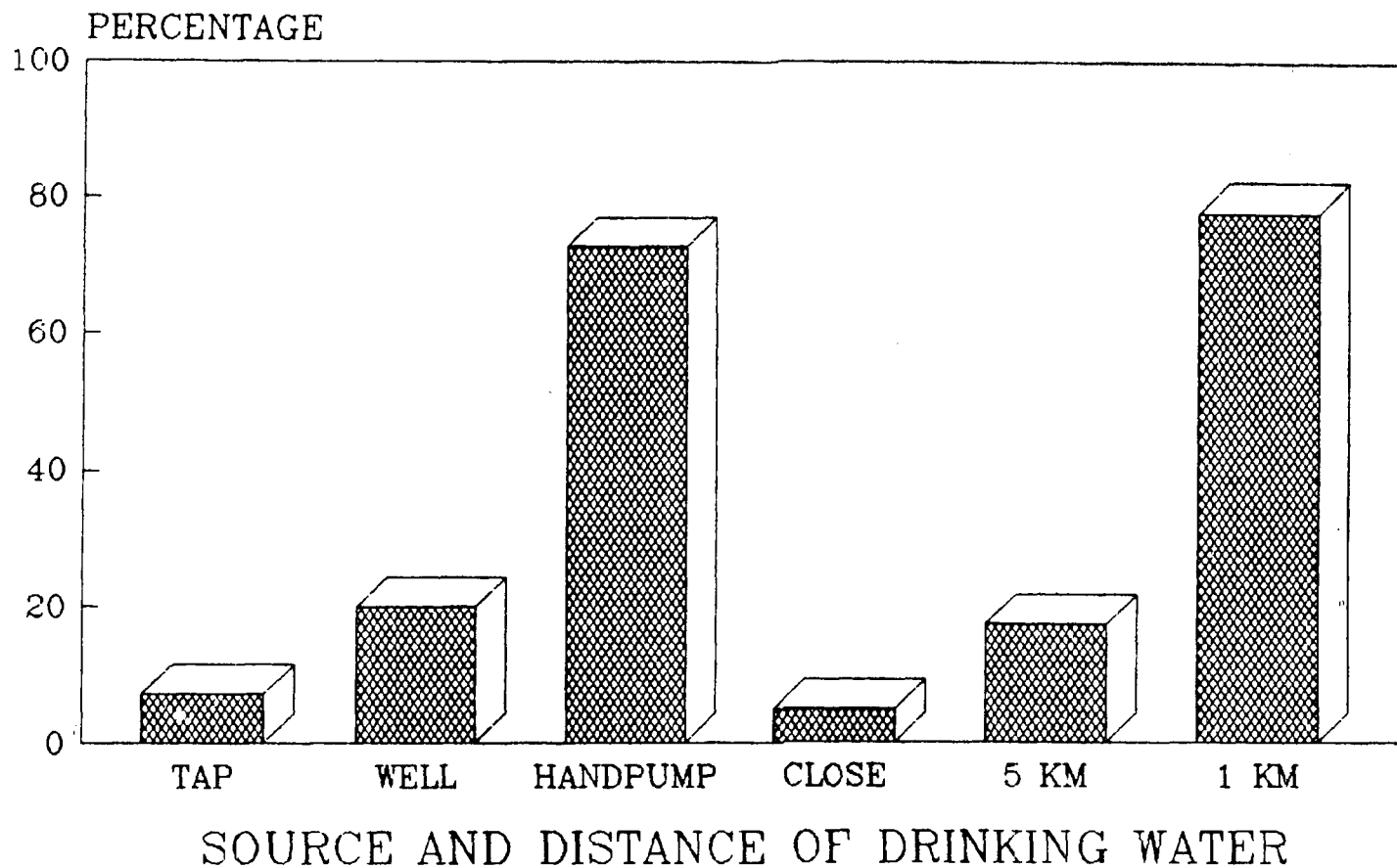
In all, 270 households were visited, and the information obtained by the investigators is presented below.

TABLE 3.1.1
DESCRIPTION OF SAMPLE HOUSEHOLDS IN
BLOCK : OBEDULLAGANJ DISTRICT : RAISEN

* Total Number of Households :	270
* Total Number of Members of Households :	1635
* Average Size of Households :	6.1
* Major Religion:	HINDU
	No. %
	261 96.6
* Mother Tongue:	HINDI
	No. %
	270 100

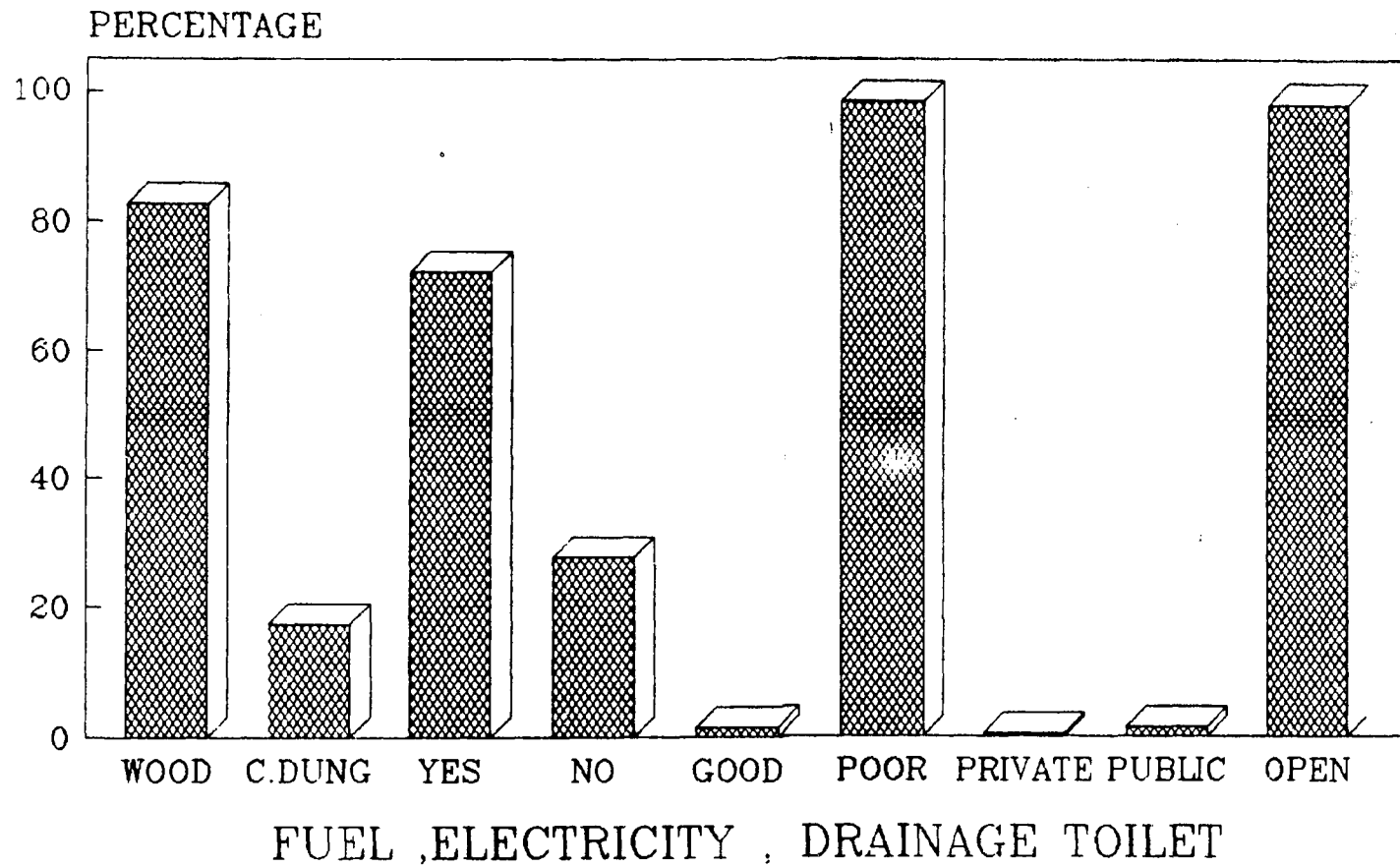
In all 1635 persons were residing in the sample Households. The average size of the Household was 6.1. Nearly 97 percent of the sample population were Hindu and mother tongue was Hindi.

SOURCE AND DISTANCE OF DRINKING WATER: DISTRICT : RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.2
DRINKING WATER

* Source of Drinking Water		
	No.	%
Well	54	20.0
Handpump	196	72.6
Tap	20	7.4
* Distance of Source of Drinking Water		
	No.	%
Close by	13	4.8
0.5 Km.	47	17.4
1 Km. and above	210	77.8

20 percent of the households take water from well whereas 73 percent of the households are using handpumps for drinking water.

22 percent of the total households have source of drinking water within 0.5 Km. and 78 percent households have to walk more than a kilometer to fetch drinking water. This task is being done largely by women folk.

Table 3.1.3
Fuel and Electricity

* Main Sources of Fuel		
	No.	%
Wood	223	82.6
Cow-Dung Cakes	47	17.4
* Availability of Electricity		
	195	72.22

83 percent of sample households are using wood as fuel and 17 percent households are using Cow-Dung cakes.

Nearly 72 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation		
	No.	%
Good	4	1.5
Poor	266	98.5
No response	0	0.0

Toilet facilities		
	No.	%
Private	1	0.4
Public	4	1.5
Open	265	98.1

Nearly Two percent households have good drainage facility and 98 percent have poor drainage leading to waterlogging and poor sanitary conditions. Private toilet is being used in 1 Household only (1 in urban slum). Majority i.e. 265 households (98%) used open spaces for defeacation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	202	12.35	106	13.98	96	12.63
6 - 11	451	27.58	152	20.05	299	39.34
12 - 14	205	12.54	75	9.89	130	17.11
15 +	777	47.52	425	56.07	352	46.32
Total	1635	100.00	758	100.00	877	100.00

Close to 40 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	1135	69.42	467	61.61	668	87.89
Literate below primary	208	12.72	106	13.98	102	13.42
Primary	156	09.54	083	10.95	073	09.61
Middle	072	04.40	049	06.46	023	03.03
High School	024	01.47	018	02.37	006	00.79
Higher Secondary	027	01.65	023	03.03	004	00.53
Degree (Graduate)	013	00.80	012	01.58	001	00.13
Total	1635	100.00	758	100.00	877	100.00

Table 3.1.6 shows that 69 percent of the sample household members were found illiterate, 13 percent were literate below primary level and only 18 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	124	45.09	60	45.11	64	45.07
11 - 14	083	30.18	33	24.81	50	35.21
15 - 18	019	06.91	10	07.52	09	06.34
Middle						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	023	08.36	11	08.27	12	08.45
15 - 18	021	07.64	16	12.03	05	03.52
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	000	00.00	00	00.00	00	00.00
15 - 18	005	01.82	03	02.26	02	01.41
Total	275	100.00	133	100.00	142	100.00

In 270 Households' data for age group 6 - 14 years shows 126 girls are going to primary and upper primary classes. Only 07 are in upper primary classes in the age group 15-18 years. Nine girls of age group 15-18 are still enrolled in primary class.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	276	58.85	74	46.25	202	65.37
11 - 14	116	24.73	42	26.25	74	23.95
15 - 18	74	15.78	44	27.50	30	09.71
Total	466	100.00	160	100.00	306	100.00

In 270 households' data for age group 6 - 14 years shows that 276 girls had never been enrolled in school. 30 Girls of age group 15-18 were also not enrolled for schooling.

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

Age Group	Total	%	Male	%	Female	%
Primary Drop-out						
6 - 10	20	23.26	02	11.76	18	26.09
11 - 14	39	45.35	03	17.65	36	52.17
15 - 18	24	27.91	10	58.82	14	20.29
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	02	02.33	01	05.88	01	01.45
15 - 18	01	01.16	01	05.88	00	00.00
Total	86	100.00	17	100.00	69	100.00

In 270 households' data for age group 6 - 18 shows 68 girls had dropped out from primary classes and 1 girl from middle class.

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

Educational Level	Father	%	Mother	%
Illiterate	31	44.93	48	69.57
upto 4	11	15.94	11	15.94
7	12	17.39	06	08.70
10	09	13.04	04	05.80
12	06	08.70	00	00.00
12+	00	00.00	00	00.00
Total	69	100.00	69	100.00

BY BIRTH ORDER

Birth order	No.	%
1	19	27.54
2	28	40.58
3	12	17.39
4	10	14.49
5	0	00.00
Total	69	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	02	02.90
10,000	39	56.52
5,000 and below	28	40.58
Total	69	100.00

BY CASTE

Caste	No.	%
General	22	31.88
Scheduled Caste	29	42.03
Scheduled Tribe	18	26.09
Total	69	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	28	40.58
4	17	24.64
5	14	20.29
6	05	07.24
7	04	05.80
8	01	01.45
9	00	00.00
Total	69	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	78	47.27	111	67.27
Literate upto 4	39	23.64	45	27.28
7	25	15.15	09	05.45
10	20	12.12	00	00.00
12	03	01.82	00	00.00
12+	00	00.00	00	00.00
Total	165	100.00	165	100.00

BY BIRTH ORDER

Birth order	No.	%
1	78	47.27
2	39	23.23
3	32	19.39
4	09	05.45
5	07	04.24
Total	165	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	39	23.64
10,000	71	43.03
5,000 and below	55	33.33
Total	165	100.00

BY CASTE

Caste	No.	%
General	87	52.73
Scheduled Caste	49	29.70
Scheduled Tribe	29	17.58
Total	165	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	09	05.45
4	56	33.94
5	49	29.70
6	23	13.93
7	15	09.09
8	13	07.88
9	00	00.00
Total	165	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Cultiv.	356	21.77	150	19.79	206	23.49
Service	412	25.20	289	38.13	123	14.03
Casual Labour	315	19.27	158	20.84	157	17.90
House Wife	049	03.00	000	00.00	049	05.59
Others	215	13.15	137	18.07	078	08.89
Non Workers	288	17.61	024	03.17	264	30.10
Total	1635	100.00	758	100.00	877	100.00

Table 3.1.7 shows that 18 percent of the sample household persons are non-workers and 19 percent are working as casual labourers. Only 22 percent are cultivators. Service sector covers even less than 26 percent of sample household population.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

Sl. no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	41	15.19
2.	9,000	60	22.22
3.	6,000	70	25.93
4.	3,000	97	35.93
5.	3,000 below	02	00.74
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 1 percent households had below Rs. 3,000 per annum. That is to say that people work either as non-worker or agricultural labourers in the district.

Only 15 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	20	07.41	29	10.74
Middle	31	11.48	64	23.70
High school	45	16.66	32	11.85
Hr. Secondary	49	18.14	31	11.48
Graduation General	62	22.96	38	14.07
Graduation Professional	08	02.96	05	01.85
P.G. and above	05	01.85	01	00.37
No Response	50	18.52	70	25.93
Total	270	100.00	270	100.00

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (e.g. what will they get after being educated; No use of education) were lower for boys. 07 percent parents wish their girls going upto primary middle and secondary levels whereas 18 percent want secondary and post secondary education for sons. Nearly one fourth parents, want higher education for boys. Only 16 percent aspire for higher education of daughters. This is a noticeable change of attitude towards education of girls.

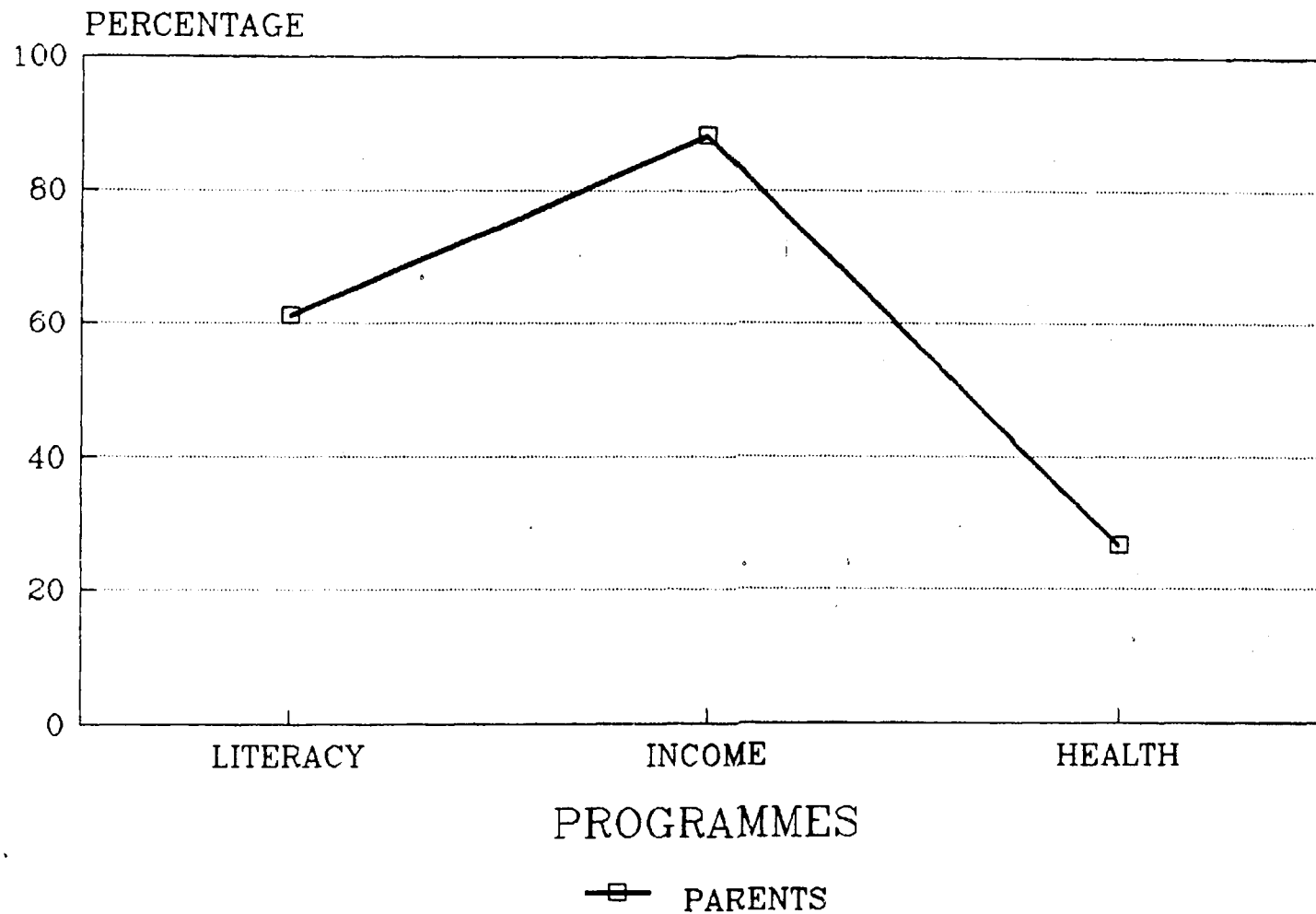
TABLE 3.1.10

SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN				
Occupation	Sons	%	Daughters	%
Teacher	29	10.74	21	07.78
Doctor	11	04.07	06	02.22
Police Officer	08	02.96	04	01.48
Tailoring	34	12.59	00	00.00
Nurse	00	00.00	28	10.37
House Wife	00	00.00	31	11.48
Govt. Service	75	27.78	15	05.56
Engineer	00	00.00	00	00.00
No Aspiration	113	41.85	165	61.11
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. Eleven percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (24%). Only 4 percent wish to see them as doctors, police officers.

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

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	165	61.11
Income generating	238	88.15
Programme on health and Nutrition	72	26.67

Table 3.1.11 shows that interviewed parents desired their preference for programme on income generating skills for their female wards. Literacy programme comes next with lowest preference for programme on health and nutrition.

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	221	81.85
2. Parental education	186	68.89
3. Parental motivation	79	29.26
4. Parental Support like:		
i. Payment of fees other than tuition fees	79	29.26
ii. Provision of books and stationery	70	25.93
iii. Provision of adequate food and clothing	37	13.70
iv. Creating space and time for studies at home	52	19.26
v. Provision of academic Support (themselves or paid)	04	01.48
5. Self motivation of the girl child.	60	22.22
6. Positive attitude of teachers	51	18.88

Five main reasons for continuance of Girls in schooling :-

1. Better economic standing Household (81.85%).
2. Parental education (68.89%).
3. Payment of fees other than tuition fees (29.26%).
4. Parental motivation (29.26%).
5. Provision of books and stationery (25.93%).

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Inability of parents to pay extra-tuition fee/fund	192	71.11
2. Inability of parents to provide clothes and shoes	168	62.22
3. Inability of parents to provide books	158	58.52
4. Inability of parents to provide stationery	146	54.07
5. Inability of parents to provide food	26	09.63
6. Helping parents in occupation	64	23.70
7. Engaged in remunerative employment	13	04.81
8. Domestic work	252	93.33
9. Care of siblings	171	63.33
10. Absence of support services viz. Anganwadi, Balwadi, Creches	29	10.74
11. Early marriage	172	63.70
12. Social taboo on onset of poberty	65	24.07
13. Parental lack of motivation	64	23.70
14. Parental illiteracy	178	65.93
15. Lack of academic support/help, from parents/family members,others	4	01.48
16. School far away	75	27.78
17. Un-attractive school environment	14	05.19
18. Un-suitable school timings	39	14.44
19. Lack of relevance of curriculum	4	01.48
20. No women teachers	27	10.00
21. Lack of separate schools	51	18.89
22. Teachers' negative attitude	08	02.96
23. Failure	06	02.22
24. Illness of family members	00	00.00
25. Own Illness	01	00.37

Five main reasons for dropping out of girls from school :

1. Domestic Work (93.33%).
2. Inability of parents to pay extra tuition fee/fund (71.11%).
3. Parental Illiteracy (65.93%).
4. Early marriage (63.70%).
5. Care of siblings (63.33%).

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	192	71.11
2. Inability of parents to provide clothes and shoes	168	62.22
3. Inability of parents to provide books	163	60.37
4. Inability of parents to provide stationery	149	55.19
5. Inability of parents to provide food and medicines	22	08.15
6. Helping parents in occupation	85	31.48
7. Engaged in remunerative employment	11	04.07
8. Domestic work	248	91.85
9. Care of siblings	139	51.48
10. Parental lack of motivation	53	19.63
11. Parental illiteracy	90	33.33
12. Non-availability of school / NFE centres close to habitation	40	14.81
13. Un-suitable school timings	5	01.85
14. No female teachers	22	08.15
15. No separate school for girls	21	07.78
16. Lack of support services such as anganwadies, balwadies, creches	13	04.81
17. Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	30	11.11

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

1. Domestic Work (91.85%).
2. Inability of parents to pay extra tuition fee/fund (71.11%).
3. Inability of parents to provide clothes and shoes (62.22%).
4. Inability of parents to provide books (60.37%).
5. Inability of parents to provide stationery (55.19%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents (n=270)	
	No.	%
1. Develops a positive self image and confidence among girls	158	58.52
2. Prepares girls for economic contribution	181	67.04
3. Can improve health and nutritional status of children and other family members	66	24.44
4. Will ensure education of future generations	148	54.81
5. Will make girls and women aware of their rights	112	41.48
6. Helps in raising age of marriage and reduce maternal , infant and child mortality	62	22.96
7. Helps in reducing the family size	115	42.59
8. Will prepare girls for leadership roles in society	34	12.59
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	07	02.59

Five main PERCEPTIONS of parents on utility of girls education:

1. Prepare Girls for economic contribution (67.04%).
2. Develops a positive self image & confidence among girls (58.52%).
3. Will ensure education of future generations (54.81%).
4. Helps in reducing the family size (42.59%).
5. Will make girls and women aware of their rights. (41.48%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

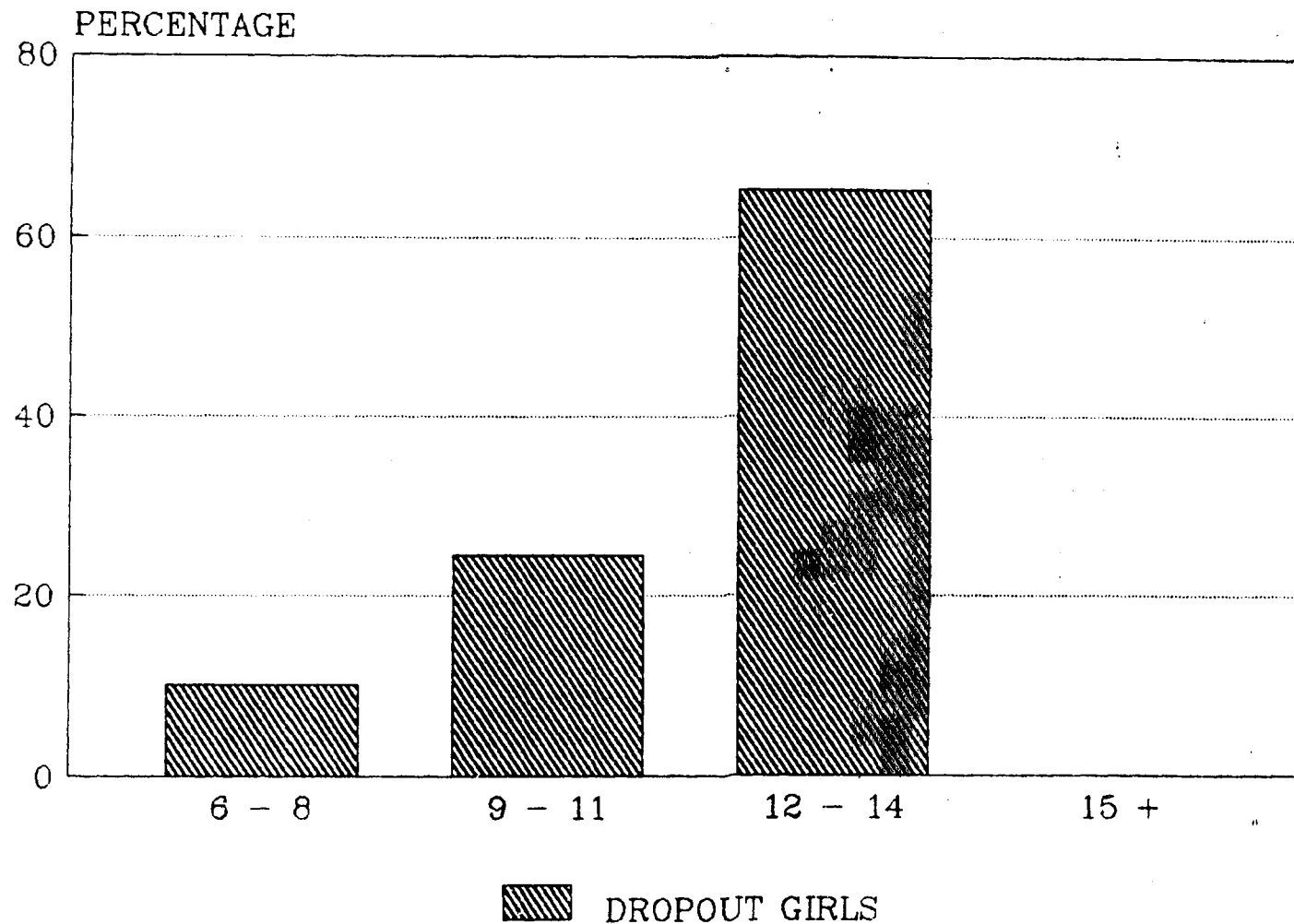
Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	225	83.33
2. Both need to be given equal amount of food	263	97.41
3. Both need to be given equal health care and medical attention when needed	265	98.15
4. Both can be assigned same duties/ responsibilities	104	38.52
5. Both should be given the same freedom	38	14.07
6. Both should be given equal time to play	77	28.52
7. Both can perform all tasks equally well	72	26.67
8. Both can have similar occupations	74	27.41
9. Both have same intelligence and abilities	137	50.74
10. Men and Women should be paid equal wages for equal work	132	48.89
11. Husband and wife should take all decisions jointly	157	58.15
12. Household work must be shared by all members of the household	157	58.19
13. Assets of the family should be registered in joint names of husband and wife	68	25.19

Five main perceptions of parents about gender equality:

1. Both need to be given equal health care (98.15%).
2. Both need the same kind of food (97.41%).
3. Girls and boys need equal education (83.33%).
4. Household work must be shared by all members of household (58.15%).
5. Husband and wife should take all decisions jointly (58.15%).

Parents appear to favour, equality in food, education, health and medical care for their children. A large no. of parents (83%) 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 (42%) . Same time they do not agree that both boys and girls have same intelligence and abilities (49%). Concept of their ignorance towards girls is very much clear.

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 429 girls were found in age group 6-14 years out of them 69 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming their studies.

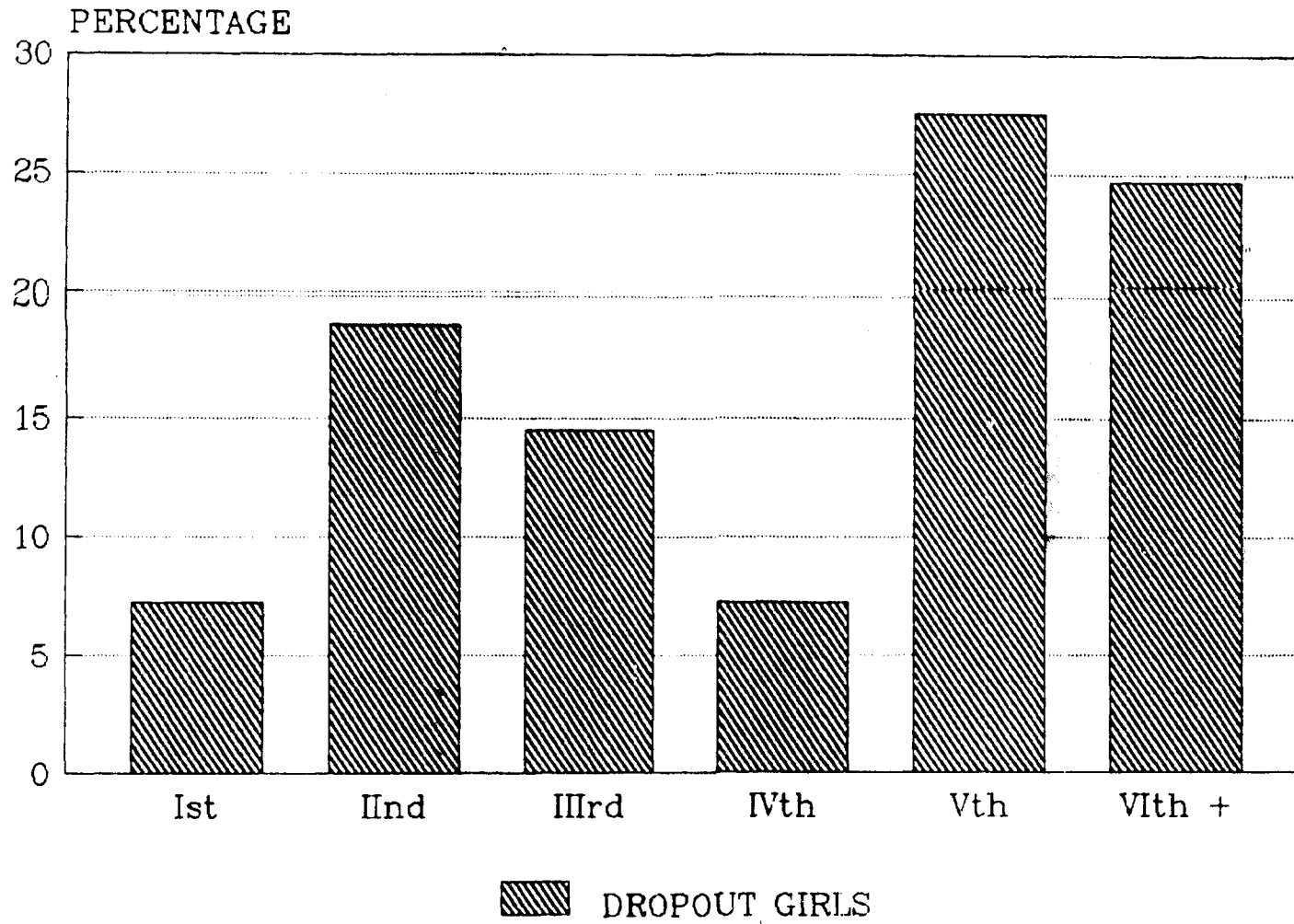
TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	07	10.14
2.	9 - 11	17	24.64
3.	12 - 14	45	65.22
4.	15 +	00	00.00
Total		69	100.00

Table 3.2.1 shows that out of total 69 interviewed girls, 65 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 25 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 7 girls out of 69 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.

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.2.2

DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	05	07.25
2.	IIInd	13	18.84
3.	IIIrd	10	14.49
4.	IVth	05	07.25
5.	Vth	19	27.54
6.	VIth +	17	24.64
	Total	69	100.00

DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respodent	Regularity		Puntuality	
	Yes %	No. %	Yes %	No. %
69	54 78.26	15 21.74	51 73.91	18 26.09

Table 3.2.2 shows that although government had adopted the policy of automatic promotion , close to 26 percent girls of the sample households had dropped out of their school after classes I and II. Only 07 percent of the respondents completed class four of schooling. Twenty eight percent girls had completed 5 years of schooling. Only 25 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.

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	24	34.78
2.	Domestic work	10	14.49
3.	Parental Illiteracy	12	17.39
4.	Lack of self motivation	13	18.84
5.	Mother / own illness	03	04.35
6.	Early Marriage	05	07.25
7.	School far away	02	02.90
Total		69	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	%
69	60	86.96	09	13.04

Table 3.2.4 clearly shows that 87 percent of the drop-out girls wish to resume their studies and 13 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	20	28.99
2.	Economic Support.	13	18.84
3.	Create self confidence in the girls.	25	36.23
4.	Self motivation	11	15.94
Total		69	100.00

Any one can infer from Table 3.2.5 that most of the parents are in favour of their daughters resuming their studies because they feel that their education shall help the future generation (29%) and girls will attain self confidence (nearly 36%).

TABLE 3.2.6

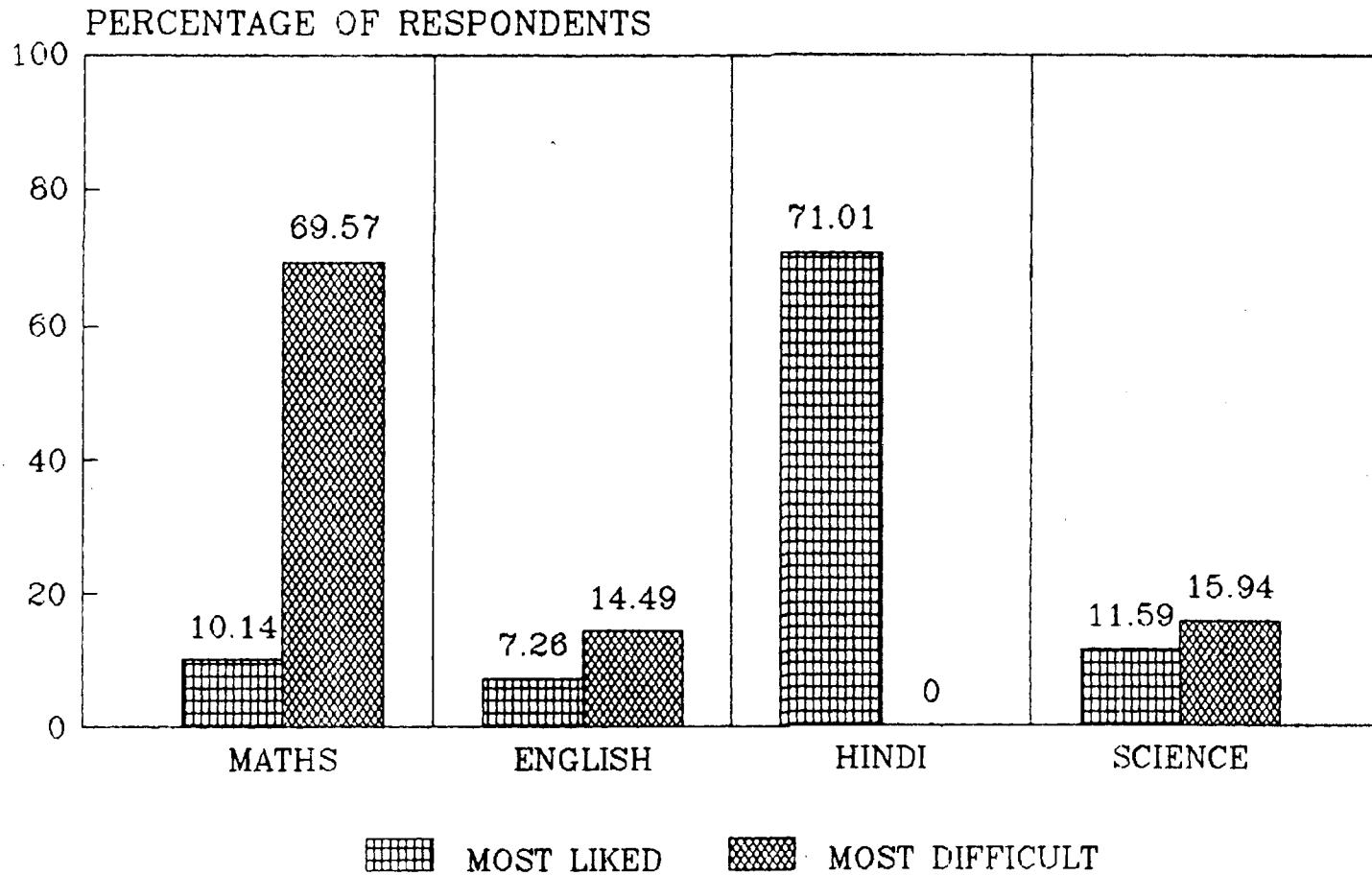
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=69)	No. of Respondents	%
1.	For Teachers	65	94.20
2.	For School	62	89.86
3.	For Learning	62	89.86

The girls show positive liking of the teachers (94%), their school 90 percent and for learning at school 90 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT RAISEN



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	07	10.14	48	69.57
2.	English	05	07.26	10	14.49
3.	Hindi	49	71.01	00	00.00
4.	Science	08	11.59	11	15.94
Total		69	100.00	69	100.00

Table 3.2.7 shows that 71 percent of the total respondents say that they like Hindi the most and 10 percent for Mathematics, 11 percent for science and 7 percent for English. 70 percent of the total respondents say that the most difficult subject is mathematics and 15 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR HOME FROM SCHOOL

S.No.	Distance	No. of Respondents	%
1.	Close by	20	28.99
2.	1 Km.	12	17.39
3.	2 Km.	18	26.09
4.	3 Km.	19	27.54
Total		69	100.00

Table 3.2.8 shows that 46 percent of the total respondents reside within one kilometer from the school whereas 54 percent had to commute 2 or 3 kilometers to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	60	86.96
By Bus	01	01.45
By Cycle	08	11.59
Total	69	100.00

86 percent of the drop-out girls had been commuting to their respective school on foot, only 08 (11.6%) out of 69 interviewed dropout 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	65	94.20
Negative	04	05.80
Total	69	100.00

Table 3.2.10 shows that 94 percent of total respondents had received help from their teachers when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	Respondents	
	No.	%
Difficulty faced	42	60.87
No Difficulty	27	39.13
Total	69	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	24	34.78
Negative	45	65.22
Total	69	100.00

65 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=69)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	45	65.22
2. Inability of parents to Provide clothes and shoes	36	52.17
3. Inability of parents to provide books	33	47.83
4. Inability of parents to Provide stationery	29	42.03
5. Inability of parents to provide food	02	02.90
6. Helping parents in occupation	20	28.99
7. Engaged in remunerative employment	06	08.70
8. Domestic work	66	95.65
9. Care of siblings	41	59.42
10. Absence of support services viz. Aganwadi, Balwadi, Creches	15	21.74
11. Early marriage	34	49.28
12. Social taboo on onset of puberty	15	21.74
13. Parental lack of motivation	18	26.09
14. Parental illiteracy	35	50.72
15. Lack of academic support/help from parents/family members	05	07.25
16. School far away	29	42.03
17. Un-attractive school environment	11	15.94
18. Un-suitable school timings	14	20.29
19. Lack of relevance of curriculum	06	08.70
20. No female teachers	09	13.04
21. Lack of separate schools for girls	20	28.99
22. Teachers negative attitude	08	11.59
23. Failure	14	20.29
24. Illness of family members	02	02.90
25. Own Illness	04	05.80

Main Reasons for Dropping Out :

1. Domestic work (95.65%).
2. Inability of parents to pay extra tuition fee/fund (65.22%).
3. Care of Siblings (59.42%).
4. Inability of parents to provide clothes and shoes (52.17%).
5. Parental Illiteracy (50.72%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=69)	
		No.	%
1.	Food	30	43.48
2.	Clothing	28	40.58
3.	Toys/Games	49	71.01
4.	Books, Magazines, Stationerys	39	56.52
5.	Help in studies	38	55.07
6.	Ritual and Social Visits	34	49.28
7.	Opportunities for play	27	39.13

Parental Discrimination

1. Toys / Games (71.01%).
2. Book , Magazines, Stationeries (56.52%).
3. Help in studies (55.07%).
4. Ritual and Social Visits (49,28%).

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 time of wedding or when fastivities are observed on the birth of a brother we get a change to sing & dance".

In contrast to their counterparts who were attending the schools , investigators found these girls engaged in one or the other household tasks. It was sometimes difficult to make them

wait for interviews as they were rushing to their next errands.

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

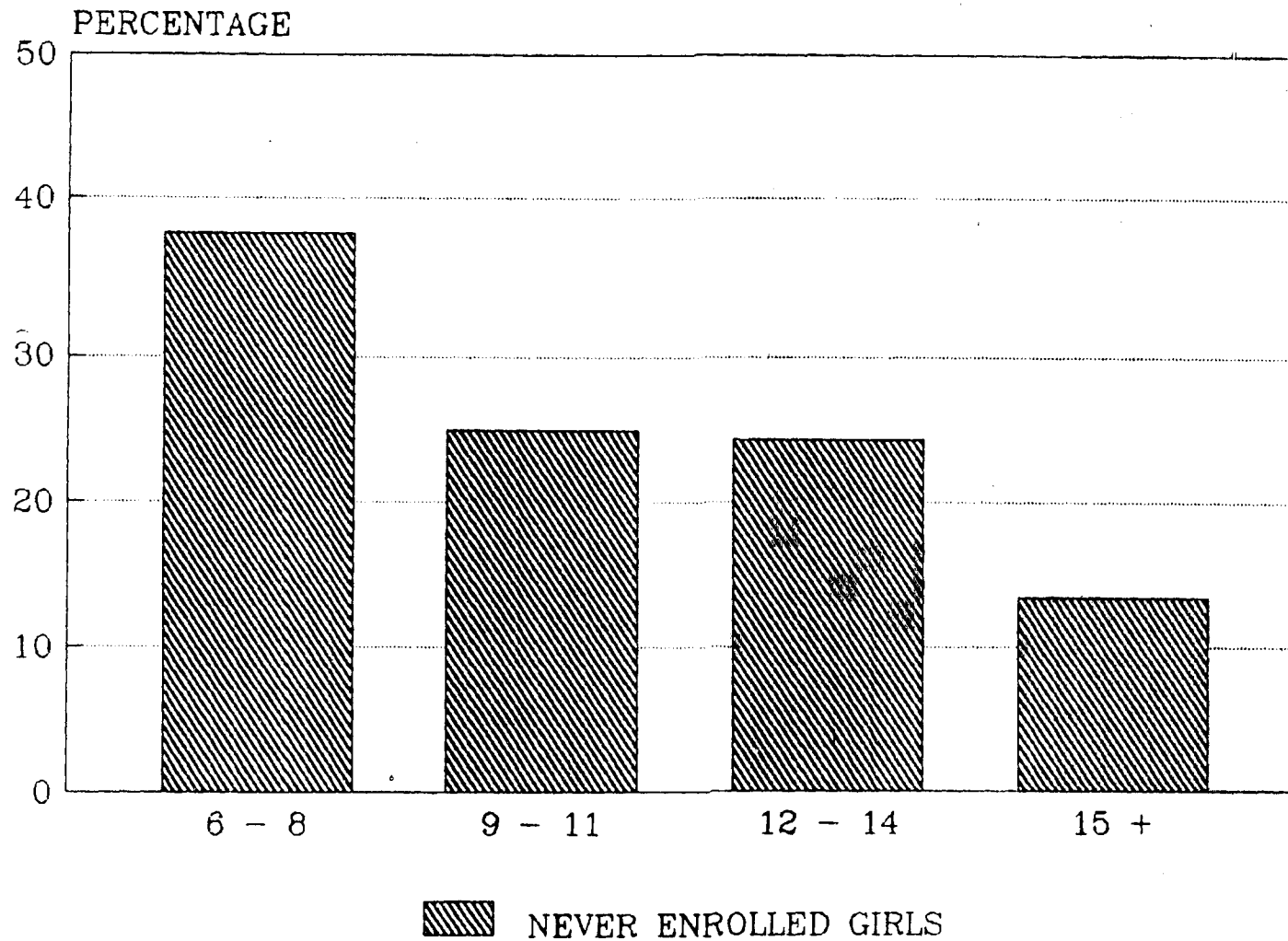
S.No.	Activities	Respondents (n=69)	
		No.	%
1.	Fetching water	67	97.10
2.	Collection fodder & fuel	31	44.93
3.	Caring of livestock	23	33.33
4.	Making cowdung cakes	45	65.22
5.	Caring siblings	33	47.83
6.	Cooking	62	89.86
7.	Washing / cleaning utensils	61	88.41
8.	Grazing cattle	10	14.49
9.	Wage earning activities	02	02.90
10.	Agricultural operations	07	10.14
11.	Home based production	00	00.00

Main works Done by the girls at Home

1. Fetching water (97.10%).
2. Cooking (89.86%).
3. Washing / Cleaning Utencills (88.41%).
4. Making cowdung cakes (65.22%).
5. Care of Sibling (47.83%).

Discussions with drop-out girls showed that they are used to spend 5 to 6 hours daily on an average on activities like fetching water, making cow-dung cakes, cooking, washing / cleaning and caring younger siblings. In addition, many of them reported that they help their parents for about 5 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 5 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 : RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 165 never enrolled girls were interviewed to obtain information about the reasons for their non-enrolment in school and also to ascertain if they would be interested in resuming the studies.

TABLE 3.3.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	62	37.58
2.	9 - 11	41	24.85
3.	12 - 14	40	24.24
4.	15 +	22	13.33
Total		165	100.00

The table indicates the following:

i) 63 percent of the never enrolled girls belong to primary age group 06-11 years and another 24 percent belong to the elementary age group 12-14 years.

ii) 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.

TABILE 3.3.2

DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=165)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	127	76.97
2.	Inability of parents to provide clothes and shoes	119	72.12
3.	Inability of parents to provide books	108	65.45
4.	Inability of parents to provide stationery	96	58.18
5.	Inability of parents to provide food and medicines	21	12.73
6.	Helping parents in occupation	47	28.48
7.	Engaged in remunerative employment	09	05.45
8.	Domestic work	149	90.30
9.	Care of siblings	104	63.03
10.	Parental lack of motivation	57	34.55
11.	Parental illiteracy	133	80.61
12.	Non-availability of school / NFE centre close to habitation	52	31.52
13.	Un-suitable school timings	39	23.64
14.	No female teachers	24	14.55
15.	No separate school for girls	57	34.55
16.	Lack of support services such as anganwadies, balwadies, creches	14	08.48
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	78	47.27

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

1. Domestic Work. (90.30%)
2. Parental Illiteracy. (80.61%)
3. Inability of parents to pay extra tuition fee / fund (76.97%)
4. Inability of parents to provide clothes and shoes (72.12%)
5. Inability of parents to provide books (65.45%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
165	156 (94.55%)	09 (05.45%)

Figures in parenthesis show percentages. Majority of 95 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
165	130 (78.79%)	35 (21.21%)

Figures in parenthesis show percentages. About 79 percent of the girls respondents had talked to their parents about their desire to go to school.

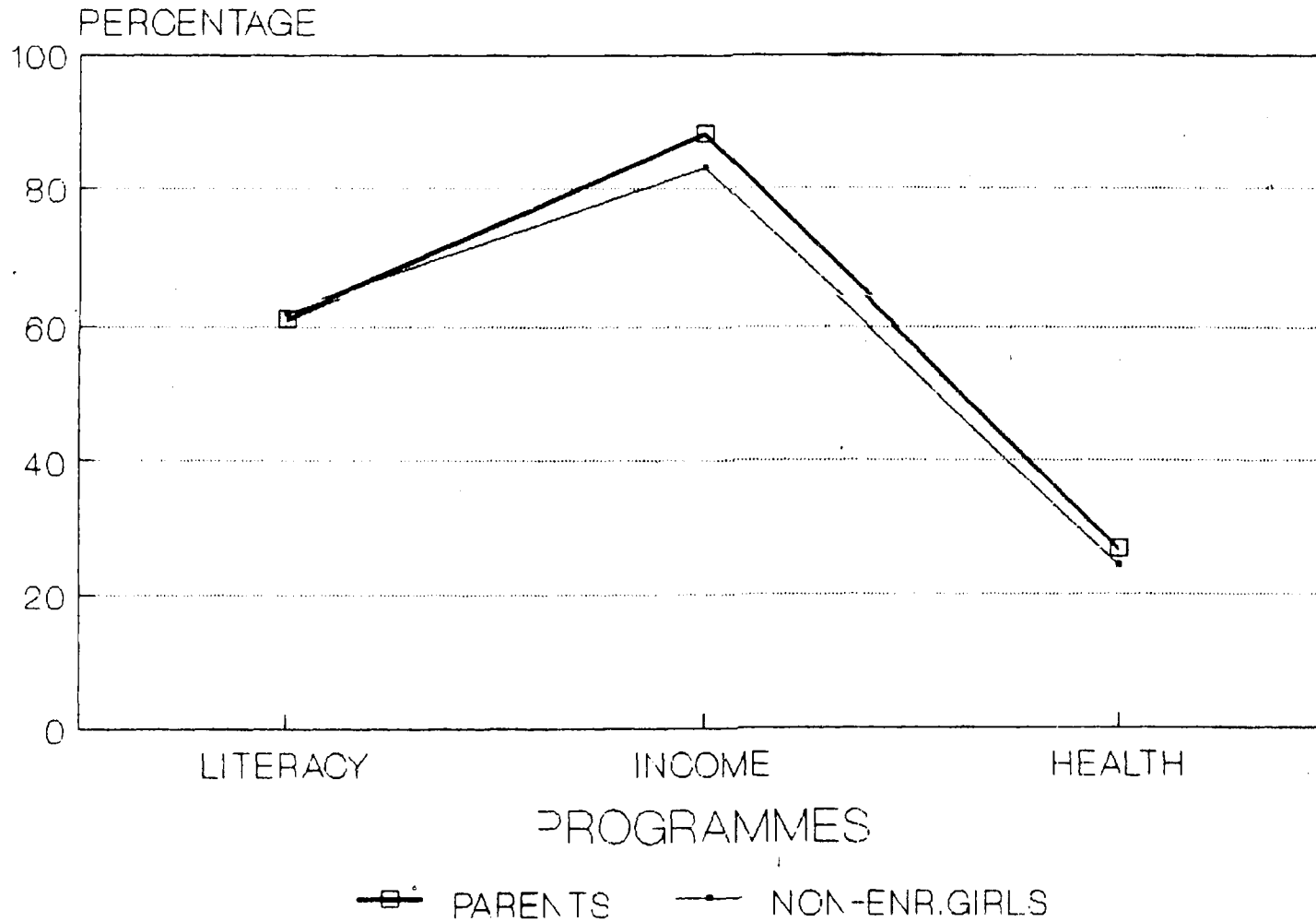
TABLE 3.3.5

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

Total no. of Respondents	Yes	No
165	70 (42.42%)	95 (57.58%)

Figures in parenthesis show percentages. Only about 42 percent girls indicated that their parents may send them to school, if approached.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT RAISEN



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.3.6

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents (n=165)	
	No.	%
1. Ability to read/write	06	03.64
2. Ability to write name	07	04.24
3. Ability to count	26	15.76
4. Can not read/write	126	76.36

Out of 165 never enrolled girls , only 6 could read and write, 7 could barely write their name and 26 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

Programme	Respondents (n=165)	
	No.	%
Literacy programme	102	61.83
Income generating programme	137	83.03
Health and Nutrition programme	40	24.24

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

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

Girls spend about five to eight hours a day on fetching water, collecting fodder and fuel , caring live-stock , making cowdung cakes, cooking , washing / cleaning utensils and sibling care. They spend additional four to five hours daily into helping cattle grazing , agricultural operations and other home based production activities of the family.

Girls from 05 to 16 years age from Scheduled Castes and Scheduled Tribes were found working as part-time / full-time domestic help in affluent households...

TABLE 3.3.BB

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=165) %
1.	Food	30	18.18
2.	Clothing	40	24.24
3.	Toys/Games/Play	61	36.97
4.	Ritual and Social visits	59	35.76

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 17 teachers were interviewed, out of them 5 were females. The age of these teachers ranged between 23-59 years with majority of them belonging to age group 38 and below. The service length of these teachers ranged from 01 to 40 years. Only 4 teachers had more than 30 years as length of service. One of female and 05 male teachers had JBT qualification.

All the teachers were married except 2 male teacher. 6 had three children each, 3 had 1 child and 3 had two children each. Two teachers had no child. Only one teacher had more than 3 children. Average number of children per teacher was around 3. Average household size of teachers was around 5. Out of 17 teachers, only 9 lived at a distance of less than 2 kilometer from the school. Rest 8 teachers lived at a distance of more than 2 to 40 kms. and were using bus and cycle.

TABLE 3.4.1

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

Reasons	Respondents (n=17)	
	No.	%
1. Better economic standing of households	13	76.47
2. Parental education	06	35.29
3. Parental motivation	14	82.35
4. Parental Support like:		
i. Payment of fees other than tuition fees	15	88.24
ii. Provision of books and stationery	15	88.24
iii. Provision of adequate food and clothing	05	29.41
iv. Creating space and time for studies at home	02	11.76
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	02	11.76
6. Positive attitude of teachers	01	05.88

Major Reasons for Continuance of Girls in Schooling

1. Provision of books and stationery (88.24%).
2. Payment of fees other than tuition fees (88.24%).
3. Parental motivation (82.35%).
4. Better economic standing of house hold (76.47%).
5. Parental education (35.29%).

TABLE 3.4.2

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

Reasons	Respondents No.	(n=17) %
1. Inability of parents to pay extra tuition fee/fund	15	88.24
2. Inability of parents to Provide clothes and shoes	15	88.24
3. Inability of parents to provide books	14	82.35
4. Inability of parents to Provide stationery	06	35.29
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	06	35.29
7. Engaged in remunerative employment	01	05.88
8. Domestic work	16	94.12
9. Care of siblings	13	76.47
10. Absence of support services viz. Anganwadi, Ralwadi, Creches	00	00.00
11. Early marriage	11	64.71
12. Social taboos on onset of Poberity	01	05.88
13. Parental lack of motivation	05	29.41
14. Parental illiteracy	07	41.18
15. Lack of academic support/help from parents/family members, others	01	05.88
16. School far away	02	11.76
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	01	05.88
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	01	05.88
21. Lack of separate schools	01	05.88
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	01	05.88
25. Own Illness	01	05.88

Major reasons for dropping out of girls from school

1. Domestic Work (94.12%).
2. Inability of parents to provide clothes and shoes (88.24%).
3. Inability of parents to pay extra tuition fee/fund (88.24%).
4. Inability of parents to provide books (82.35%).
5. Care of Siblings (76.47%).

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

Reasons	Respondents (n=17).	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	16	94.12
2. Inability of parents to provide clothes and shoes	16	94.12
3. Inability of parents to provide books	15	88.24
4. Inability of parents to provide stationery	09	52.94
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	04	23.53
7. Engaged in remunerative employment	01	05.88
8. Domestic work	14	82.35
9. Care of siblings	11	64.71
10. Parental lack of motivation	06	35.29
11. Parental illiteracy	11	64.71
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	01	05.88
14. No female teachers	01	05.88
15. No separate school for girls	02	11.76
16. Lack of support services such as anganwadies, balwadies, creches	02	11.76
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	00	00.00

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

1. Inability of parents to provide clothes and shoes (94.12%).
2. Inability of parents to pay extra tuition fee / fund (94.12%).
3. Inability of parents to provide books (88.24%).
4. Domestic Work (82.35%).
5. Parental illiteracy (64.71%).

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. Programme to motivate the parents
3. Incentives to all
4. Timely distribution of incentives

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

- - - Nine out of 17 teachers reported that incentives were not distributed in time. These 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 from poverty groups.

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

- i.) To provide separate school for girls.
- ii.) Attendance scholarships to all
- iii.) Timely distribution of Incentives.
- iv.) Motivation and environment building.

TABLE 3.4.4

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

Ulility	Respondents (n=17)	
	No.	%
1. Develops a positive self image and confidence among girls	13	76.47
2. Prepares girls for economic contribution	14	82.35
3. Can improve health and nutritional status of children and other family members	04	23.53
4. Will ensure education of future generations	15	88.24
5. Will make girls and women aware of their rights	03	17.65
6. Helps raise age at marriage and reduces maternal , infant and child mortality	01	05.88
7. Helps in reducing the family size	14	82.35
8. Will prepare girls for leadership roles in society.	01	05.88
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	01	05.88

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (88.24%).
2. Helps in reducing the family size (82.35%).
3. Prepare girls for economic contribution (82.35%).
4. Develops a positive self image and confidence among girls(76.47%).
5. Can improve health and nutritional status of children and other family members (23.53%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=17)	
	Agree	%
1. Girls and boys need equal education.	16	94.12
2. Both need to be given equal amount of food.	16	94.12
3. Both need to be given equal health care and medical attention when needed.	16	94.12
4. Both can be assigned same duties/responsibilities.	12	70.59
5. Both should be given the same freedom.	08	47.06
6. Both should be given equal time to play.	11	64.71
7. Both can perform all tasks equally well.	05	29.41
8. Both can have similar occupations.	05	29.41
9. Both have same intelligence and abilities.	06	35.29
10. Men and Women should be paid equal wages for equal work.	16	94.12
11. Husband and wife should take all decisions jointly.	16	94.12
12. Household work must be shared by all members of the household.	08	47.06
13. Assets of the family should be registered in joint names of husband and wife.	10	58.82

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decisions jointly (94.12%).
2. Men and women should be paid equal wages for equal work (94.12%).
3. Both need to be given equal health care (94.12%).
4. Both need the same kind of food (94.12%).
5. Girls and boys need equal education (94.12%).

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.

TABLE 3.4.4

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

Utility	Respondents (n=17)	
	No.	%
1. Develops a positive self image and confidence among girls	13	76.47
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3. Can improve health and nutritional status of children and other family members	04	23.53
4. Will ensure education of future generations	15	88.24
5. Will make girls and women aware of their rights	03	17.65
6. Helps raise age at marriage and reduces maternal , infant and child mortality	01	05.88
7. Helps in reducing the family size	14	82.35
8. Will prepare girls for leadership roles in society.	01	05.88
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	01	05.88

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (88.24%).
2. Helps in reducing the family size (82.35%).
3. Prepare girls for economic contribution (82.35%).
4. Develops a positive self image and confidence among girls(76.47%).
5. Can improve health and nutritional status of children and other family members (23.53%).

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DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=17)	
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3. Both need to be given equal health care and medical attention when needed.	16	94.12
4. Both can be assigned same duties/responsibilities.	12	70.59
5. Both should be given the same freedom.	08	47.06
6. Both should be given equal time to play.	11	64.71
7. Both can perform all tasks equally well.	05	29.41
8. Both can have similar occupations.	05	29.41
9. Both have same intelligence and abilities.	06	35.29
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11. Husband and wife should take all decisions jointly.	16	94.12
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4. Both need the same kind of food (94.12%).
5. Girls and boys need equal education (94.12%).

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

TABLE 3.5.1

Physical Facilities In schools (6 Sample Schools)

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

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 their opinion, all type of incentives should be distributed among girl students irrespective of their caste.

TABLE 3.5.2

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

Reasons	Respondents (n = 6)	
	No.	%
1. Better economic standing of households	05	83.33
2. Parental education	00	00.00
3. Parental motivation	03	50.00
4. Parental Support like:		
i. Payment of fees other than tuition fees	03	50.00
ii. Provision of books and stationery	05	83.33
iii. Provision of adequate food and clothing	02	33.33
iv. Creating space and time for studies at home	01	16.67
v. Provision of academic Support (themselves to paid)	01	16.67
5. Self motivation of the girl child.	02	33.33
6. Positive attitude of teachers	01	16.67

Major Reasons for Continuance of Girls in Schooling

1. Provision of books and stationery (83.33%).
2. Better economic standing of households (83.33%).
3. Payment of fees other than tuition fees (50.00%).
4. Parental motivation (50.00%).
5. Self motivation of girl child (33.33%).

TABLE 3.5.3

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

Reasons	Respondents: (n = 16)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	06	100.00
2. Inability of parents to Provide clothes and shoes	06	100.00
3. Inability of parents to provide books	06	100.00
4. Inability of parents to Provide stationery	02	33.33
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	01	16.67
7. Engaged in remunerative employment	01	16.67
8. Domestic work	05	83.33
9. Care of siblings	04	66.67
10. Absence of support services viz. Anganwadi, Balwadi, Crèches	00	00.00
11. Early marriage	04	66.67
12. Social taboos on onset of puberty	01	16.67
13. Parental lack of motivation	00	00.00
14. Parental illiteracy	03	50.00
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	00	00.00
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	01	16.67
21. Lack of separate schools	00	00.00
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	01	16.67
25. Own Illness	01	16.67

Major reasons for dropping out of girls from school

1. Inability of parents to provide books (100%).
2. Inability of parents to provide clothes and shoes (100%).
3. Inability of parents to pay extra tuition fee/fund (100%).
4. Domestic work (83.33%).
5. Early marriage (66.67%).

TABLE 3.5.4

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

Reasons	Respondents (n = 6)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	06	100.00
2. Inability of parents to provide clothes and shoes	06	100.00
3. Inability of parents to provide books	06	100.00
4. Inability of parents to provide stationery	01	16.67
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	00	00.00
7. Engaged in remunerative employment	03	50.00
8. Domestic work	05	83.33
9. Care of siblings	04	66.67
10. Parental lack of motivation	03	50.00
11. Parental illiteracy	03	50.00
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	00	00.00
14. No female teachers	00	00.00
15. No separate school for girls	00	00.00
16. Lack of support services such as anganwadies, balwadies, creches	00	00.00
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	00	00.00

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

1. Inability of parents to provide books (100%).
2. Inability of parents to provide clothes and shoes (100%).
3. Inability of parents to pay extra tuition fee/fund (100%).
4. Domestic work (83.33%).
5. Care of siblings (66.67%).

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

Eighty percent 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 from poverty groups.

TABLE 3.5.5

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

Utility	Respondents (n=6)	
	No.	%
1. Develops a positive self image and confidence among girls	05	83.33
2. Prepares girls for economic contribution	05	83.33
3. Can improve health and nutritional status of children and other family members	01	16.67
4. Will ensure education of future generations	06	100.00
5. Will make girls and women aware of their rights	01	16.67
6. Helps raise age of marriage and reduce maternal , infant and child mortality	01	16.67
7. Helps in reducing the family size	05	83.33
8. Will prepare girls for leadership roles in society	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	01	16.67

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (100%).
2. Helps in reducing the family size (83.33%).
3. Prepare girls for economic contribution (83.33%).
4. Develops a positive self image and confidence among girls (83.33%)
5. Will prepare girls for participation and decision process in all works in life (16.67%).

TABLE 3.5.6
DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n = 6) Agree	%
1. Girls and boys need equal education.	05	83.33
2. Both need to be given equal amount of food.	05	83.33
3. Both need to be given equal health care and medical attention when needed.	05	83.33
4. Both can be assigned same duties/responsibilities.	03	50.00
5. Both should be given the same freedom.	02	33.33
6. Both should be given equal time to play.	03	50.00
7. Both can perform all tasks equally well.	01	16.67
8. Both can have similar occupations.	02	33.33
9. Both have same intelligence and abilities.	04	66.67
10. Men and Women should be paid equal wages for equal work.	05	83.33
11. Husband and wife should take all decisions jointly.	03	50.00
12. Household work must be shared by all members of the household.	02	33.33
13. Assets of the family should be registered in joint names of husband and wife.	04	66.67

Five main perceptions of parents about gender equality:

1. Men and women should be paid equal wages for equal work (83.33%).
2. Both need to be given equal health care (83.33%).
3. Both need the same kind of food (83.33%).
4. Girls and boys need equal education (83.33%).
5. Assets of the family should be registered in joint names of husband & wife (66.67%)

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.

TABLE 3.5.7

PARTICIPATION OF WOMEN IN TEACHING IN DISTRICT RAISEN

Category	Total	Female	Female as %
Rural	1021	121	11.85
Urban	1814	341	18.80
Total	2835	462	16.30

Source : Based on Report of District Education Department, Raisen

It is very unhappy position that out of 2835 teachers there are only 462 (16%) female teachers and in rural area it is more below (11.8%). This position is also a main reason for non-enrolment & dropping - out of girls of schooling.

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (6 SAMPLE SCHOOLS)

S.No.	Communities	Girls	Boys	Total
1.	All Communities	256	376	632
2.	Scheduled Caste	97	117	214
3.	Scheduled Tribe	94	119	213
4.	General	65	140	205

ANNEXURE 2

NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)

S.No.	Communities	Male	Female
1.	All Communities	12	5
2.	Scheduled Caste	4	1
3.	Scheduled Tribe	5	1
4.	General	3	3

ANNEXURE 3

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

Class	Percentage of attendance	
	Girls	Boys
I	71.98	89.03
II	61.96	81.13
III	76.35	88.91
IV	78.87	84.12
V	81.12	84.56

CHAPTER 3.6

COMMUNITY LEADER

All the 09 community leaders interviewed were engaged in agriculture, tailoring and business.

Their age ranged from Twenty two to Sixty three years. Only two community leaders were below 40 years. 1 community leader had no education, 3 had higher secondary qualification, the rest had primary to matriculation.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

	Yes	No
(n = 09)		
i) Village Panchayat	01 (11.11%)	08 (88.89%)
ii) Mahila Mandals	01 (11.11%)	08 (88.89%)
iii) Political or Social Organisations	00 (00.00%)	09 (100%)

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 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

STATE OF INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	04 (44.44%)	05 (55.56%)
ii) For Nomadic Tribe Girls	04 (44.44%)	05 (55.56%)
iii) NFE Scheme	06 (66.67%)	03 (33.33%)

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 far as possible. Only 06 out of 09 community leaders expressed the need of separate NFE centres for girls. Further discussion revealed that as most of the girls who would go to NFE would be overage (post pubertal). "It may be advisable to have separate NFE centres preferbly run by women instructors". Only 02 community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=9)	
	No.	%
1. Develops a positive self image and confidence among girls	05	55.56
2. Prepares girls for economic contribution	09	100.00
3. Can improve health and nutritional status of children and other family members	04	44.44
4. Will ensure education of future generations	08	88.89
5. Will make girls and women aware of their rights	02	22.22
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	55.56
8. Will prepare girls for leadership roles in society	02	22.22
9. Will prepare girls for participation and decision making process in all walks of life e.g. family,panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS about utility of girls education:

1. Prepare girls for economic contribution (100.00%).
2. Will ensure education of future generations (88.89%).
3. Helps in reducing the family size (55.56%).
4. Develops a positive self image and confidence among girls (55.56%).
5. Can improve health and nutritional status of children and other family members (44.44%).

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.	08	88.89
2. Both need to be given equal amount of food.	07	77.78
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.	05	55.56
5. Both should be given the same freedom.	04	44.44
6. Both should be given equal time to play.	03	33.33
7. Both can perform all tasks equally well.	04	44.44
8. Both can have similar occupations.	03	33.33
9. Both have same intelligence and abilities.	05	55.56
10. Men and Women should be paid equal wages for equal work.	04	44.44
11. Husband and wife should take all decisions jointly.	06	66.67
12. Household work must be shared by all members of the household.	05	55.56
13. Assets of the family should be registered in joint names of husband and wife.	04	44.44

Five main PERCEPTIONS about gender equality:

1. Both need to be given equal health care (100.00%).
2. Girls and boys need equal education (88.89%).
3. Both need the same kind of food (77.78%).
4. Husband and wife should take all decisions jointly (66.67%).
5. Household work must be shared by all members of household (55.56%).

CAUSES FOR NON ENROLMENT OF GIRLS - RAISEM

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic Work (91.85%).	1. Inability of parents to pay extra tuition fee (94.12%).	1. Inability of parents to provide books (100%).	1. Domestic work (81.12%).
2. Inability of parents to pay extra tuition fee/fund (71.11%).	2. Inability of parent to provide clothes and shoes (94.12%).	2. Inability of parents to pay extra tuition fee (100%).	2. Early marriage (80%).
3. Inability of parents to provides clothes and shoes (62.22%).	3. Inability of parents to provide books (88.24%).	3. Inability of parents to provide clothes and shoes (100%).	3. Parental illiteracy (76%).
4. Inability of parents to provide books (60.37%).	4. Domestic work (82.35%).	4. Domestic work (83.33%).	4. No female teachers. (65%).
5. Inability of parents to provide stationery (55.19%).	5. Parental illiteracy(64.71%).	5. Care of siblings (66.67%).	5. No seprate schools for girls (60%).
6. Care of siblings (51.48%).	6. Care of siblings (64.71%).	6. Parental illiteracy (50%).	6. Care of siblings (60%).
7. Parental illiteracy (33.33%)	7. Inability of parents to provide stationery (52.94%).	7. Parental lack of motivation (50%).	
8. Helping parents in occupation (31.48%)	8. Parental lack of motivation (35.29%).	8. Engaged in remunerative employment (50%).	
9. Parental lack of motivation (19.63%).	9. Helping parents in occupation (23.53%).		
10. Non availability of school/ NEE centres close to habitation (14.81%).	10. No seprate schools for girls (11.76%).		

CAUSES FOR DROPOUT AMONG GIRLS - RAISEM

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (93.33%).	1. Domestic work (94.12%).	1. Inability of parents to pay extra tuition fee/fund (100%).	1. Parental illiteracy (98%).
2. Inability of parents to pay extra tuition fee/fund (71.11%).	2. Inability of parents to provide clothes and shoes (88.24%).	2. Inability of parents to provide books (100%).	2. Early marriage (97%).
3. Parental illiteracy (65.93).	3. Inability of parents to pay extra tuition fee/fund (88.24%).	3. Inability of parents to provide clothes and shoes (100%).	3. Domestic work (94%).
4. Early marriage (63.70%).	4. Inability of parents to provide books (82.35%).	4. Domestic work (83.33%).	4. Care of siblings (86%).
5. Care of siblings (63.33%).	5. Care of siblings (76.47%).	5. Early marriage (66.67%).	5. Parental lack of motivation (81%).
6. Inability of parents to provide books (58.52%).	6. Early marriage (64.71%).	6. Care of siblings (66.67%).	6. No female teachers (78%).
7. Inability of parents to provide food (09.63%).	7. Parental illiteracy (41.18%).	7. Own illness (16.67%).	7. Own illness (75%).
8. School far away (27.78%).	8. Helping parents in occupation (35.29%).	8. Illness of family members (16.67%).	
9. Social taboo on onset of Puberty.	9. Inability of parents to provide stationery (35.29%).		
10. Parental illiteracy (23.70%).	10. Parental lack of motivation (29.41%).		

PERCEPTION OF UTILITY OF GIRLS EDUCATION - RAISEM

PARENTS (270)	TEACHERS (17)	ADMINISTRATORS (6)	COMMUNITY LEADER (9)
1. Prepare Girls for economic contribution (67.04%).	1. Will ensure education of future generations (88.24%).	1. Will ensure education of future generations (100%).	1. Prepare girls for economic contribution (100%).
2. Develops a positive self image & confidence among girls (58.52%).	2. Helps in reducing the family size (82.35%).	2. Prepare girls for economic contribution (83.33%).	2. Will ensure education of future generations (88.89%).
3. Will ensure education of future generations (54.81%).	3. Prepare girls for economic contribution (82.35%).	3. Develops a positive self image and confidence among girls (83.33%).	3. Helps in reducing the family size (55.56%).
4. Helps in reducing the family size (42.59%).	4. Develops a positive self image and confidence among girls (76.47%).	4. Helps in reducing the family size (83.33%).	4. Develops a positive self image and confidence among girls (57%).
5. Will make girls and women aware of their rights (41.48%).	5. Can improve health and nutritional status of children and other family members (23.53%).	5. Will prepare a girls for participation and decision progress in all works in life.	5. Can improve health and nutritional status of children and other family members (44.44%).
6. Can improve health & nutritional status of children & other family members (24.44%).	6. Will make girls and women aware of their rights (17.65%).	6. Will make girls and women aware of their rights (16.67%).	
7. Helps in raising age of marriage and reduce maternal, infant child mortality (22.96%).	7. Will prepare girls for leadership roles in society (05.88%).	7. Helps raise age of marriage and reduce maternal, infant and child mortality (16.67%).	
8. Will prepare girls for leadership roles in society (14.07%).			

GENDER EQUALITY : PERCEPTION

PARENTS (270)	TEACHERS (17)	ADMINISTRATORS (6)	COMMUNITY LEADER (9)
1. Both need to be given equal health care (98.15%).	1. Girls and boys need equal education (94.12%).	1. Men and women should be paid equal wages for equal work (83.33%).	1. Both need the given equal health care (100%).
2. Both need to the same and health care (97.04%).	2. Men and women should be paid equal wages for equal work (94.12%).	2. Both need to be given equal health care (83.33%).	2. Girls and boys need equal education (88.89%).
3. Girls and boys need equal education (83.33%).	3. Both need to be given equal health care (94.12%).	3. Both need the same kind of food (83.33%).	3. Both need the same kind of food (77.78%).
4. Household work must be shared by all members of household (58.15%).	4. Both need the same kind of food (94.12%).	4. Girls and boys need equal education (83.33%).	4. Husband and wife take decisions jointly (66.67%).
5. Husband and wife should take all decisions jointly (58.15%).	5. Husband and wife should take all decisions (94.12%).	5. Assets of the family should be registered in joint names of husband and wife (66.67%).	5. Household work must be shared by all members of household (55.56%).
6. Both have same intelligence and abilities (50.74%).	6. Both can be assigned same duties/responsibilities (70.59%).	6. Both have same intelligence and abilities (66.67%).	
7. Men and women should be paid equal wages for equal work.	7. Both should be given equal time to play (64.71%).	7. Both can have similar occupation (33.33%).	
8. Both have same similar occupations (52.59%).	8. Assets of the family should be registered in joint names of husband and wife (58.82%).		
9. Both can perform all tasks equally well (51.85%).			

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Better economic standing Household (81.85%).	1. Provision of books and stationery (88.24%).	1. Provision of books and stationery (83.33%).	1. Parental motivation (76%).
2. Parental education (68.89%).	2. Payment of fees other than tuition fees (88.24%).	2. Better economic standing of households (83.33%).	2. Parental education (62%).
3. Payment of fees other than tuition fees (29.26%).	3. Parental motivation (82.35%).	3. Payment of fees other than tuition fees (50.00%).	3. Positive attitude of teachers (61%).
4. Parental motivation (29.26%).	4. Better economic standing of household (76.47%).	4. Parental motivation (50.00%).	4. Better economic standing of households (60%).
5. Provision of books and stationery (25.93%).	5. Parental education (35.29%).	5. Self motivation of girl child (33.33%).	5. Provision of books and stationery (59%).
6. Self motivation of the girl child (22.22%).	6. Provision of adequate food and clothing (29.41%).	6. Provision of adequate food and clothing (33.33%).	6. Payment of fees other than tuition fees (16.67%).
7. Creating space and time for studies at home (19.26%).	7. Creating space and time for studies (11.76%).	7. Positive attitude of teachers (16.67%).	
8. Provision of adequate food and clothing (18.88%).	8. Self motivation of the girl child (11.76%).		
9. Provision of adequate food and clothing (13.70%).	9. Positive attitude of teachers (05.88%).		

CHAPTER IV
DISTRICT - RAISEN

MAJOR FINDING AND RECOMMENDATION

FINDINGS

- 1.0 Mapping out of gender disparities in access, enrollment and retention.
- 1.1 Only 333 villages are unserved in the district.
- 1.2 Forty two percent (42.43) of those enrolled at primary level are girls. SC girls form 59.06% of the total number of SC children enrolled at this stage indicating positive impact of special incentives for SC children ST girls form 48.52% of the total number of ST children (10131) enrolled at the stage indicating also positive impact of special incentives for ST children.
- 11.3 Dropout rate among girls is 39.52 compared to 29.81 for boys. For SC girls dropout rate is 20.57% compared to 29.49% for boys SC children especially girls need to be given necessary support for better retention at primary level. For ST girls dropout rate is 23.87% compared to 21.24% for boys. ST children especially girls need to be given necessary support for better retention.
- 11..4 The problem of access is largely of areas in district Raisen where there are no school and very large villages where the school is located in one corner and is over crowded.

1.5 In 270 sample household in Raisen District there were 429 girls in the age group 6-14 years.

1.5.1 Out of these 165 never enrolled and 69 dropped out girls were interviewed. 142 were enrolled in primary and middle level.

1.5.2 Out of the 126 enrolled in primary classes 52 percent were in the age group 6-10 years and 41 percent were in the age group 11-14 years .

This finding is largely in line with the estimated average phenomenon as 7 percent at the primary level.

1.5.3 Out of the 165 never enrolled girls, 60 percent belong to age group 6-9 years and 40 percent were between 10-14 years.

1.5.4 Out of 69 dropout girls, 28 percent dropped out from the primary classes the 25 percent from middle stage. 33 percent were of age group 6-10 years and the rest 67 percent were in 11-14 years of age group.

2.0 Identification of causes for non-enrolment and drop-out of girls and district level's specific strategies for improved enrolment & retention.

2.1 Factors contributing to girls enrolment and retention are:

2.1.1 Literate parents

2.1.2 Motivation of parents

2.1.3 Incentives in cash and kind both as most parents belong to lower class and a major portion of villagers is living below poverty line.

2.1.4 Teachers encouraging attitude.

2.1.5 Self motivation of girls.

2.1.6 Timing of school is to be set according to the free time available to the majority of girls.

2.2 Never Enrolled girls.

2.2.1 Household chores 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 cost of education.

2.2.2 Mostly mothers (64%) of the never enrolled girls were illiterate, 23 percent fathers had only primary education.

2.2.3 Bulk of non enrolled girls belong to families with annual income of less than Rs. 10000/- per annum, 30 percent came from scheduled caste families and 18 percent came from scheduled tribe families.

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

2.2.5 38 percent were from medium and large sized families / households.

2.2.6 67 percent of them were involved in work (income saving, income generating).

2.2.7 35 percent felt discriminated against in matters of food, play, health care.

2.2.8 84 percent would like to study and learn.

2.3 Drop out amongst girls.

- 2.3.1 Domestic work and engagement in remunerative work, 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 Raisen 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 studying and play.
- 2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.
- 2.3.4 Majority of parents of dropout girls were illiterate (Mothers 70 percent : Fathers 30 percent)
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 57 percent dropout girls belonged to families with household income of less than rupees 10,000. Even from higher income groups, nearly 49 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.
- 2.3.7 Nearly 58 percent dropout girls were from non scheduled caste families.

2.3.8 Dropout aspired to have liked their teachers and their schools and had enjoyed learning liked Hindi the most and disliked english. 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 87 percent would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN RAISEN

- 3.1 Women form 46.89 percent of the total population in Raisen district.
- 3.2 Sex ratio is highly adverse in Raisen district. There are only 883 females per thousand males. In 1981 sex ratio was 908. Sex ratio is 856 in Obedullaganj block. The situation is also alarming in the age group 0-6 years, where sex ratio is 927 girls per thousand boys in district and 920 in Obedullaganj block.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This excess of female mortality over male mortality in all age groups upto the age of 35 years.
- 3.4 Decadal population growth in 1981-1991 was 23.48 compared to 28.48 in 1971-81.
- 3.5 Total fertility rates in 1981 was 218 in Raisen district.
- 3.6 Infant Mortality Rate was 135 for females in the year 1981.
- 3.7 Mean age at marriage for Raisen district was 14.90 in year 1981. Percentage of all females in the age group 15 - 19 were found 75.66 percent.

- 3.8 Field observation shows that cultural practices derogatory to status of women abound in Raisen district. There is a total environment of hurling indignities on women. Early marriage, dowry, purdah, strong son preference, unequal rights for girls in parental property, etc. are noticed and gross discrimination in matters of distribution of food, health and medical care, provision of supplements like books, stationery, clothes to girls are practiced. There is sad plight of women and girls who regardless of economic status of the household are continuously involved in domestic work like stock care and providing support in cultivation of seasonal crops.
- 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 Parents responded that in plenty, they would not like to discriminate between their sons and daughters. Nearly 51 percent percent respondents agreed that boys and girls have similar intelligence and abilities. But only 14 percent parents agreed that there should be equal freedom to boys and girls, and less than one third aspired to give equal time to both for playing. A maximum no. of parents (62.48%) do not perceive that both boys and girls can be given equal duties and responsibilities. Both drop out and never enrolled girls said that they were discriminated against in matters of food, clothing, health care and play.

- 3.11 Teachers expressed that there should be equality in opportunities like education, vocational skill for boys and girls. It will be pertinent that they get equal distribution of food, time to play and other facilities. They were of the view that both girls and boys were of the same intelligence level and can be assigned equal responsibilities. They were of the view that household work should be shared equally by both men and women.
- 3.12 Community leaders also agreed that girls and boys should have equal opportunity for education, wages and medical care. They further expressed that both can perform all tasks equally well. 56 percent community leaders aspired that husband and wife should take all decisions jointly. However, responses like equal freedom, equal time to play similar occupation and joint ownership of family assets in the names of husband and wife, were not supported by about 36% of community leaders.
- 33.13 Administrators were of the view that there should be equality between girls and boys in all the matters of education, food, health, equal wages, family decision making and household works. They were the most egalitarian group. According to them both boys and girls have equal freedom as both have equal abilities and intelligence. Both should be given equal time to play. They favoured the point of equal ownership of family assets by husband and wife. These responses indicate that it is possible to bring about social changes through these administrators.

- 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 .
- 5.1 There are a number of 228 Mahila Mandals covering all villages in Raisen district. They are not functioning properly. Panchayats are taking keen interest in school buildings. It needs further encouragement. VECs. need to be 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 present there is no inter relation between the Department of Health and the school system. Also there is no coordination between anganwadis and the school.
- 6.2 In all there are 345 Anganwadis for a child population of 179613 (0-6 age group).
- 6.3 Block wise position shows coverage of 0-6 age group ranges from 27465 population of Obedulaganj Block.

- 6.4 It is proposed that the timings and proximity of Anganwadis to schools must be coordinated. It is also suggested that the non formal education centre for girls be opened next to the anganwadis with simultaneous timings.
- 7.0 Availability of educational material (books, stationery, Uniforms) and other incentives (mid-day meals, attendance prizes, etc.)
- 7.1 Incentives like free text books , stationery, uniforms attendance prizes should be given to scheduled caste and scheduled tribe girls. This will have a visible impact on enrolment of scheduled caste girls at the primary level. In addition the children of Nomadic tribes should get an allowance of rupees 2.00 per school day and denotified tribe children should get attendance scholarship of rupees 30.00 per month for attendance.
- 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.
- 83.0 Participation of women in Teaching and Administration.
- 83.1 In Raisen 19.02% of the total primary teachers (1992-93) were female.
- 83.2 Despite this it was found that there were very few women teachers in remote areas. Without fail all discussions should point to the need for atleast one woman teacher in every primary school. Parents were reluctant to send

their daughters to single (Male) teacher schools as they felt that their daughters were not safe especially when teacher is absence.

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

9.1 As soon as data is analysed,, indicators for monitoring girls education and women's empowerment and it should be done under Management Information System (MIS).

DISTRICT RAISEN

SUGGESTED INTERVENTIONS

ADMINISTRATIVE MEASURES

1. To implement the compulsory primary education in case of all children an earnest effort should be made.
2. Hostel facilities for SC /ST & O.B.C. girls should be provided.
3. Necessary efforts should be made to enroll more girls in school.
4. More teachers should be appointed according to the requirement. Female teachers should also be appointed as to improve the enrolment rates of girls.
5. The needs for middle schools should be fulfilled immediately.
6. More schools should be provided in the areas which are isolated and unserved.
7. Teachers of those villages should be awarded where the enrolment, retention and achievement of girls is cent percent in school. DD, AD and BEO should quote such examples to promote enrolment of girls.
8. Formal/Non formal/Distance education should be provided and efforts for continuity in education should be maintained.
9. Small and distant habitations should be taken into consideration in the planning phase of the educational network.
10. Schools should be upgraded from primary to middle and middle to high school wherever possible. It will help to reduce the dropout rates among SC/ST girls.

11. Library, book bank facilities, writing and reading material etc. should be made available to all girls.
12. School timings and examination schedule should be flexible as well as suitable to the rural students.
13. Parents should also be involved in school activities at various stages.
14. Data related to disparities should be evaluated and causes should be eliminated.
15. Slum areas in the district call for special attention where girls are over burdened with household and wage earning activities, which are the main reasons for dropout and non enrolment among girls.
16. School building should be made attractive and , school facilities like toilets, furniture, drinking water, play ground, should be made available to children.

TEACHERS

1. More female teachers should be appointed. For this purpose services of Educated girls of the villages should be acquired.
2. Women should be given effective representation in District/Block/School administrations and functioning. They should be inducted in the TD,AD,DD and BEO level.
3. More rural female teachers should be encouraged to improve their qualification.
4. Teachers should be asked to find out reasons for absence of girls from schools.

5. Teachers should be provided residential accommodation in the village itself.
6. There is a much felt need amongst teachers for orientation on girls education and women empowerment related issues.
7. Teachers should involve parents and keep in touch, so as to keep them informed about the progress of their wards.

INCENTIVES

1. The teachers should be given incentives to encourage parents to send their daughters school regularly.
2. Uniforms, winter clothes, books and stationery should be given to SC, ST, OBC and poor girls of other castes.
3. Nutrition programme should be introduced in schools. These should be maintained by Mahila Mandals, Anganwadis, and Balawadis which can provide extra nutrition to young growing girls.
4. Amount of scholarship should be increased.
5. Along with books, pencils, slate etc uniforms should also be provided to all children especially to SC, ST, OBC and poor girls.
6. Conveyance facilities should be provided to girls free of cost, so that the girls can go to nearby schools to continue their study after primary or middle school levels.
7. Government should provide more funds for incentives.

CURRICULUM

1. Text books should be analysed to identify and eliminate the gender bias in their contents.

2. Women should be projected as "role models" by including examples of women's bravery and participation in modern occupation.
3. The curriculum should be made job oriented to attract more rural girls.
4. Emphasis on vocational skill and education especially for rural girls and boys should be given.
5. The curriculum should be revived to include extra curricular activities for girls, like sports and adventure.
6. Teachers should give extra time to girl students so that they may cope with their problems.
7. Income generating programmes should be included in the school curriculum which will help students in earning wages and also acquiring vocational skills. Such programmes and vocational education should also be developed especially for women and adolescent girls as a part of non formal educational programmes.

SUPPORT SERVICES

1. Support services should be established to reduce the burden of household work and care on girls. It will help in their empowerment. The mothers should be made aware of the importance of education of their daughters.
2. Support services like creches, Balwadis, Anganwadis, khelghars should be provided in the Paras and Badas and Basties so that parents can send their daughters to schools.
3. Gram panchayats and voluntary organisations should apprise the parents and community for girls education.

4. Non formal education centre should be setup to educate the village people on issues of health , nutrition , hygiene and sanitation.

WOMENS EMPOWERMENT

1. Literacy of the parents especially of mothers is very important in making the parents understand the value of children's education. Literacy campaign should be launched in the rural area and this should be done in a phased manner.
2. Awareness campaign should be carried out to enlighten the community teachers and parents about importance of girls education.
3. There should be more interaction between the parents and teachers and they jointly solve the problems of the girl child.
4. For creating awareness in the community regarding the importance of girls education, media, public relation department, health department and social welfare department should work jointly.
5. Activity of Mahila Mandals, VECs and Panchayats should be aimed to creat awareness regarding gender issues, orientation of parents and community leaders.
6. Early marriages should be discouraged. Legal and health aspects of girls age at marriage should be highlighted.
7. The local volunteers especially women folk of the villages should be encouraged in the progress of UPE.
8. District administration should adopt villages as "ideal villages" for removing gender bias in society and for women's empowerment .

9. Practices detrimental to the dignity and status of women and girls like dowry, child marriage, physical violence should be discouraged.
10. Legal help should be made available to rural women.
11. Mahila mandal should be started in the villages where they do not exist and village women should participate in educational and social welfare activities organised from time to time. Mahila Mandals should be given enough power to supervise primary education. Members of Mahila mandals should involve themselves in organising various programmes of girls education. Mahila mandal should be energised with income generating schemes for UPE.
12. The cooperation of VEC and village panchayat should be taken by the education authorities and other social welfare agencies to encourage access and check drop out and non enrolment of girls.
13. The village education committees should be made functional. Women should actively be involved in solving the problems of non enrolment, low retention and low achievement. UPE issues should be discussed in the village panchayat.
14. Posters and advertisements regarding sex determination should be banned. This practice should be checked so as to enhance sex ratio.
15. Youth clubs, Nehru Yuvak Kendra should open its branches in every village. These organisations can play vital role in universal primary education framework in the village.

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

PROGRAMME AREAS

In this study, following points emerged as major programme areas.

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMEN EMPOWERMENT.

1. The need for campaigning to create awareness of parents regarding girls' education is utmost.
2. Strengthening and preparing Mahila Mandals for playing a key role in UPE.
3. There is a need for orientation programmes for members of VECs, Panchayats and NYK.
4. Women's empowerment to be achieved through social reawakening and energising them with economic independence self reliance.

INCENTIVES TO BE GIVEN TO ALL GIRLS REGARDLESS OF CASTE, CLASS, CREED ON TIME.

1. The provision of free books and stationery.
2. A set of uniforms, shoes and winter wear for girls to be provided.
3. Transportation problem can be solved by providing girls with a cycle so as to enable them to attend middle schools.
4. Mid-day meals to be provided to the girls to give extra nutrition.

SERVING OUT OF SCHOOL GIRLS

1. Non Formal Education centres have emerged as the most important institution for girls above 8 years.
2. Distance Education Mode

3. Scheme run by Department of women and child development for adolescent girls called a Balika Yojna.

TOTAL LITERACY CAMPAIGN

1. To combating illiteracy especially in case of, mothers, Adult literacy centres can play a vital role. They should focus their attention on literacy and women's empowerment.
2. Development of gender sensitive material focussing on women's achievement, contributions and their rights.

CONVERGENCE OF SERVICES

1. The day care centres khelghars , creches and anganwadis can be useful to help to girls who are preoccupied with sibling care.
2. NFE centres balwadis and anganwadis can be complementary to each other.
3. Anganwadi and Balawadi workers need to be sensitized gender issues.

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

1. Preparation of materials for teacher training curriculum development and transaction.
2. Orientation of teachers and teacher educators.
3. Orientation of educational planners and administrators.
4. Preparation of gender inclusive materials for NFE centres both for instructors and learners.

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
SDD	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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