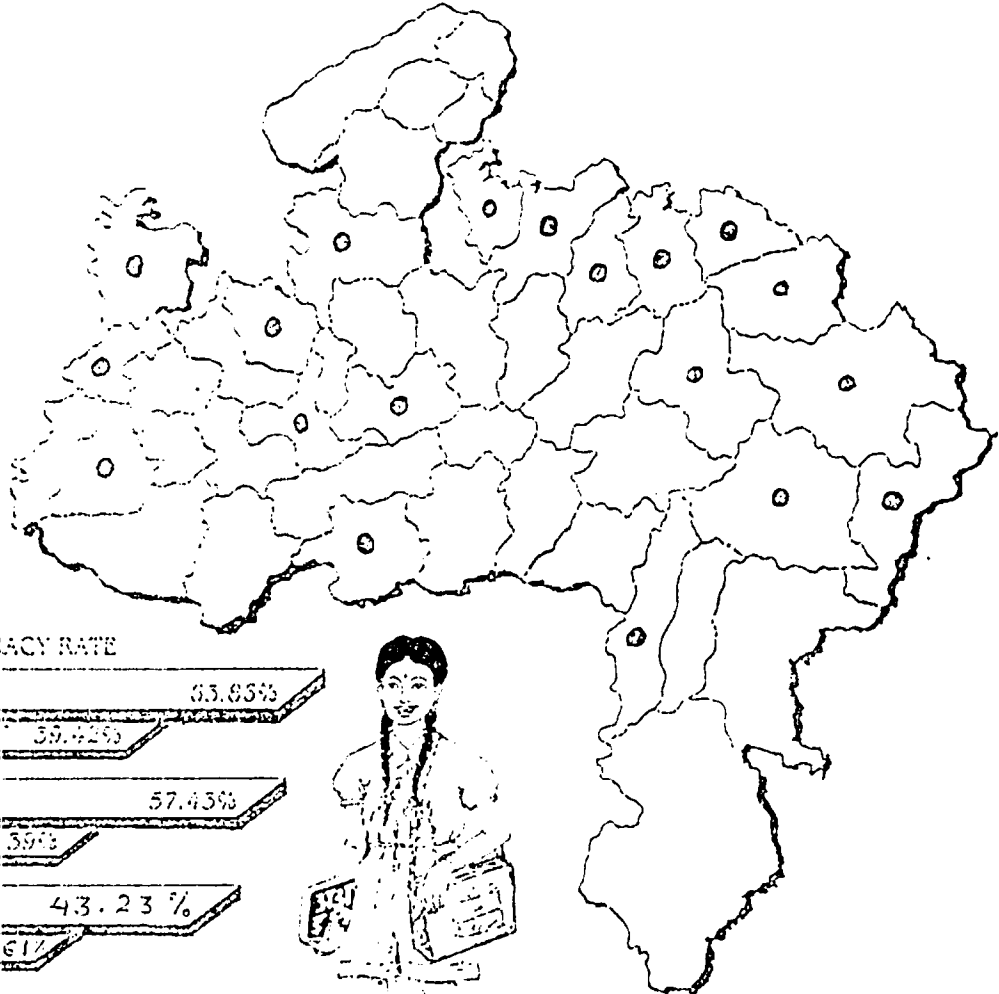


DISTRICT PRIMARY EDUCATION PROGRAMME



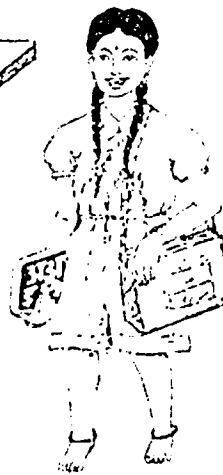
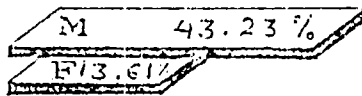
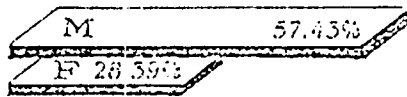
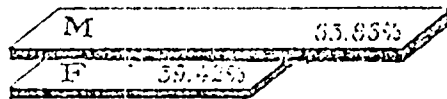
GENDER STUDIES

MADHYA PRADESH



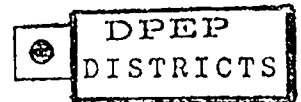
INDIA
M.P.
DISTRICT

LITERACY RATE



SIDHI

M	Male
F	Female



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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

District

SIDHI

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

1994

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Date 28-9-94

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

National Project Director : Usha Nayar

Consultant : Sarojini Bisaria

Madhya Pradesh

State Controlling Officer : U.S.Pathak

State Coordinator : Madhu Mishra

State Team :

District Sidhi

(1) V. Pal

(4) Rizwana Khan

(2) Anjali

(5) Farooque Siddqui

(3) L.K. Dubey

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Computer Analysis : Akash Deep Gupta

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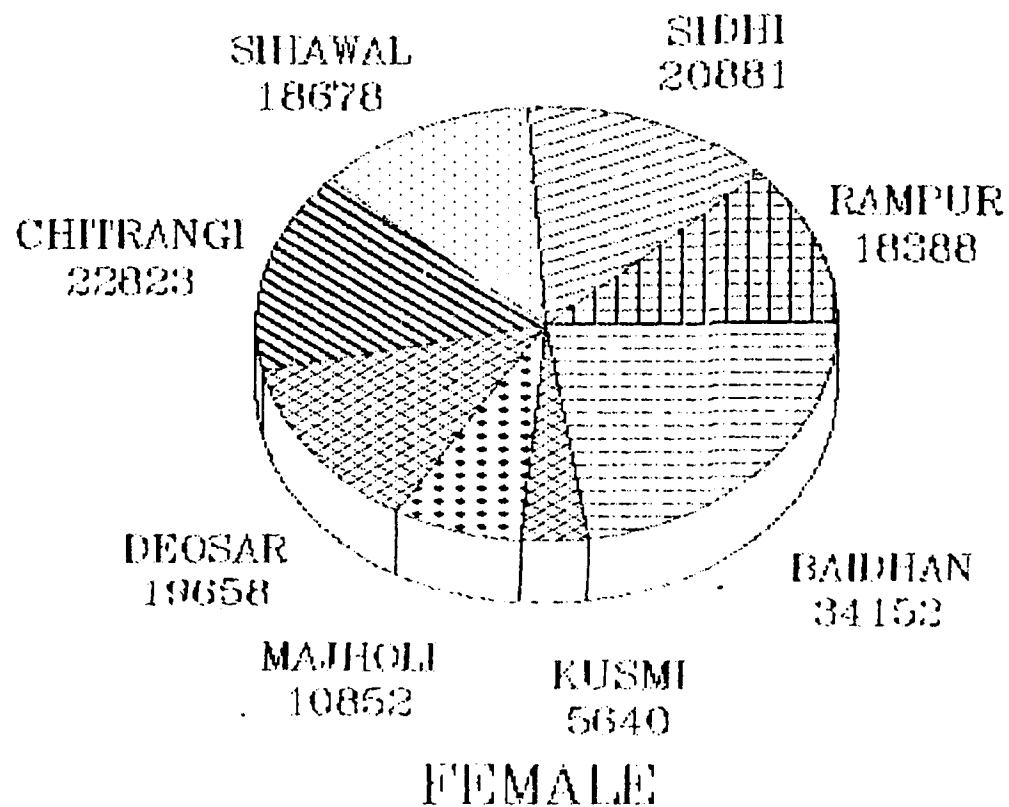
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FIGURES AT A GLANCE - INDIA , MADHYA PRADESH AND DISTT. SIDHI

		INDIA	MADHYA PRADESH	SIDHI
1. POPULATION	T. PERSONS	844,324,222	66,135,862	13,71,935
	MALES	437,805,805	34,232,048	7,13,291
	FEMALES	406,518,417	31,903,814	6,58,644
	R. PERSONS	950,251,746	50,787,815	12,83,161
	MALES	627,146,597	26,123,971	6,63,052
	FEMALES	323,105,149	24,663,844	6,20,109
	U. PERSONS	217,177,625	15,348,047	88,774
	MALES	114,700,656	8,108,077	50,239
	FEMALES	102,476,969	7,239,970	38,535
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	38.51
	RURAL	19.71	22.11	32.17
	URBAN	36.19	44.98	51.68
3. AREA (sq, km)		3,287,263	443,446	10,526
4. DENSITY OF POPULATION (Per sq, km)		267	149	094
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	923
	RURAL	941	944	935
	URBAN	893	893	767
6. LITERATES	PERSONS	362,174,360	23,491,956	3,08,195
	MALES	230,406,481	16,101,046	2,39,849
	FEMALES	131,767,519	7,390,910	68,346

SOURCE : CENSUS OF INDIA - 1991

BLOCK WISE FEMALE POPULATION DISTRICT : SIDHI



SOURCE : CENSUS OF INDIA 1991

INTRODUCTION

DPEP GENDER STUDIES

An Overview

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

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

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

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

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

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

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

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

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

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

MAJOR FEATURES OF DPEP

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

FURTHER EMPHASIES OF DPEP :

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

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

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

03. to increase average primary learning achievement by 25 percent over measured baseline levels, and
04. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary 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 programme 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 empowered 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 primary education and education as a whole * Full annual programme costs are included in annual State budgets. * Annual recruitment costs of the investment are shown to be sustainable on State Non-Plan budgets at the end of the project.

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

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

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

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

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

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

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

Following studies were carried out :

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

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

METHODOLOGY

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

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

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

GOALS OF GENDER STUDIES

GOALS (IMMEDIATE)

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

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

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

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

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

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

S.NO	Orientation
1.	State Coordinators, Gender Studies 8-9 July, 1993
2.	Assam 6-8 October, 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal Ms. Gauri Srivastava, Dr. S.C.Nuna.
3	Haryana 30 Sept.-3 October 1993 Prof.Usha Nayar, Prof.S.Bisaria, Dr.KC.Nautiyal, Dr.J.Duggal, Harish Tyagi, Mohd. Yunus, Anil kumar, Rajindra pal
4	Kerala 19-21 October 1993 Prof.Usha Nayar, Dr.K.Devendra Mohd. Yunus, Anil kumar
5	Madhya Pradesh 11-12 October, 1993 Prof.Usha Nayar, Prof.S.Bisaria
6	Maharashtra 22-23 October, 1993
7	Orissa 22-23 February, 1994 Prof.Usha Nayar, Dr.S.S.Jairath, 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 Lakmi 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 Assaistants were selected and orientation programme was conducted with the help of the National Coordinator and her team from NCERT.

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

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

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



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

1994

MADHYA PRADESH

INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

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

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

Decadal growth rate of population of India decline to 23.65 during 1981-91 which was 24.66 during 1971-81. Annual exponential growth rate during 1981-91 works out to 2.14 as against 2.22 during 1971-81.

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

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

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

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

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

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

POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

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

NATIONAL LEVEL

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

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

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

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

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

STATE LEVEL

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

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

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

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

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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% .

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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 during the low literacy states to the national level and then possibly to the level of high literacy states.

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

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

DISTRICT LEVEL

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

Table 01

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

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

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

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

literacy rate, rises to 64 and the number of districts with rural literacy rate of below 50 percent rises to 202. 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

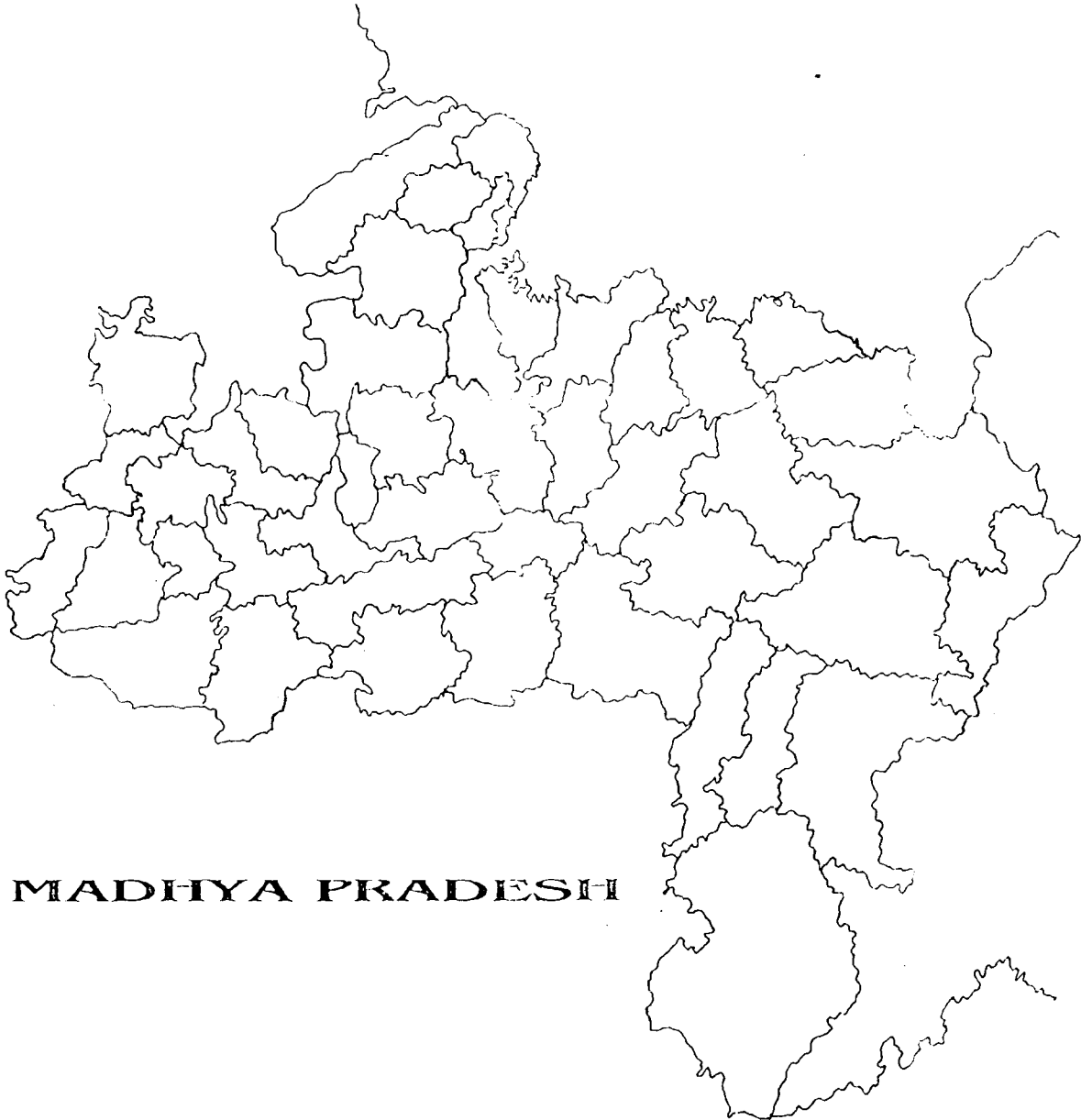
There are 73 districts in the country which still have female literacy rate of below 20 percent including 2 districts of Rajasthan having literacy rate of below 10 percent. Of these 66 viz. 90.4 percent are located in the four low literacy Hindi speaking states of Madhya Pradesh (10), Bihar (18), Rajasthan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

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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, 445 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	638584	435216	403368	622812	321219	301533
MADHYA PRADESH	45	66181	34267	31914	50842	26164	24678

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

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

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

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

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

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

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

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

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

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

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

Decadal Growth rate of population

The decadal growth rate of M.P. is 26.75 percent during 1981-9, compared to all India figures of 23.65 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
SHAHDOL	164	166	-04.20
SIDHI	161	160	-02.00
MANDSAUR	138	151	-03.24
RATLAM	143	158	02.06
DHAR	116	138	-03.57
BETUL	158	163	00.97
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDGADN	132	168	02.93
BILASPUR	115	143	-05.06
SURGUJA	115	132	-05.45
RAIGARH	113	139	-09.41

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

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

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

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

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

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

Economic Scenario

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

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

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

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

Source: National Sample Survey.

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

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

Source : Census of India 1981

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

Table 14
The Marginal Workers in M.P. (1991)

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

Source : Census of india 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

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

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

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

TABLE 1B
GROSS ENROLMENT RATIO IN CLASSES I-V AND VI-VIII
OF SCHOOLS FOR GENERAL EDUCATION -1991-92
COMPARATIVE INDIA & MADHYA PRADESH

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

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

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

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

FOR CLASSES I TO V

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

DROP-OUT RATES AT ENROLMENT IN CLASS V DURING THE YEAR
PRIMARY STAGE = $\frac{\text{ENROLMENT IN CLASS V DURING THE YEAR}}{\text{ENROLMENT IN CLASS PRECEDING 4 YEAR}} \times 100$
DURING THE YEAR

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

BASIC DATA OF 19 DPEP DISTRICTS
Madhya Pradesh

DIVISION NO.	DISTRICT	LITERACY RATE			NO. OF WILL AGES	NO. OF HABITATION	NO. OF PRIMARY SCHOOLS		NO. OF N.F.E. CENTRES	GER 30.09.92				
		M	F	TOTAL			GOVT	NON-GOVT		BOYS	GIRL	OVER ALL		
Bhopal	1 Sehore	56.9	22.0	40.4	5	1083	1069	930	120	1050	500	192.01	167.01	180.01
	2 Raisen	54.0	25.5	40.8	7	1518	1425	1095	74	1169	584	189.5	185.01	187.5
	3 Rajgarh	46.7	15.6	31.8	6	1747	1666	1012	48	1060	585	175.7	159.3	165.8
	4 Betul	57.4	33.9	45.9	10	1391	1328	1241	49	1290	502	193.5	186.7	190.2
Bwalior	5 Guna	48.9	18.0	34.6	9	2277	2590	1349	84	1433	700	195.01	181.01	185.01
Indore	6 Dhar	47.6	20.7	34.5	13	1570	3017	1522	29	1551	689	191.01	160.01	176.01
Ujjain	7 Ratlam	58.4	29.1	44.2	6	1070	1308	971	168	1139	575	186.01	172.01	179.01
	8 Mandsaur	67.9	28.3	48.7	8	1765	1580	1397	280	1677	685	191.7	190.8	190.4
Sagar	9 Tikamgarh	47.5	20.0	34.8	6	973	1671	901	82	983	700	190.7	189.9	190.9
	10 Chhatarpur	46.9	21.3	35.2	8	1204	1540	1004	62	1066	586	190.6	194.6	191.8
	11 Panna	46.3	19.4	33.7	5	1048	1405	861	151	912	600	181.4	174.8	178.52
Durg	12 Rajnandgaon	61.3	27.8	44.4	12	2399	2754	1747	48	1795	1300	186.01	189.01	187.01
	13 Rewa	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	179.8	192.6
	14 Satna	60.0	27.8	44.7	8		2040	1191	196	1387	70	186.34	162.1	170.7
	15 Sidhi	43.2	13.6	29.2	8			1208	71	1279	640	170.80	169.90	171.70
Bilaspur	16 Shahdol	48.4	20.1	34.8	12	2112	4118	2029	219	2247	700	186.90	162.60	175.01
	17 Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	177.99	150.06	164.27
	18 Raigarh	56.0	26.5	41.2	17	2244	5297	2899	158	3057	600	171.57	161.23	166.46
Sarguja	19 Sarguja	42.1	17.4	30.1	24	2438	6864	3055	127	3182	600	179.66	159.33	169.69
		54.3	23.7	39.5	198	24326	34489	24783	1886	26669	9696			

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

DIVISIONS.	NO.	DISTRICT	TOTAL NO. OF OF BLOCKS	NO OF BLOCK UNDER T.L.C.	NO OF ONGOING PROJECTS			NO OF BLOCKS INT JRY	WHETHER DISTT. IN COVERED UNDER COPE
					ICDS	NFE	EAS		
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			
Dung	12	Rajnandgaon	12	2	3	13	6	6	YES
Rewa	13	Rewa	9	9	3	8			
	14	Satna	8	8	4	7			
	15	Sidhi	8	0	5	6	8	8	
	16	Shahdol	12	0	4	7	12	12	
Bilaspur	17	Bilaspur	25	6	15	11	12	12	
	18	Raigarh	17	8	13	12	13	13	YES
Sarguja	19	Sarguja	24	0	11	20	24	24	(PART-ILLY)
TOTAL			198	56	95	152	100	97	

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

Target Group

The target group for the programme would be

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

Goals

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

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

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

Objectives

By the end of the project period, the following objectives have 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 DPE 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 VEDs, panchayats, NYKS
03. Strengthening and preparing mahila mandals for playing key role in UPE

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY CAMPAGIGN

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

CONVERGENCE OF SERVICES

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

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

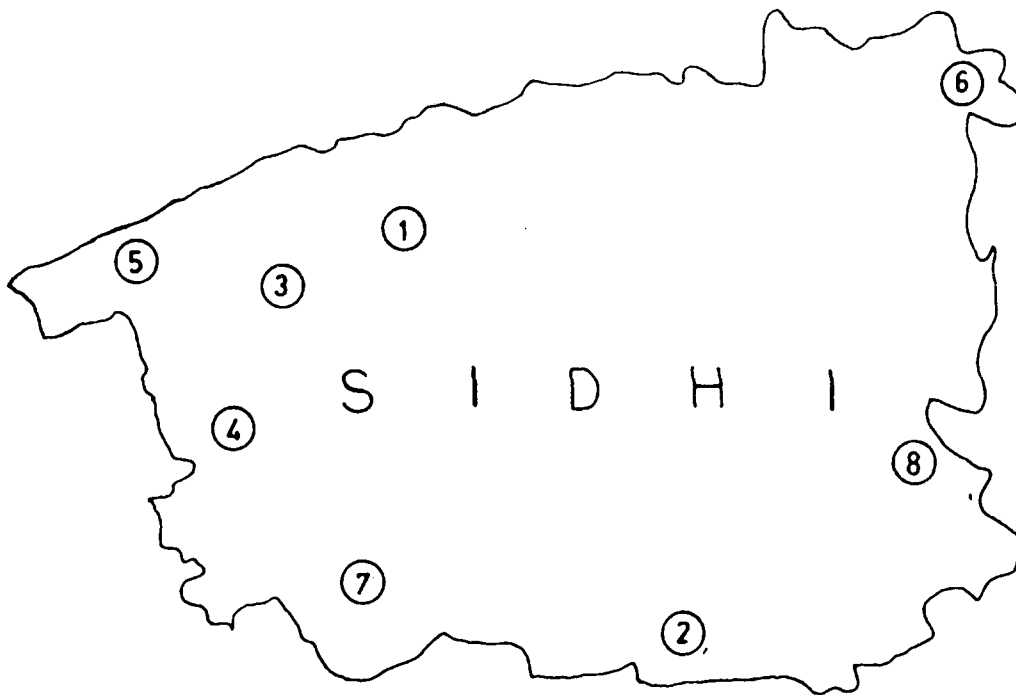
STATE : MADHYA PRADESH

DISTRICT : SIDHI



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

STATE : MADHYA PRADESH
DISTRICT : S I D H I
BLOCK WISE POPULATION



0 BLOCK	0 POPULATION
① SIDHI	- 187804
② SINHAWAL	- 167188
③ KUSMI	- 51148
④ MAJHAULI	- 102135
⑤ RAMPUR NAIKIN	- 172394
⑥ DEOSAR	- 174711
⑦ CHITRANGEE	- 193848
⑧ BAIDHAN	- 293668

SOURCE : CENSUS 1991

Chapter I

District Sidhi : An Overview

District Sidhi was formed on 1st Nov. 50 on the reorganisation of the new state of Madhya Pradesh. It is a part of Rewa revenue division.

As the name suggests Sidhi is supposed to be derived from the word "SIDHI", ie a place of Prayer and Sadhana. It is said that Sidhi is a place of prayer and sadhna of the great Sanskrit poet Ban Bhatt. It is the place of birth of Birbal, one of the Navratna of the great emperor Akbar.

Mada caves in Waidhan Block and the Chandrah fort of Rampur Naikin Block are the places of historical importance.

Geographical Profile :

District Sidhi is situated in the north eastern part of Madhya Pradesh. It is situated between 24' and 24'4' north latitude and 81°5' to 82° east longitude. The geographical position of this district is full of diversities. This district spreads over an area of 10526 sq. kms.

The district is divided into five main geographical divisions :

- (1) Northern mountainous part
- (2) San valley area
- (3) Plateau of Madvas and Majhauri
- (4) Hills of Deosar
- (5) Plains of Singrauli

Maximum height of the district from sea land is 609 meters. Average annual rainfall is 1000 mms.

The northern boundary is covered by the ranges of Kymore maintain spreading from West to East while the Southern part is covered by the lofty hills of Kahenjua mountain.

Main rivers flowing in the district are Son, Mahan, Gopad and Banas.

The major part of the district is covered by forests. Total area under forest is 4352 sq.kms, Which is 71% of the district area. The forests are covered by trees like Sal, Teak, Tendu, Mahua, Khair, Anwala, Bahera and Bamboo.

Demographic Profile :

According to 1991 census the population details of district is 1371935. The males being 713291 and females 658644, thus making a sex ratio of 923. The population residing in the urban area is 88,848 only i.e. 6.47% and rural area is 12,84,586 i.e. 93.53% . The SC population in the district is 1,56,157 i.e. 11.36% and ST Population is 418,004 i.e. 30.43%.

Table 1.1
Distribution of Population, Sex ratio and Growth Rate
District Sidhi, Madhya Pradesh

State/ District.	Males	Females	Sex-Ratio		Decennial Growth Rate	
			1981	1991	71-81	81-91
Madhya Pradesh	34,232,048	31,903,814	941	932	25.27	26.75
Sidhi	713,291	658,644	951	923	27.51	38.51

Source : Census of India - 1991

Table 1.2

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

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	SIDHI	1,371,935	2.07

SOURCE : CENSUS OF INDIA - 1991

Table 1.3

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

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION			
		1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	SIDHI	98.02	01.98	93.53	06.47

SOURCE : CENSUS OF INDIA - 1991

Table 1.4

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

STATE / DISTRICT	SEX RATIO (FEMALES PER 1000 MALES)		DENSITY OF POPULATION PER Sq.Km.		DECENNIAL GROWTH RATE OF POPULATION	
	1981	1991	1981	1991	1971-81	1981-91
MADHYA PRADESH	941	932	118	149	+25.27	+26.75
SIDHI	951	923	094	130	+27.51	+38.51

SOURCE : CENSUS OF INDIA - 1991

Table 1.5

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

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
SIDHI	38.51	32.17	51.68	923	935	767

SOURCE : CENSUS OF INDIA , 1991

Rural population in the district is 12,84,586 (census 1991) while urban population is 1,87,367. The sex ratio in the district as per 1991 census is 923.

Table 1.6

DECADAL VARIATION IN POPULATION SINCE 1901
District Sishi , Madhya Pradesh

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	81-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
SIDHI	+16.50	-13.89	+14.71	+17.21	+09.46	+24.95	+33.90	+27.51	+38.71

SOURCE : CENSUS OF INDIA - 1991

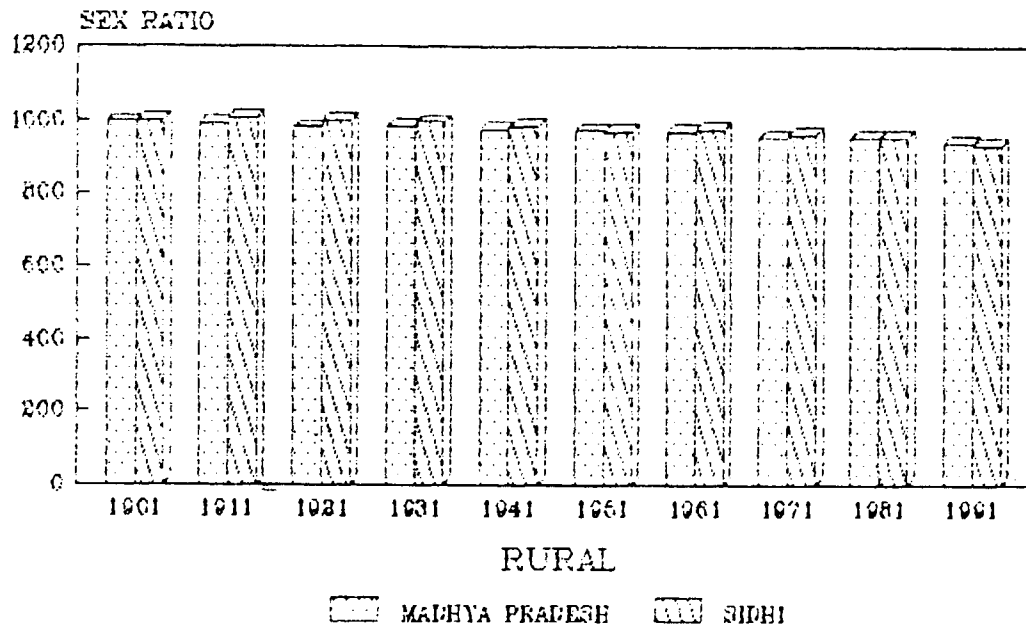
Table 1.7

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

STATE / DISTRICT	RURAL/ URBAN	SEX - RATIO									
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944
	U	937	913	878	872	882	907	856	868	884	893
SIDHI	R	999	947	947	941	945	951	937	929	947	949
	U	-	-	-	-	-	-	715	781	738	767

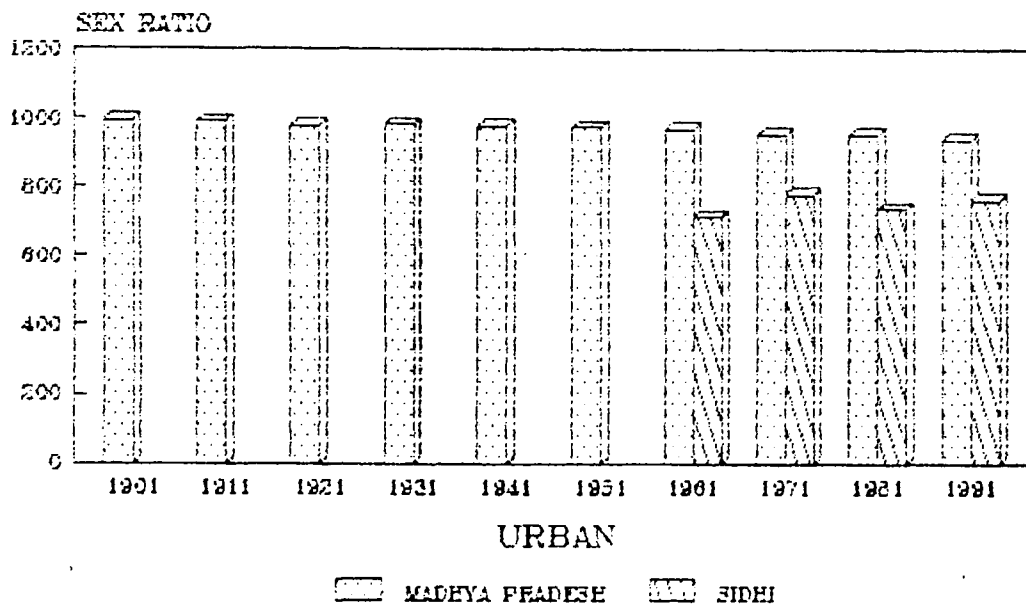
SOURCE : CENSUS OF INDIA , 1991

SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT SIDHI 1901-1991



SOURCE : CENSUS OF INDIA - 1991

SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT SIDHI 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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

Table - 1.8
BLOCK WISE SC/ST POPULATION
DISTRICT SIDHI

NAME OF BLOCK	TOTAL POPULATION		SC POPULATION		ST POPULATION	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
RAMPUR NAIKIN	88762	83632	10447	9749	18912	17539
SIDHI	97105	90699	12454	11581	30013	28297
SIHAWAL	85771	81417	8798	8438	16318	15572
CHITRANGI	100647	93201	10533	9891	43344	40559
DEOSAR	90565	84146	21567	11020	39505	37853
MAJHOULI	52921	49214	3878	3591	17577	16541
WAIDHAN	155405	138263	20681	19432	3020	28556
KUSMI	26360	24788	1616	1498	16827	16271

SOURCE : CENSUS OF INDIA , 1991

HABITATIONS :

Sidhi district has only 6 Towns - Sidhi. Waidhan, Morwa, Vindhya Nagar, Jayant Nagar and Amaloi are having total population of 88848 persons.

There are 501 Gram panchayats in the district consisting of 1909 villages. out of whis 184 villages are deserted and 15 are forest villages. 1825 villages are Inhabited. The villages are scattered and thinly populated. 567 villages are however of less than 200 population and 539 villages having population from 200 to 499 . 715 villages have more than population.

The Tehsils and Blocks in the district Sidhi.

S.No.	TEHSILS	BLOCKS
1.	Chitrangi	Chitrangi
2.	Deosar	Deosar
3.	Gopad Banas	Sidhi
4.	Kusmi	Kusmi
5.	Majhouli	Majhouli
6.	Rampur Naikin	Rampur Naikin
7.	Churahat	-
8.	Singrauli	Waidhan
9.	Sihawal	Sihawal

Table - 1.9
BLOCK WISE POPULATION OF 6-11 AGE GROUP CHILDREN
DISTRICT SIDHI

S. BLOCKS. NO.	TOTAL		SC		ST	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1. Rampur Naikin.	15518	14621	1826	1704	3306	3306
2. Sidhi.	16976	15856	2177	2024	5247	4947
3. Sihawal.	14994	14233	1538	1475	2852	2722
4. Chitrangi	17595	16293	1841	1729	7577	7690
5. Deosar.	15833	14710	3770	1926	6906	6617
6. Majhoulī	9252	8603	678	627	3073	2891
7. Kusmi	4608	4333	299	262	2941	2845
8. Wildhan.	27168	24171	3615	3392	5280	4992
TOTAL :	121945	112820	15744	13144	37182	35170

Source : Census of India - 1991

In the age group 6-11 the number of children enumerated in 1993, is 2,34,765 of which 1,21,945 are boys and 1,12,820 are girls.

INTEGRATED TRIBAL DEVELOPMENT PROJECTS

For the development of tribal areas the government of Madhya Pradesh has initiated Integrated Tribal Development Projects (ITDPS) in the district .

There are two Integrated Tribal Development projects in Sidhi District. One is at Kushmi which covers 370 villages of Sihawal, Rampur Naikin, Kushmi, Waidhan and Majhoulī blocks and the other I.T.D.P. is at Deosar. It covers entire area of 3768.5 sq.km. of Deosar and Chitrangi Blocks . It includes 532 villages.

Kushmi and Deosar Projects were established during the year 1976 and 1979 respectively.

Sidhi district has 1909 villeges out of which 1821 are inhabited and 89 are uninhabited. There are 6 towns and 2 SADA's.

The district is mainly a Hindi speaking area where 95% of the population speaks Hindi, 3% Urdu and 2% Tamils, Telgu and Other languages. Baghelkhandi is the most popular dialect in the district.

Gond, Bhill, Baiga and Umrao are the main tribes in the district. Main folk traditions in the district are Karma, Shaila, Dader, Bhagali etc.

Economic status

About 94% of the population in the district still lives in villages. The main occupation of the people is agriculture. The work participation rate is higher for the rural areas as compared to the urban areas, poverty being the root cause of higher participation percentage in rural areas.

Table 1.10
TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .
District Sidhi , Madhya Pradesh

STATE /DISTRICT	TOTAL RURAL URBAN	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
MADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
SIDHI	TOTAL	P	1371935	588117	497806	90311
		M	713291	367093	360034	7059
		F	658644	221024	137772	83252
	RURAL	P	1283161	560457	470461	89996
		M	663052	341751	334754	6997
		F	620109	218706	135707	82999
	URBAN	P	88774	27660	27345	315
		M	50239	25342	25280	62
		F	38535	2318	2065	253

SOURCE : CENSUS OF INDIA - 1991

Table 1.11
PERCENTAGE TO TOTAL POPULATION OF WORKERS.
District Sidhi , Madhya Pradesh

STATE /DISTRICT	T	P	PERCENTAGE TO TOTAL POPULATION OF TOTAL					
			R	M	WORKERS	MAIN	WORKERS	MARGINAL
	U	F	1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.80	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
SIDHI	T	P	44.57	42.87	40.02	36.29	4.55	6.58
		M	55.81	51.46	54.65	50.47	1.16	0.99
		F	32.76	33.56	24.64	20.92	8.12	12.64
	R	P	44.87	43.68	40.25	36.67	4.62	7.01
		M	56.02	51.54	54.85	50.49	1.17	1.05
		F	33.20	35.27	24.97	21.88	8.23	13.39
	U	P	30.17	31.16	28.86	30.80	1.31	0.36
		M	46.51	50.44	45.43	50.32	1.08	0.12
		F	08.02	06.02	06.40	05.36	1.62	0.66

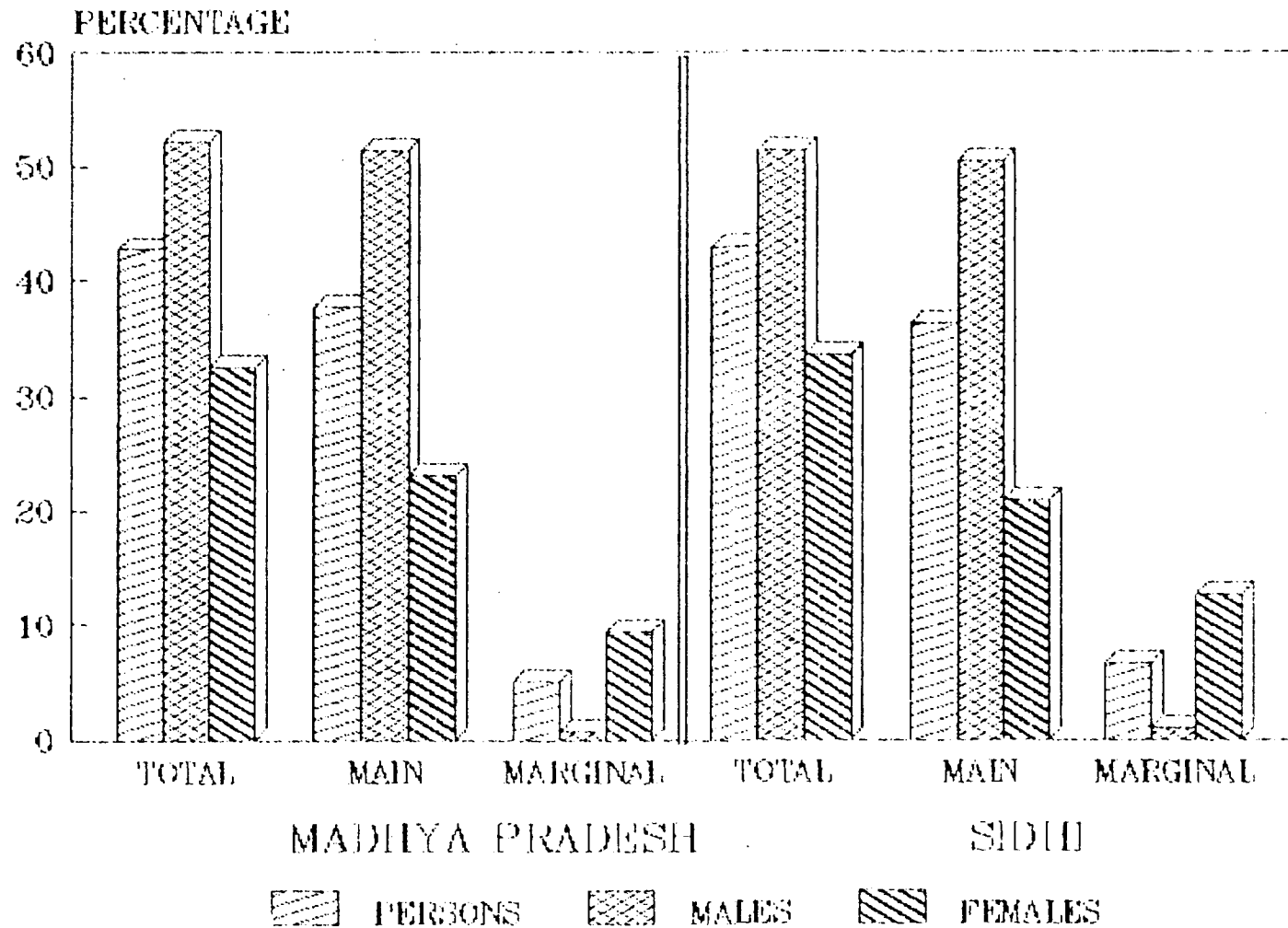
SOURCE : CENSUS OF INDIA 1991

Table 1.12
Occupation wise distribution of population
District : Sidhi

SL NO	OCCUPATION	MALE	FEMALE	TOTAL
1.	Agriculture	219851	79859	209709
2.	Agriculture labour	69293	50880	120173
3.	Household work	10011	2490	12501
4.	Other services	60879	4544	65423
5.	Marginal labours	7059	83252	90311
6.	Work less population	346198	437620	78381
TOTAL		713291	658644	1371935

Source : Census of India 1991, Distt. Book of Statistics 1992

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

There is one Edible oil factory, one Kattha factory in the district and one Cement factory which is not functioning at present.

Besides timber the forests of the district provide precious herbs of medicinal importance and other useful products like Kattha, Gum, Lac, Chiraunji, Tendu etc.

Educational Scenario :

In Sidhi district, there are 1271 primary schools and 257 upper primary schools. There are 309 schools without building and 236 lack proper accommodation.

Table 1.13
COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Sidhi District	29.14	42.46	13.61

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.14

RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	SIDHI	12.83	2.62

SOURCE : CENSUS OF INDIA - 1991

The enrolment position in the district is as follows :

Table No.1.15
Enrolment in the age group 6-11 years.
District - Sidhi

S. No.	Category	Boys		Girls	
		No. of children in 6 - 11 age.	Enrolment	No. of children in 6 - 11 age	Enrolment
1.	S.T.	37182	26029	35170	24619
2.	S.C.	15744	11022	13144	9201
3.	OTHERS	69019	52311	64506	45153
TOTAL		121945	89362	112820	78973

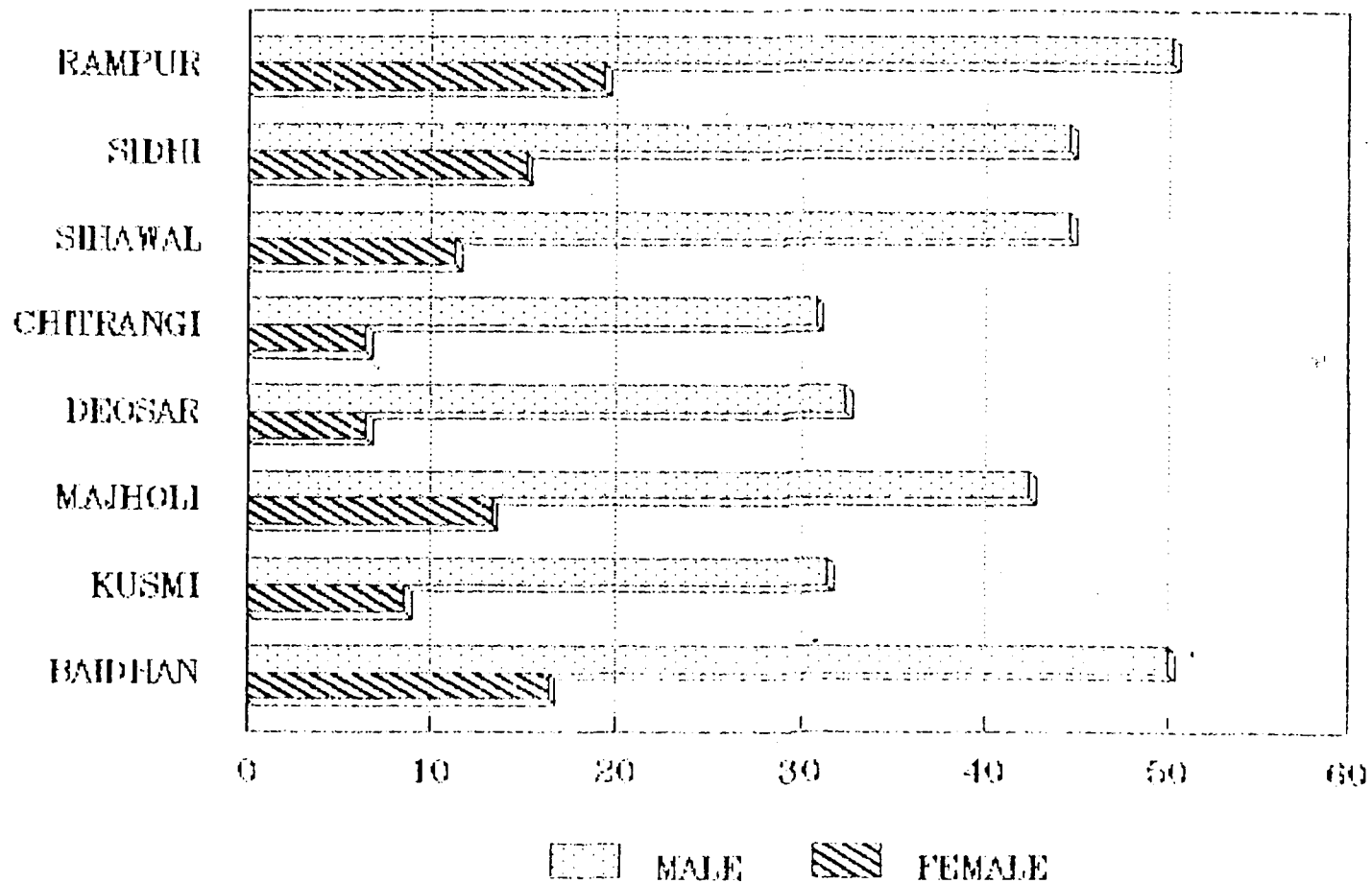
Source : Statistical Department, Govt. of Madhya Pradesh

In the upper primary level, there are 48,849 children in the age group 6-11 years of which 34,194 are enrolled. 44,796 girls in age group 6-11 years of which 30,756 are enrolled.

In the district there are 3871 teachers posted for the primary education of which only 482 are females while 3389 are males. There are 492 posts vacant in the district. The trained teachers are 3019 while untrained are 852 in the district.

The teacher student ratio in the district is 1:40 as per DPEP 1994 for Sidhi. There are 588 primary level Non- formal education centers in the eight Blocks.

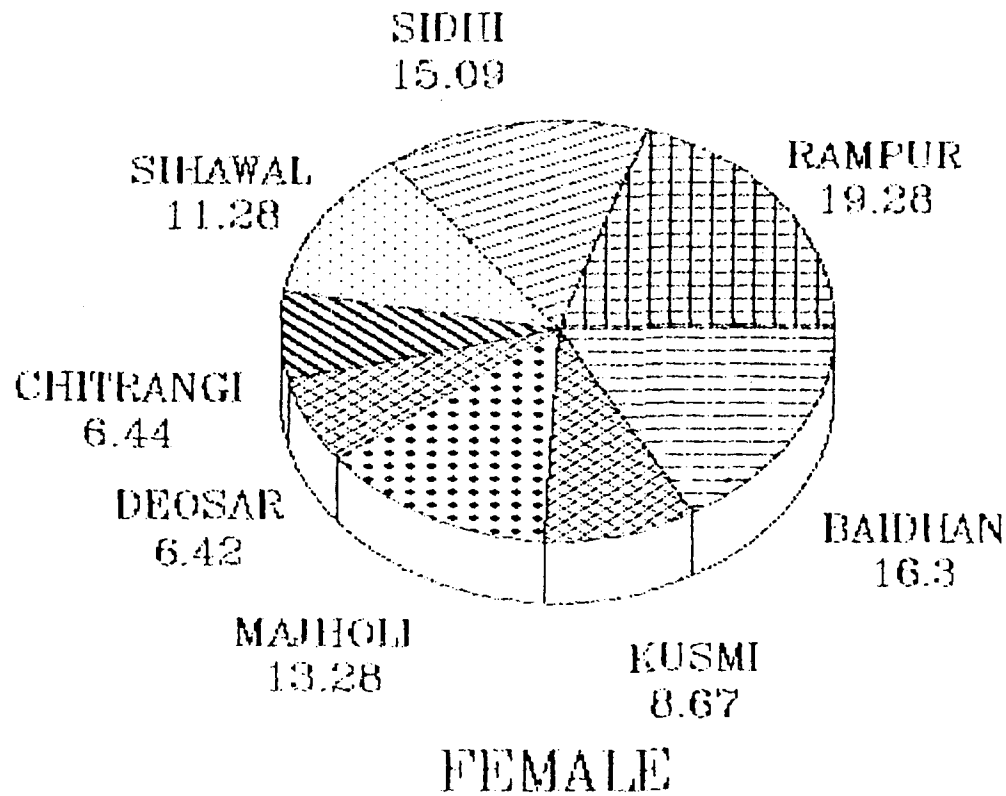
COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : SIDHI



SOURCE : CENSUS OF INDIA 1991

BLOCK WISE LITERACY RATE

DISTRICT : SIDHI



SOURCE : CENSUS OF INDIA 1991

The effective literacy rate in the district is 29.14 which is lower than the state average. Female literacy rate is 13.61 which is much below the state average of 28.85 .

Table - 1.16
Distribution of total population and literate Population
by Rural / Urban and by Sex

	POPULATION			LITERATES		
	Total	Male	Female	Total	Male	Female
Total	1373434	714672	658762	309562	24083	68719
Urban	88848	50296	38552	46175	31691	14484
Rural	1284586	664376	620210	263387	209152	54235

SOURCE : CENSUS OF INDIA - 1991

Table 1.17

Blockwise literacy rates in Sidhi District - 1991

S. no. District /Block	Population (+7)		Literates(+7)		Literacy rates	
	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7
Sidhi district	543035	494288	229671	63908	42.29	12.92
Blocks						
1. Rampur Naikin	69581	65244	34909	13104	50.17	20.08
2. Sidhi	75499	69818	33654	10537	44.57	15.09
3. Sihawal	66259	62739	29543	7075	44.58	11.27
4. Chitrangi	77446	70378	23888	4529	30.84	6.43
5. Deosar	70827	64488	22991	4142	32.46	6.42
6. Majholi	41706	38362	17693	5894	42.42	15.36
7. Kusmi	20872	19148	6564	1660	31.44	8.66
8. Waidhan	120845	104111	60429	16967	50.00	16.29

SOURCE : CENSUS OF INDIA - 1991

Table - 1.18
POSITION OF ANGANWADIS AND ITS BENEFICIARIES .
District SIDHI

S. Nos.	Name of Project.	No. of Anganwadi centres.	No. of average children	Beneficiaries pregnant and laccation mothers.	Total
1.	Waidhan	133	6389	971	7360
2.	Chitrangi	184	6073	1423	7496
3.	Deosar	217	5393	1798	7191
4.	Kusmi	146	5386	2096	6482
5.	Rampur	100	3586	1111	4697

Source : District Education Department Sidhi.

Table - 1.19
Position of Trained and Untrained Teachers
in District Sidhi

S.No.	Block	No. of Trained Teacher	No. of Untrained Teacher.	Total
1.	Rampur Naikin	485	87	492
2.	Sidhi	320	126	446
3.	Kushmi	178	81	259
4.	Majhoul	195	64	259
5.	Sihawal	342	82	424
6.	Deosar	198	82	280
7.	Chitrangl	252	60	312
8.	Waldhan	293	103	396
Total		2183	685	2868

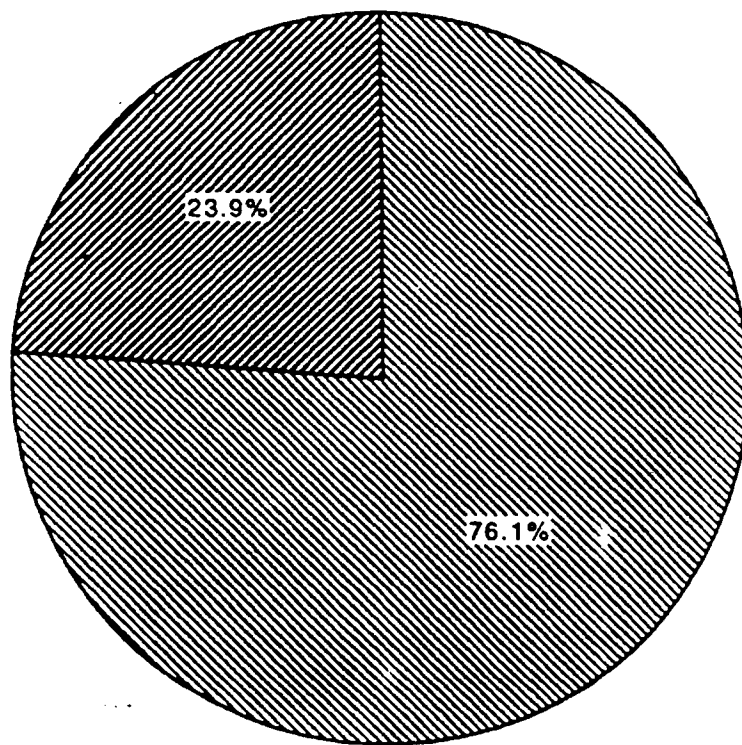
Source : Statistical Department, Govt. of Madhya Pradesh

Table - 1.20
SHOWING NUMBER OF N.F.E. CENTRES AND NO. OF ENROLIED CHILDREN.

BLOCKS.	NO.OF CENTRES	ENROLIED BOYS	TOTAL GIRLS.	NO. OF INSTRUCTORS
Sidhi	141	2142	1863	141
Rampur Naikin	126	1853	1742	126
Sihawal	145	1963	1852	145
Kusmi	185	1368	1134	185
Majhoul	186	1422	1218	186
Waidhan	214	2121	1631	214
Deosar.	148	1664	1343	148
Chitrangi	156	1486	1231	156
Total :	1301	14019	12014	1301

Source : Statistical Department, Govt. of Madhya Pradesh

TRAINING STATUS OF TEACHERS DISTRICT - SIDHI



▨	Trained
▩	Un Trained

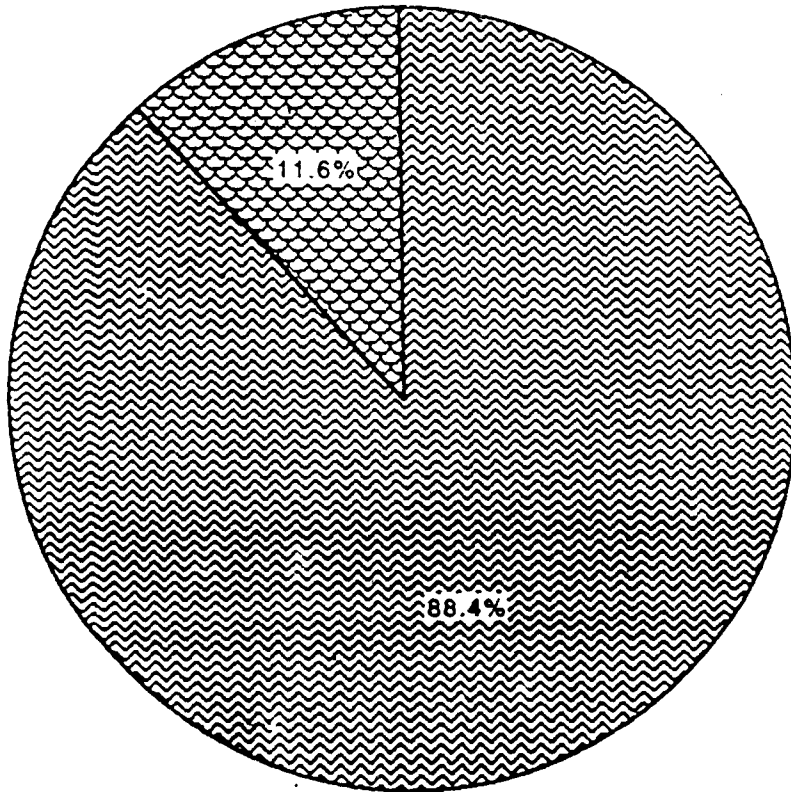
Trained	2183
Un Trained	685

No. of Teachers

2183

685

TEACHERS BY THEIR GENDER DISTRICT - SIDHI

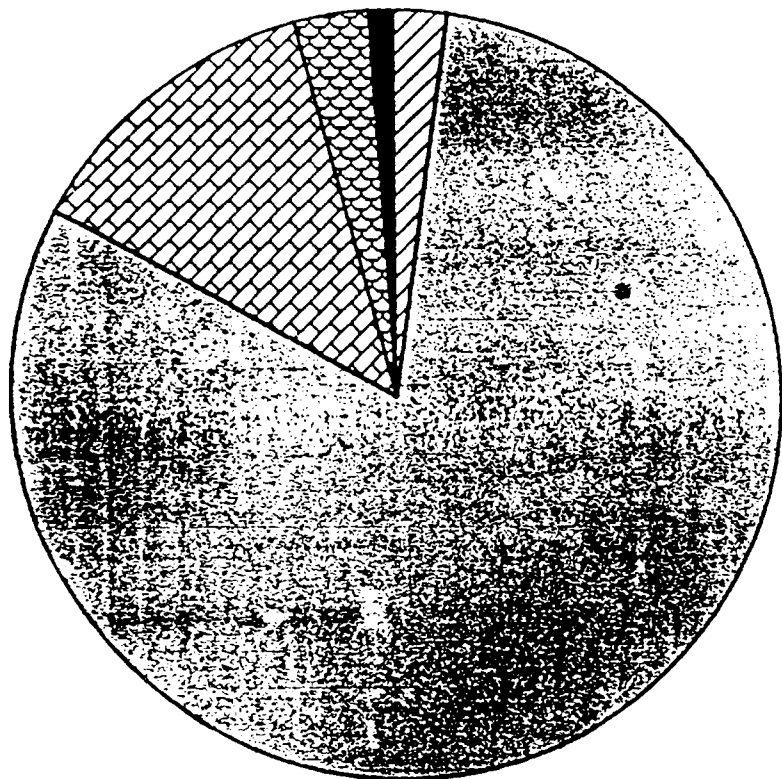


Male
Female

Male
Female

No. of Teachers	
Male	2534
Female	334

NUMBER OF TEACHER PER SCHOOL DISTRICT - SIDHI



☒ One Teacher
☐ Two Teacher
☒ Three Teacher
☒ Four Teacher
■ Five & Above

	No. of Teachers
One Teacher	30
Two Teacher	1025
Three Teacher	168
Four Teacher	39
Five & Above	14

Table - 1.21
ENROLLED SCHOOL CHILDREN IN THE AGE GROUP 09-14 YEARS
DROPOUT AND OUT OF SCHOOL CHILDREN.

BLOCKS	NO. OF NOT ENROLIED		DROPOUTS.		TOTAL OUT OF SCHOOL CHILDREN
	BOYS.	GIRLS	BOYS	GIRLS	
Sidhi	6243	5856	6248	5753	24200
Rampur N.	5378	4742	5956	4696	20772
Sihawal	5112	4378	5837	4339	19666
Kushmi	1828	1627	2658	1624	7737
Majhouli	1956	1431	2753	1228	7468
Waidhan	4337	4249	5428	4142	18156
Deosar.	4657	3836	4477	3757	16727
Chitranji	4538	3146	4632	3118	15434
TOTAL :	34149	29265	37989	28757	130160

Source : District Education Department Sidhi.

Table - 1.22
AGE GROUP 6 TO 11 ENROLMENT - 1993

S. BLOCKS NO.	TOTAL		SC		ST	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1. Rampur N.	10863	10234	1276	1193	2314	2146
2. Sidhi	11883	11099	1524	1033	3673	3463
3. Sihawal	14497	9963	1077	1417	1996	1905
4. Chitranji	12316	11405	1291	1210	5303	4963
5. Deosar	11083	10297	2639	1348	4834	4632
6. Majhouli	6476	6022	475	439	2154	2024
7. Kusmi	3226	3033	210	183	2059	1992
8. Waidhan	19018	16920	2530	2378	3696	3494
TOTAL :	89362	78973	11022	9201	26029	24619

Source - Dy. Dtoector Education, Sidhi.

Table - 1.23
DROPOUT AT THE PRIMARY LEVEL 1992-93

S. BLOCK. NO.	GRADE-I		GRADE-II		GRADE-III		GRADE-IV	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1. Rampur N.	10.86	12.25	16.21	25.57	18.08	26.91	16.26	26.00
2. Sidhi.	12.78	13.74	17.60	26.48	19.15	29.10	17.54	28.14
3. Sihawal	12.35	13.48	17.44	25.84	18.72	28.99	17.65	27.98
4. Chitranji	13.85	14.55	18.56	27.60	19.90	30.28	17.57	29.63
5. Deosar	13.32	14.87	18.67	27.60	19.90	30.38	18.35	29.74
6. Majhouli	13.64	12.09	16.21	25.46	17.54	26.94	16.37	26.10
7. Kusmi	13.79	12.30	17.22	25.03	17.44	26.96	16.87	26.10
8. Waidhan.	12.70	13.58	17.44	25.78	18.72	29.21	17.33	28.35

Source :- Dy. Director Education - Sidhi .

Table - 1.24
ENROLMENT IN THE BASE YEAR CHILDREN 11 to 14 YEARS

S. NO.	BLOCK	TOTAL		SC		ST	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1.	Rampur N.	5451	3820	512	478	927	859
2.	Sidhi	4760	4446	610	568	1471	1387
3.	Sihawal	4205	3391	431	414	800	763
4.	Chitrangi	4934	4569	516	479	2124	1988
5.	Deosar	4439	4125	1057	540	1957	1860
6.	Majhoul	2594	2412	190	176	861	810
7.	Kusmi	1292	1215	79	73	824	798
8.	Waidhan	7619	6778	1013	952	1480	1400
TOTAL -		34194	30756	4408	3680	10424	9865

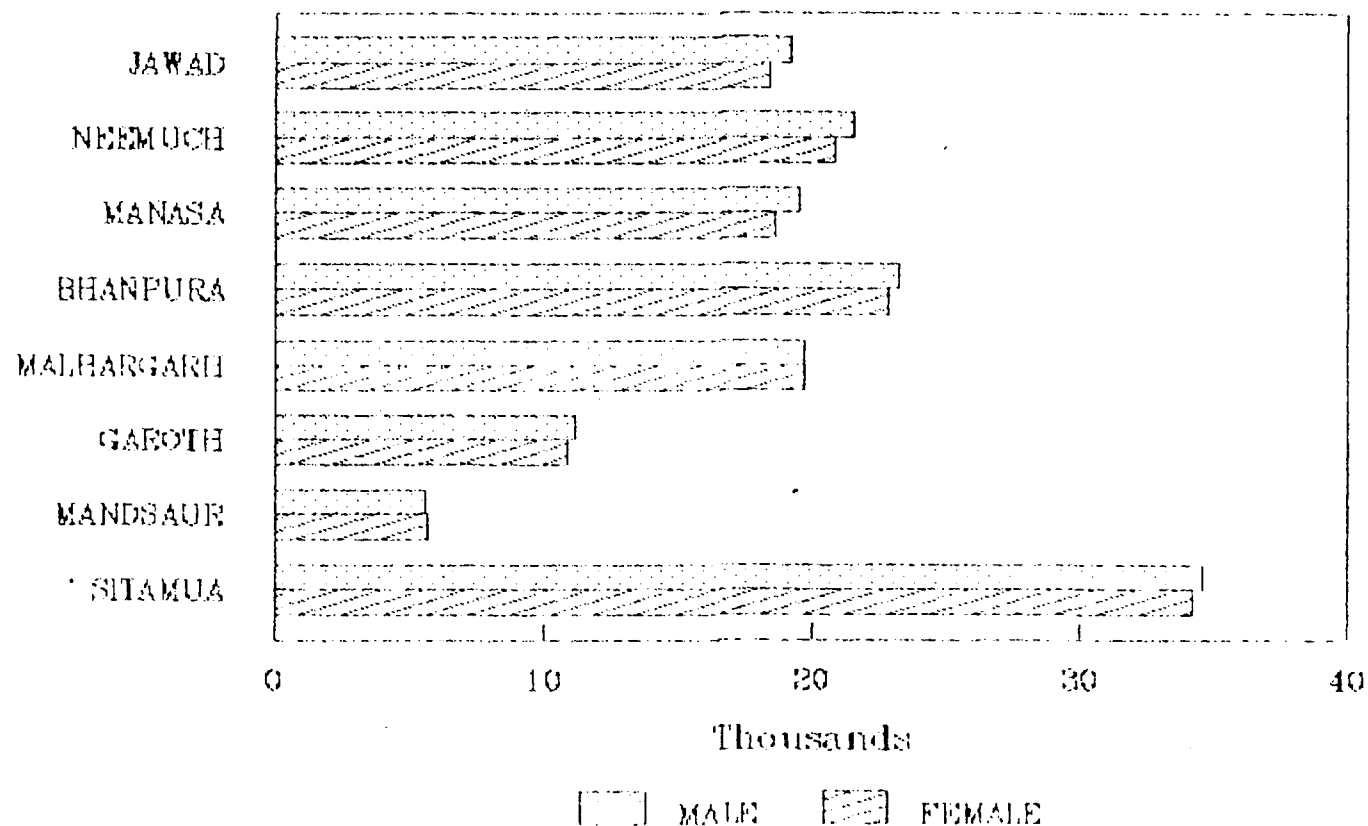
Source - Dy. Director Education & A.T.W. Sidhi

Table - 1.25
DROP OUTS AT THE UPPER PRIMARY LEVEL

S.NO.	BLOCK	GRADE-6		GRADE-7	
		BOYS	GIRLS	BOYS	GIRLS
1.	Rampur N.	14.44	15.08	14.33	21.50
2.	Sidhi	15.08	16.26	14.87	22.63
3.	Sihawal	15.14	16.37	14.76	22.68
4.	Chitrangi	15.83	16.69	14.98	23.64
5.	Deosar	15.6	16.79	14.87	23.32
6.	Maghoul	14.01	15.19	13.69	21.29
7.	Kusmi	13.80	14.76	13.58	21.07
8.	Waidhan	15.51	16.37	14.76	23.00

Source : District Education Department Sidhi.

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



SOURCE : CENSUS OF INDIA - 1991

Table 1.26
INDEX ON GENDER EQUALITY
19 DPEP DISTRICTS OF MADHYA PRADESH
RATIO OF FEMALE LITERATE TO TOTAL LITERATE

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

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

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

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

Chapter-2

The study Locale : Observation and Interaction

In the district Sidhi, block Sidhi was selected for collection of primary data . Eight villages and one slum location were identified to obtain detailed information on the socio - economic and developmental variables of girls education perception of parents, communities, teachers and administrators on utility of girls education, factors for continuance and discontinuance, girls from schooling, the reason for non enrolment, issues of gender equality and womens' empowerment.

Group discussion were convened in addition to interviews with parents, teachers, administrators, community leaders , and the drop out and never enrolled girls on above aspects. Major observations and suggestions that emerged from these village level group discursions are summarised. Block Sidhi is in the north west of the district surrounded by Block Rampur Naikin, Majhauri, Deosar and Sihawal. There are 351 villages and 30964 households with a population of 1342896. There are 697536 males and 645360 females 11.47% of the population is SC and 30.82% is ST. The sex ratio in the district is 925.

Main features of sample villages.
Unserved villages

1. Village : Khari
Block : Sidhi
District : Sidhi

Village Khari of Sidhi block in district Sidhi is situated about 10 kms from block office. There are 75 households in this village and an approximate population of 230 persons (Males 104, Female 126). Among 0-6 age group of population there are 37 boys and 41 girls as per census record.

The caste composition in the village is that of Harijan (Scheduled Caste), Kole (Scheduled Tribe), Bujawa (OBC) and General.

The economic condition of the villagers is poor. The villagers work as daily wages labourers in the fields and are often paid a very low amount.

The link road is 3 kms. long, uneven and dirty which becomes very muddy during rains. There is no hospital or health care facility in the village.

There is no school in the village, and no support services like NFE centre, Anganwadi, Balwadi, day care centre are available.

Early marriages and patriarchal values predominate. The women have teslog and bear a lot of hardships. Most of the girls in the 06-18 years age group are made to work in houses as well as in fields to supplement the family income.

Socialisation pattern is geared towards making girls good wives and caring mothers. The girls have no perception about importance of education in their life .

Alcoholism and lack of family planning measures available further aggravates the problems. The girls' education thus suffers.

2. Village : Jamodi sewgram
Block : Sidhi
District : Sidhi

The village Jamodi sewgram in block Sidhi of district Sidhi is situated 6 kms. away from the district headquarters. There are 93 houses in which 559 people reside and males being 305 and females being 254. Of the 0-6 age group population boys are 9 and girls 54.

The village is scattered in the area of 119.11 hectares. It has a mixed caste composition. The number of scheduled caste (i.e. Harijan) is 37 with 21 males and 16 females while scheduled tribe (i.e. Kole) are 181 in number, out of which 93 are males and 88 are females. Kewat and Thakur are among OBCs and Generals.

The economic condition of the villagers is poor. Mostly the villagers are engaged as daily wage labourers. Among the infra-structural facilities only 01 well and 02 hand pumps are there. The village is not electrified. The condition of road is bad which becomes worse during monsoon making the movement of villagers difficult. There is scarcity of water in this village and not a single irrigation facility is available. Also there is no hospital or health centre in the village, which affects the living standard and health of the villagers.

There is no school in the village and support services are also absent.

The literacy rate is low in the village i.e. 31%. There are 142 literate people of which males are 109 and females 33. Further the nearest school is 6 kms. away from the village. The parents are not keen to send their daughters to the school from the point of view of safety.

The parents do not want to send their daughters to coeducational schools specially run by single male teacher. They are worried that if the teacher is absent, there is no one to take responsibility for their daughter. This is yet another reason for which girls are segregated and isolated from the outside world.

3. Village : Jamodi Kalan
Block : Sidhi
District : Sidhi

Village Jamodi Kalan is in block Sidhi and is situated at about 5 kms. from the district headquarters. Number of households is 105 and the population of this village is 778, out of which 394 are males and 384 are females. While the 0-6 age group population constitute 24% of the total population having constitute 24% of the total population having 92 boys and 97 girls.

The village has an area of 302.23 hectares. The castes composition is 65 Scheduled Caste (i.e. Bari, Nai, Chamar), 377 Scheduled Tribes (i.e. Gond & Cole) and Thakur are among Generals. Further the scheduled castes have 33 males and 32 females while scheduled tribes have 190 males and 187 females.

Some villagers have their own lands to cultivate while most of the people used to work as daily wage labourers in this village. There are 7 handpumps and 30 wells among infra structural facilities while support services like Anganwadi, Balwadi etc. are absent. Moreover there is no hospital or health centre in the village which effects adversely the health of the poor villagers.

There is a single Government co-educational primary school in this village, the building of which is quite dilapidated and the roof is in bad condition with holes. This type of school do not hold any attraction of the students. Moreover the absence of toilets and proper sitting arrangements further accentuates the problem of attendance in the School.

The literacy rate of this village is 34% as only 152 males and 57 females are literate. Further poverty and lack of motivation of parents towards education are the main reasons for low literacy in the village.

4. Village : Sonvarsha
Block : Sidhi
District : Sidhi

Village Sonvarsha of block Sidhi is at a distance of 12 kms. from the block headquarters. It has 58 households and the population of the village is 430 of which males being 221 and females 209. The sex ratio of the village is 944. There are 47 boys and 42 girls in the 0-6 age group making a sex ratio of 893 which is very low.

The area of the village is 179.16 hectares. Caste composition comprises scheduled caste (i.e. Harijan & Chamar) with 71 males and 60 females, scheduled tribe (i.e. kole) having 31 males and 36 females, OBCs (i.e. Dhobi and Aheer) and Thakur among general category.

The economic condition of this village is poor. Most of the villagers are engaged either in daily wage activities like stone crushing etc or involved in field works as bonded labourers, getting a very low amount as wages after hard work.

Among infra-structural facilities there are only 05 hand pumps and 07 wells, which are not adequate to fulfill the requirements of villagers as most of them get dry in summer. Villagers used to draw water from a river which is about 2 kms. away from the village. So, there is an acute problem of water in this village. Also, there is no hospital or health centre, in or near the village which affects the health of poor villagers, who now become habitual of filthy and unhygienic surroundings and they are mostly malnourished.

There is one government primary school situated at about 2 and 1/2 kms from the densely populated area. The parents do not like their daughters commuting so much distance all by them selves while the boys are allowed to attend school. Gender discrimination was obvious in the village.

Casteism is also observed in the village, the upper class suppresses the lower caste.

Early marriages is the tradition of the village. The parents fear that by getting educated the girls might become bold and aggressive.

5. Village : Badhaura
Block : Sidhi
District : Sidhi

Village Badhaura belongs to the block Sidhi, district Sidhi in Madhya Pradesh . It has 438 households and a population of 2490. There are 1285 males and 1205 females thus making a sex ratio of 937. Among 0-6 age group of population, the number of boys is 289 and that of girls is 273 constituting 22% of the total population and a sex ratio of 944.

The village has an area of 501.45 hectares. It has a mixed caste composition with scheduled caste (Nai mostly) 112, out of which 59 are males and 53 are females, scheduled tribes (Kole) are 556 in which 287 are males and 269 are females. Lohar and Carpenter are among OBCs and Brahmins among general category.

Economic condition of this village is poor. Most of the villagers are either daily wage labourers, carpenters Black-smiths or Barbers.

Number of hand pumps are 10 and wells are 4. Though the village is electrified but has no other facilities like public telephone, hospital, post-office etc. Anganwadi, Balwadi, Mahila Mandal, Creches and other support services are absent.

The village has one government co-educational middle school with separate building for girls upto primary level and two private co-educational primary schools. The Government school although in the village is about 3 kms from densely inhabited area. Hence, this long distance creates access problem for girls, while the other two private schools are nearer but due to poverty, the villagers are unable to pay tuition fee and other

expenses which the private schools demand, that is why the literacy rate is as low as 34% and the village has only 486 males and 170 female literates. Moreover, the atmosphere of government school is not attractive with poor condition of school building. Lack of drinking water and toilet facilities, proper sitting arrangements and playground further aggravate the problems of enrolment and attendance.

There is a single Ayurvedic clinic in the village which does not fulfill the medical requirement of villagers, and when needed they have to rush to the block hospital which is about 15 kms away.

Early marriage, dowry system and purdah system is prevalent, here, where the girls of minor age are forced to observe purdah in the male dominated community and also forced to marry without asking their choice and will. The school age girls in the village were already married and awaiting "Gauna". The parents do not educate girls from the fear that they might not find a suitable groom for them.

6. Villages : Jogipur
Block : Sidhi
District : Sidhi

Village Jogipur in Sidhi block has an area of 195.66 hactares. It is situated 5 kms. from the block headquarters. It has 81 households and a population of 564 individuals, comprising 305 males and 259 females. Sex ratio in the village is 849 which is highly adverse. 0-6 age group population comprises of 66 boys and 52 girls thus making a sex ratio of 788.

Village has different castes like Kori and Chamar among scheduled caste (Males 27, Females 21) Koli among scheduled tribe (Male 81, Female 77) and Brahmin and Kshatriya among generals.

Most of the villagers are daily wage labourers in the nearby factory and only some of them have their own land to cultivate. Hence the economic condition of this village is poor.

Among infra-structural facilities only 6 handpumps and 25 private wells are there, while only one non-functional NFE centre is present in the name of support services.

The village has one government co-educational middle school and one private primary school. The building of government school requires renovation. Further, unattractive and poor condition of school premises do not hold any attraction for children to attend the school. Moreover, lack of toilets, proper sitting arrangements and non-availability of incentives to economically poor girls and boys further accentuates the problems of enrolment and retention especially among girls. The village has only 153 male literates while the number of female literates is only 64.

Gender disparity and bias, both are found in this village where girls are expected to learn roles which are linked to their reproductive capacities rather than roles which can make them socially viable and economically productive.

Also more education is seen negative factor, for then they would speak too much and become canscious of their rights and would be misfits in their husbands house.

7. Village : Panwar (Chau hant)
Block : Sidhi
District : Sidhi

Village Panwar of Sidhi block is situated at a distance of 8 kms from the district head quarters. It has 223 house and a fair population of 1572 people. The male are 801 and females 771, thus the sex ratio is 962 while in the 0-6 age group population there are 198 boys and 206 girls and sex ratio of 1040 which is highly favourable.

The number of scheduled caste is 179 (Males-84 and Females-95) while scheduled tribes are 298 in number (Males-147 and Females-151) and Aheer and Brahmin constitute about 70% of the total population.

Poverty is found in the village as most of the villagers are engaged in agricultural operations as daily wage labourers.

The village is rich in infra-structural facilities having a post office, veterinary hospital, Government, cooperative control shop and public telephone services. While only one adult education center is present in the village among support services.

The village has one Government co-educational high school. The school is non-electrified and the rooms are dark. The students of higher classes are unable to do their science experiments in such dark rooms which they call Laboratory. Toilet facilities are totally missing in this high school, that is why girls feel inconvenience in attending the school regularly thus affecting their attendance rate.

Non-availability of incentives to economically poor ST.OBC and of general category girls further accentuates the problem of girls enrolment. There are only 277 male literates and 108 female literates in this villages.

Scarcity of water and malnourishment is also reported and the situation becomes worse when most of the wells and hand pumps get dry during summers leaving the villagers to toil hard in search of water.

Casteism is also found in this village as the people of lower caste avoid to send their children to school. Thus, from an early age inequality is bred in the minds of the young children through the socialization process.

8. Villages : Upani
Block : Sidhi
District : Sidhi

Village Upani comes under Sidhi block and is situated at a distance of 10 km. from the district headquarters. It has a population of 2160 people, male being 1148, females 1012 and sex ratio of 881. In the 0-6 age group the sex ratio is 903.

Mixed caste composition of this village has 151 Scheduled caste (i.e. Harijan) out of which 81 are males and 70 are females, Scheduled tribe (i.e. Koli) are 283 in number where males are 141 and females are 142 while Kori and Kumhar among OBCs and Thakur among general constitute a major group in the village.

The village is economically poor, as most of the villagers are engaged either in agricultural operations or daily wage activities.

There are 08 handpumps, 30 Wells, are present, among infra-structural facilities alongwith public health centre, Veterinary hospital, and public telephone booth. Support Services like Mahila Mandal, NFE centre, Adult education centre and one private shishu vidhyalaya are present.

The village has one Government co-educational high school. The building needs urgent renovation. The Class rooms are inadequate in number due to which teachers are forced to take combined classes in a single congested and dimlighted room. As the school is still non-electrified the students of higher

classes face difficulty in doing Science experiments. Further, There is no proper sitting arrangement, no facility of water and toilets create a lot of problems to children and especially to girls.

The parents do not want to send their daughter to co-educational schools, they prefer their daughters to learn household chores and other traditional skill. The lack of incentives and not reaching time also is a factor for literacy rate.

Urban Slum : Azad Nagar
Block : Sidhi
District : Sidhi

Azad Nagar is an identified slum and it comes under Municipal corporation of Sidhi . It has about 600 households and a population of 3000 persons of which males are 1650 and females 1350. The sex ratio in the slum is 818. Among 0-6 age group population there are 262 boys and 298 girls constituting 19% of the total population. The number of scheduled cast is 282 while that of scheduled tribes is 207. OBCs and Generals constitute a major group in the slum community.

Most of the slum dwellers are involved in daily wage activities while some of them are class IV government servants. Hence the economic condition of the slum is poor.

Among the infra structural facilities there are 150 taps, 02 handpumps and 6 wells. Support services like Anganwadi, Balwadi, Mahila Mandal and Adult education centre are absent.

There is no school in the slum and the nearest one is about 2 and half km away, that is why the literacy rate is very poor in this area. Further, the parents do not consider it safe for the grown up girls to attend school at such a far distance. On deeper analysis it can be seen that gender bias operates in this slum also, where boys are sent to school at similar distances in contrast to girls.

Most of the girls in age group 8-14 are engaged in domestic work and sibling care activities, and some of them also supplement the family income by working as maids in the affluent household.

Early marriage is the other drawback in the slum where the minor girls who are immature not only physically but also mentally, are forced to marry.

Drainage system of the slum presents a filthy and unhygienic atmosphere as most of the drains are dilapidated choked and overflowing. Stagnant water can be seen here and there thus breeding mosquitoes. Further, heaps of garbage create a menace to slum dwellers inviting many dreaded diseases like Jaundice, Cholera and Typhoid. Moreover, there is no hospital or health centre in or near the slum that is why the death rate and infant mortality rate (IMR) is considerably high in this area.

GROUP DISCUSSION AND OBSERVATION

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

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

2) In the villages it is observed that there is disparity between the male and female literacy rates.

The population size and village size also is correlated with the availability of infra structural facilities.

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

4) The girls are not sent to coeducational school. The parents feel that in the coeducational school where there is only single male teacher, his absence would create security problems for the girls. The parents feel safe if female teachers are there in the schools.

- 5) The incentives given to the girls are not enough to draw them to school. They are never given the time. The villagers demanded that more awards be given to the girls. Extra tuition and attention is needed by the first generation of learners.
- 6) In the urban slums, there is no proper drainage, sanitation or hygiene. It is observed that the girls are employed at an early age as servants, as daily wagers and the boys are employed by petty shopkeepers, mechanics etc. thus inhabiting their educational opportunities.
- 7) The girls and women in the villages have low self-esteem, they do not consider their contribution in the household work or in the fields as worth while. They take it as their fate. The economic power as well as decision making lies in the hands of men. They do not have any aspirations dreams or motivation to achieve something. They take early marriage, dowry, purdah as a normal way of life.
- 8) The villagers also fear that if the girls will become educated, it will be difficult to find a suitable match for her in the village. Besides the education might make her more vocal, disobedient and brash the parents do not feel that education has anything to do with the girls personal development nor do they think that education might have a positive effect on her maternal and family roles. Education can only bring jobs, this is the perception of villages.

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

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

CHAPTER III
ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

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

TABLE 3.1.1
DESCRIPTION OF SAMPLE HOUSEHOLDS IN
BLOCK : SIDHI DISTRICT : SIDHI

* Total Number of Households :	270
* Total Number of Members of Households :	1381
* Average Size of Households :	5.1
* Major Religion:	HINDU
	No. %
	257 95.2
* Mother Tongue:	HINDI
	No. %
	270 100

In all 1381 persons were residing in the sample 270 Households. The average size of the Household was 5.1. Nearly 95 percent of the sample population were Hindu and mother tongue was Hindi.

TABLE 3.1.2
DRINKING WATER

* Source of Drinking Water		
	No.	%
Wells	161	59.6
Handpumps	89	33.0
Taps	20	7.4

* Distance of Source of Drinking Water		
	No.	%
Close by	90	33.3
0.5 Km.	0	00.0
1 Km. and above	180	66.7

60 percent of the households take water from wells whereas 33 percent of the households are using handpumps for drinking water.

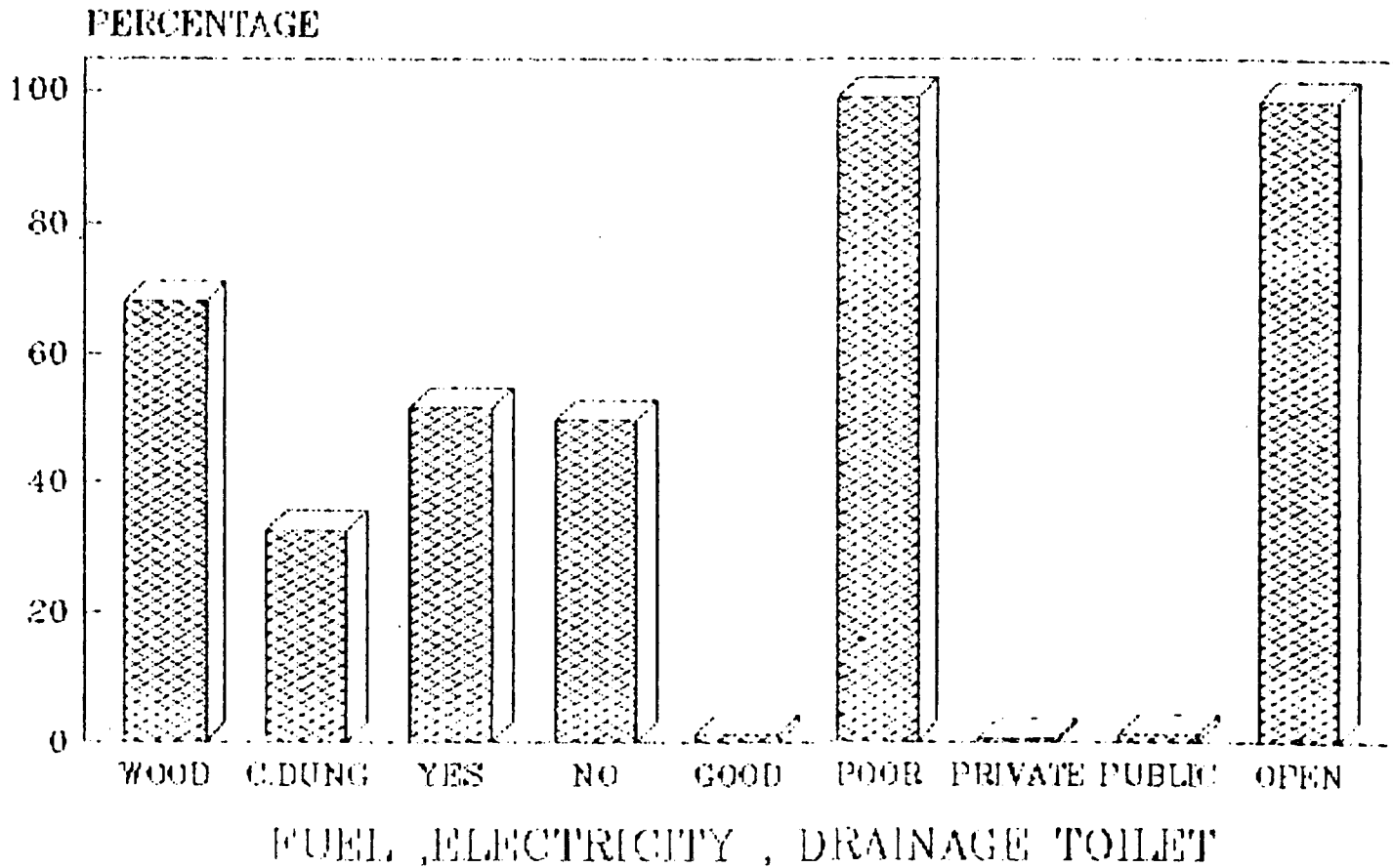
33 percent of the total households have source of drinking water within 0.5 Km. and 67 percent households have to walk more than a kilometer to fetch drinking water. This task is being done largely by women folk.

Table 3.1.3
Fuel and Electricity

* Main Sources of Fuel		
	No.	%
Wood	183	67.8
Cow-Dung Cakes	87	32.2

* Availability of Electricity		
	139	51.48

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : SIDHII



SOURCE : SAMPLED 9 VILLAGE DATA

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

Nearly 51 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation		
	No.	%
Good	3	1.1
Poor	267	98.9
No response	00	00.0
Toilet facilities		
	No.	%
Private	1	0.4
Public	3	1.1
Open	266	98.5

Nearly One percent households have good drainage facility and 99 percent have poor drainage leading to water logging and poor sanitary conditions. Private toilet is being used in 1 Household only (1 in urban slum). Majority i.e. 266 households (99%) used open spaces for defeacation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	097	07.02	064	10.02	033	05.16
6 - 11	498	36.06	196	30.67	302	47.26
12 - 14	152	11.01	041	06.42	111	17.37
15 +	634	45.91	338	52.90	296	46.32
Total	1381	100.00	639	100.00	742	100.00

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

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	887	64.23	307	48.04	580	90.77
Literate below primary	248	17.96	151	23.63	097	15.18
Primary	130	09.41	089	13.93	041	06.42
Middle	085	06.15	063	09.86	022	03.44
High School	027	01.96	025	03.91	002	00.31
Higher Secondary	004	00.29	004	00.63	000	00.00
Degree (Graduate)	000	00.00	000	00.00	000	00.00
Total	1381	100.00	639	100.00	742	100.00

Table 3.1.6 shows that 64 percent of the sample household members were found illiterate, 18 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	199	57.18	107	55.73	92	58.97
11 - 14	061	17.53	23	11.98	38	24.36
15 - 18	009	02.59	07	03.65	02	01.28
Middle						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	036	10.34	14	07.29	22	14.10
15 - 18	025	07.18	25	13.02	00	00.00
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	004	01.15	02	01.04	02	01.28
15 - 18	014	04.02	14	07.29	00	00.00
Total	348	100.00	192	100.00	156	100.00

In 270 Households' data for age group 6 - 14 years shows 130 girls are going to primary classes. Only 24 are in upper primary classes in the age group 06-14 years.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	250	71.02	156	89.66	94	53.41
11 - 14	096	27.27	16	09.19	80	45.45
15 - 18	004	01.14	02	01.15	02	01.14
Total	350	100.00	174	100.00	176	100.00

In 270 households' data for age group 6 - 14 years shows that 174 girls had never been enrolled in school. 02 Girls of age group 15-18 were also not enrolled for schooling.

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

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

In 270 households' data for age group 6 - 18 shows 76 girls had dropped out from primary classes and 12 girls from middle class.

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

Educational Level	Father	%	Mother	%
Illiterate	15	34.09	25	56.82
upto 4	14	31.82	13	29.54
7	07	15.90	04	09.09
10	05	11.36	02	04.55
12	03	06.83	00	00.00
12+	00	00.00	00	00.00
Total	44	100.00	44	100.00

BY BIRTH ORDER

Birth order	No.	%
1	25	56.82
2	10	22.73
3	05	11.36
4	04	09.09
5	00	00.00
Total	44	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	05	11.36
10,000	29	65.91
5,000 and below	10	22.73
Total	44	100.00

BY CASTE

Caste	No.	%
General	07	15.91
Scheduled Caste	19	43.18
Scheduled Tribe	18	40.91
Total	44	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	10	22.73
4	12	27.27
5	16	36.36
6	02	04.45
7	04	09.09
8	00	00.00
9	00	00.00
Total	44	100.00

F. DISTRIBUTION OF BACKGROUND VARIABLES OF THE NEVER ENROLLED GIRLS

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	40	29.41	76	55.88
Literate upto 4	27	19.85	39	28.68
7	25	18.38	21	15.44
10	19	13.97	00	00.00
12	25	18.38	00	00.00
12+	00	00.00	00	00.00
Total	136	100.00	136	100.00

BY BIRTH ORDER

Birth order	No.	%
1	30	22.06
2	49	36.03
3	35	25.73
4	19	13.97
5	03	02.21
Total	136	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	40	29.41
10,000	39	28.67
5,000 and below	57	41.91
Total	136	100.00

BY CASTE

Caste	No.	%
General	36	26.47
Scheduled Caste	40	29.41
Scheduled Tribe	60	44.11
Total	136	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	50	36.76
4	31	22.79
5	18	13.23
6	25	18.38
7	05	03.67
8	07	05.15
9	00	00.00
Total	136	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Cultiv.	345	24.98	150	23.47	195	22.24
Service	149	10.79	120	18.78	029	03.91
Casual Labour	350	25.34	076	11.89	274	36.93
House Wife	150	10.86	000	00.00	150	20.21
Others	026	01.88	026	04.07	000	00.00
Non Workers	361	26.14	267	41.78	094	12.67
Total	1381	100.00	639	100.00	742	100.00

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

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	46	17.04
2.	9,000	48	17.78
3.	6,000	75	27.78
4.	3,000	93	34.44
5.	3,000 below	08	02.96
Total		270	100.00

Table 3.1.8 indicates that 34 percent sample households had income between Rs. 3,000 to Rs. 6,000 per annum. Nearly 03 percent households had below Rs. 3,000 per annum. That is to say that people work either as casual labour or agricultural labourers in the district.

Only 17 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	26	09.62	30	11.11
Middle	30	11.11	50	18.52
High school	27	10.00	10	03.70
Hr. Secondary	50	18.52	29	10.74
Graduation General	56	20.74	50	18.52
Graduation Professional	10	03.70	09	03.33
P.G. and above	11	04.07	11	04.07
No Response	60	22.22	90	33.33
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. 19 percent parents wish their daughters going upto primary middle and secondary levels whereas 26 percent want secondary and post secondary education for their sons. Nearly one fourth parents, want higher education for boys. Only 04 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	32	11.85	21	07.78
Doctor	16	05.93	11	04.07
Police Officer	04	01.48	04	01.48
Tailoring	19	07.04	00	00.00
Nurse	00	00.00	30	11.11
House Wife	00	00.00	86	31.85
Govt. Service	85	31.48	19	07.04
Engineer	00	00.00	00	00.00
No Aspiration	114	42.22	99	36.67
Total	270	100.00	270	100.00

Table 3.1.10 shows as for education, lower occupational aspirations are noticed for daughters compared to sons. Thirty two percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (07%). Only 06 percent parents wish to see them as doctors, police officers.

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

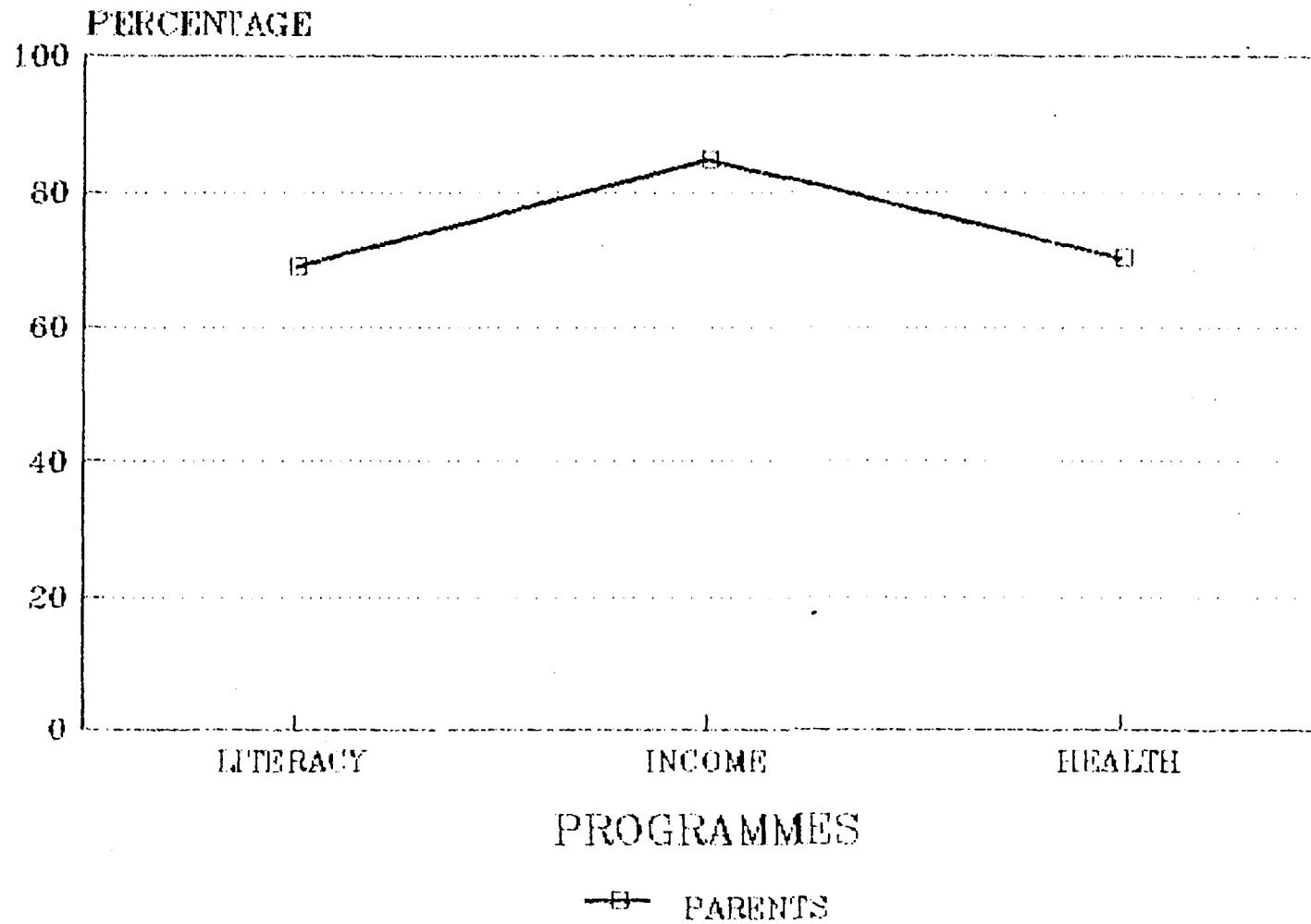
Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	186	68.89
Income generating Programme	229	84.81
Programme on health and Nutrition	190	70.37

Table 3.1.11 shows that interviewed parents desired their preference (85%) for programme on income generating skills for their female wards. Programme on health and nutrition (70%) comes next with lowest preference (69%) for Literacy programme.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SIDHI



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	250	92.59
2. Parental education	064	23.70
3. Parental motivation	145	53.70
4. Parental Support like:		
i. Payment of fees other than tuition fees	111	41.11
ii. Provision of books and stationery	143	52.96
iii. Provision of adequate food and clothing	140	51.85
iv. Creating space and time for studies at home	074	27.41
v. Provision of academic Support (themselves or paid)	002	00.74
5. Self motivation of the girl child.	076	28.15
6. Positive attitude of teachers	079	29.26

Five main reasons for continuance of Girls in schooling :-

1. Better economic standing Household (92.59%).
2. Parental motivation (53.70%).
3. Provision of books and stationery (52.96%).
4. Provision of adequate food and clothing (51.85%).
5. Payment of fees other than tuition fees (41.11%)

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents No.	(n=270) %
1. Inability of parents to pay extra tuition fee/fund	128	47.41
2. Inability of parents to provide clothes and shoes	207	76.67
3. Inability of parents to provide books	098	36.30
4. Inability of parents to provide stationery	035	12.96
5. Inability of parents to provide food	003	01.11
6. Helping parents in occupation	179	66.30
7. Engaged in remunerative employment	008	02.96
8. Domestic work	259	95.93
9. Care of siblings	118	43.70
10. Absence of support services viz. Anganwadi, Balwadi, Creches	006	02.22
11. Early marriage	100	37.04
12. Social taboo on onset of poverty	032	11.85
13. Parental lack of motivation	221	81.85
14. Parental illiteracy	122	45.19
15. Lack of academic support/help, from parents/family members, others	001	00.37
16. School far away	029	10.74
17. Un-attractive school environment	001	00.37
18. Un-suitable school timings	000	00.00
19. Lack of relevance of curriculum	001	00.37
20. No women teachers	106	39.26
21. Lack of separate schools	020	07.41
22. Teachers' negative attitude	023	08.52
23. Failure	005	01.85
24. Illness of family members	000	00.00
25. Own Illness	001	00.37

Five main reasons for dropping out of girls from school :

1. Domestic work (95.93%).
2. Parental lack of motivation (81.85%).
3. Inability of parents to provide clothes and shoes (76.67%).
4. Helping parents in occupations (66.30%).
5. Inability of parents to extra tuition fee/fund (47.41%).

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	126	46.67
2. Inability of parents to provide clothes and shoes	229	84.81
3. Inability of parents to provide books	126	46.67
4. Inability of parents to provide stationery	067	24.81
5. Inability of parents to provide food and medicines	013	04.81
6. Helping parents in occupation	179	66.30
7. Engaged in remunerative employment	008	02.96
8. Domestic work	229	84.81
9. Care of siblings	064	23.70
10. Parental lack of motivation	184	68.15
11. Parental illiteracy	050	18.52
12. Non-availability of school / NFE centres close to habitation	025	09.26
13. Un-suitable school timings	000	00.00
14. No female teachers	081	30.00
15. No separate school for girls	017	06.30
16. Lack of support services such as anganwadies, balwadies, creches	004	01.48
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	040	14.81

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

1. Domestic Work (84.81%).
2. Inability of parents to provide clothes and shoes (84.81%).
3. Parental lack of motivation (68.15%).
4. Helping parents in occupation (66.30%).
5. Inability of parents to provide books (46.67%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents No.	(n=270) %
1. Develops a positive self image and confidence among girls	192	71.11
2. Prepares girls for economic contribution	172	63.70
3. Can improve health and nutritional status of children and other family members	078	28.89
4. Will ensure education of future generations	108	40.00
5. Will make girls and women aware of their rights	063	23.33
6. Helps in raising age of marriage & reduce maternal , infant and child's mortality	063	23.33
7. Helps in reducing the family size	100	37.04
8. Will prepare girls for leadership roles in society	037	13.70
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	071	26.30

Five main PERCEPTIONS of parents on utility of girls education:

1. Develops a positive self image & confidence among girls (71.11%).
2. Prepare Girls for economic contribution (63.70%).
3. Will ensure education of future generations (40.00%).
4. Helps in reducing the family size (37.04%).
5. Can improve health and nutrition status of children and other family members (28.89%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	268	99.26
2. Both need to be given equal amount of food	269	99.63
3. Both need to be given equal health care and medical attention when needed	264	97.78
4. Both can be assigned same duties/ responsibilities	197	72.96
5. Both should be given the same freedom	155	57.41
6. Both should be given equal time to play	185	68.52
7. Both can perform all tasks equally well	147	54.44
8. Both can have similar occupations	115	42.59
9. Both have same intelligence and abilities	127	47.04
10. Men and Women should be paid equal wages for equal work	145	53.70
11. Husband and wife should take all decisions jointly	192	71.11
12. Household work must be shared by all members of the household	176	65.19
13. Assets of the family should be registered in joint names of husband and wife	193	71.48

Five main perceptions of parents about gender equality:

1. Both need the same kind of food (99.63%).
2. Girls and boys need equal education (99.26%).
3. Both need to be given equal health care (97.78%).
4. Both can be assigned the same duties / responsibilities (72.96%).
5. Assets of the family should be registered (71.48%).

Parents appear to favour, equality in food, education, health and medical care for their children. A large number of parents (99%) 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 (65%). Same time they do not agree that both boys and girls have same intelligence and abilities (47%). Concept of their ignorance towards girls is very much clear.

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 413 girls were found in age group 6-14 years out of them 44 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	02	04.55
2.	9 - 11	10	22.73
3.	12 - 14	30	68.18
4.	15 +	02	04.55
Total		44	100.00

Table 3.2.1 shows that out of total 44 interviewed girls, 68 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 23 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 02 girls out of 44 girls who were interviewed tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls were between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	04	09.09
2.	IIInd	12	27.27
3.	IIIInd	12	27.27
4.	IVth	06	13.64
5.	Vth	06	13.64
6.	VIth +	04	09.09
	Total	44	100.00

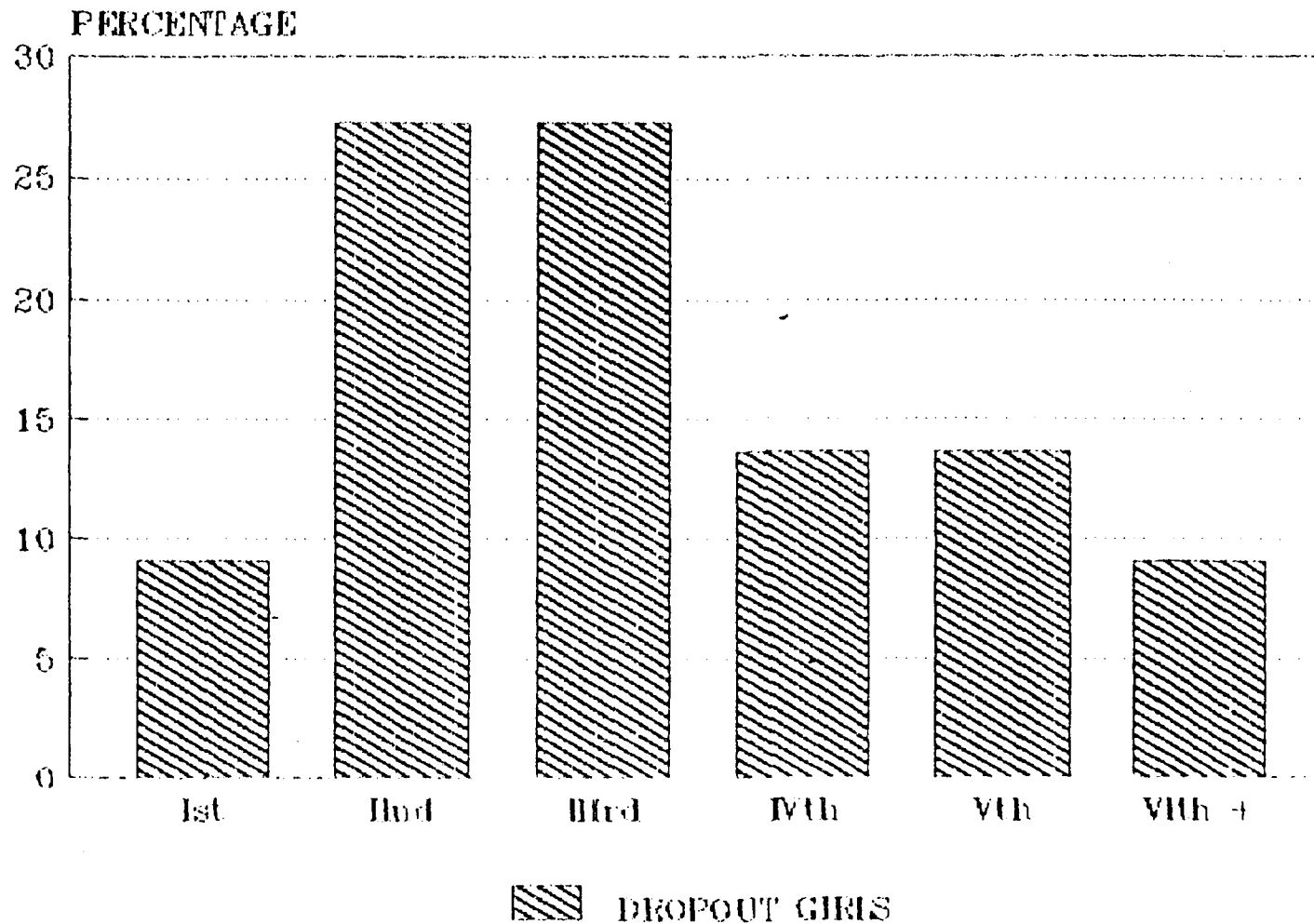
DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respondent	Regularity		Punctuality	
	Yes %	No. %	Yes %	No. %
44	40 90.91	04 09.09	44 100.00	00 00.00

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 36 percent girls of the sample households had dropped out of their school after classes I and II. Only 36 percent of the respondents completed class four of schooling. Twenty four percent girls had completed 5 years of schooling. Only 09 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

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

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : SIDHI



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	05	11.36
2.	Domestic work	06	13.64
3.	Parental Illiteracy	05	11.36
4.	Lack of self motivation	09	20.45
5.	Mother / own illness	07	15.91
6.	Early Marriage	06	13.64
7.	School far away	06	13.64
Total		44	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	%
44	30	68.18	14	31.82

Table 3.2.4 clearly shows that 68 percent of the drop-out girls wish to resume their studies and 32 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	12	27.27
2.	Economic Support.	15	34.09
3.	Create self confidence in the girls.	16	36.36
4.	Self motivation	01	02.27
Total		44	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 (27%) and girls will attain self confidence (nearly 36%).

TABLE 3.2.6

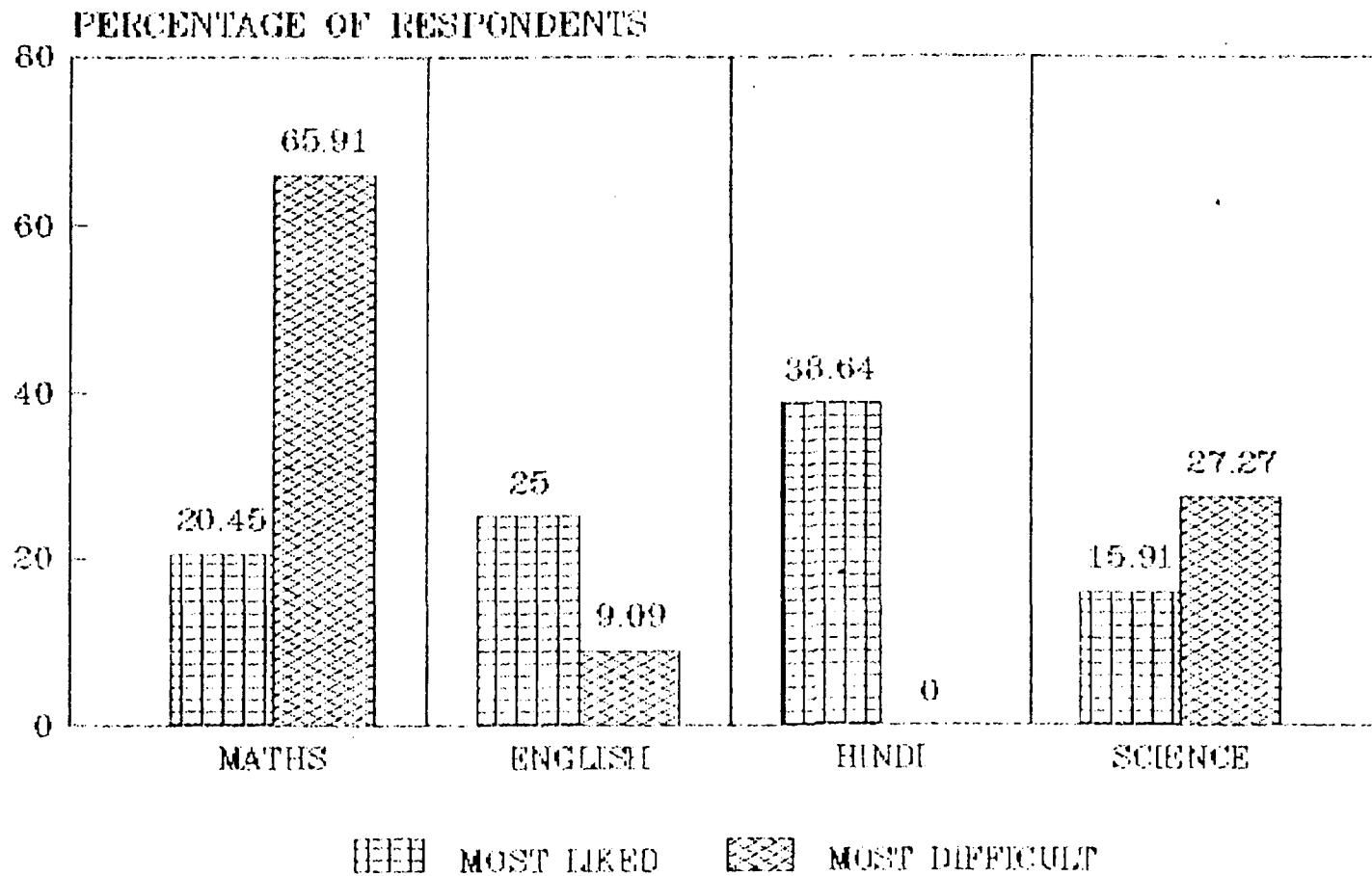
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=44)	No. of Respondents	%
1.	For Teachers	38	86.36
2.	For School	38	86.36
3.	For Learning	39	88.64

The girls show positive liking of the teachers (86%), their school 86 percent and for learning at school 89 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT SIDHI



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	09	20.45	29	65.91
2.	English	11	25.00	04	09.09
3.	Hindi	17	38.64	00	00.00
4.	Science	07	15.91	12	27.27
Total		44	100.00	44	100.00

Table 3.2.7 shows that 39 percent of the total respondents say that they like Hindi the most and 20 percent for Mathematics, 16 percent for science and 25 percent for English. 66 percent of the total respondents say that the most difficult subject is mathematics and 09 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8
DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR SCHOOL FROM HOME

S.No.	Distance	No. of Respondents	%
1.	Close by	10	22.73
2.	1 Km.	18	40.91
3.	2 Km.	12	27.27
4.	3 Km.	02	04.55
Total		44	100.00

Table 3.2.8 shows that 64 percent of the total respondents reside with in one kilometer from the school where as 36 percent had to commute 2 to 3 Kilometer to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	40	90.91
By Bus	01	02.27
By Cycle	03	06.82
Total	44	100.00

91 percent of the drop-out girls had been commuting to their respective school on foot, only 01 (2%) out of 44 interviewed dropout 3 (7%) 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	36	81.82
Negative	08	18.18
Total	44	100.00

Table 3.2.10 shows that 82 percent of total respondents had received help from their teachers as and when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	No.	Respondents %
Difficulty faced	18	40.91
No Difficulty	26	59.09
Total	44	100.00

Table 3.2.11 shows that 41 percent of total respondents had experienced difficulty in studying at home. The discussions showed that their parents are illiterate and keep these girls busy in some work or the other.

TABLE 3.2.12

DISTRIBUTION OF RESPONDENTS ACCORDING TO FAILURE IN EXAMINATION

Response	No.	Respondents %
Positive	18	40.91
Negative	26	59.09
Total	44	100.00

59 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 No.	(n=44) %
1. Inability of parents to pay extra tuition fee/fund	18	40.91
2. Inability of parents to Provide clothes and shoes	32	72.73
3. Inability of parents to provide books	18	40.91
4. Inability of parents to Provide stationery	02	04.55
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	30	68.18
7. Engaged in remunerative employment	02	04.55
8. Domestic work	40	90.91
9. Care of siblings	20	45.45
10. Absence of support services viz. Aganwadi, Balwadi, Creches	00	00.00
11. Early marriage	06	13.64
12. Social taboo on onset of puberty	04	09.09
13. Parental lack of motivation	40	90.91
14. Parental illiteracy	18	40.91
15. Lack of academic support/help from parents/family members	00	00.00
16. School far away	06	13.64
17. Un-attractive school environment	00	00.00
18. Un-suitable school timings	00	00.00
19. Lack of relevance of curriculum	02	04.55
20. No female teachers	16	36.36
21. Lack of separate schools for girls	06	13.64
22. Teachers negative attitude	02	04.55
23. Failure	06	13.64
24. Illness of family members	00	00.00
25. Own Illness	02	04.55

Main Reasons for Dropping Out :

1. Parental lack of motivation (90.91%).
2. Domestic work (90.91%).
3. Inability of parents to provide clothes and shoes (72.73%).
4. Helping parents in occupations (68.18%).
5. Care of sibling (45.45%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=44)	
		No.	%
1.	Food	16	36.36
2.	Clothing	20	45.45
3.	Toys/Games	21	47.73
4.	Books, Magazines, Stationerys	25	56.82
5.	Help in studies	19	43.18
6.	Ritual and Social Visits	22	50.00
7.	Opportunities for play	23	52.27

Parental Discrimination

1. Book , Magazines, Stationeries (56.82%).
2. Opportunities for play (52.27%).
3. Ritual and Social Visits (50.00%).
4. Toys / Games (47.73%).

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

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

TABLE 3.2.15
WORK DONE BY GIRLS AT HOME

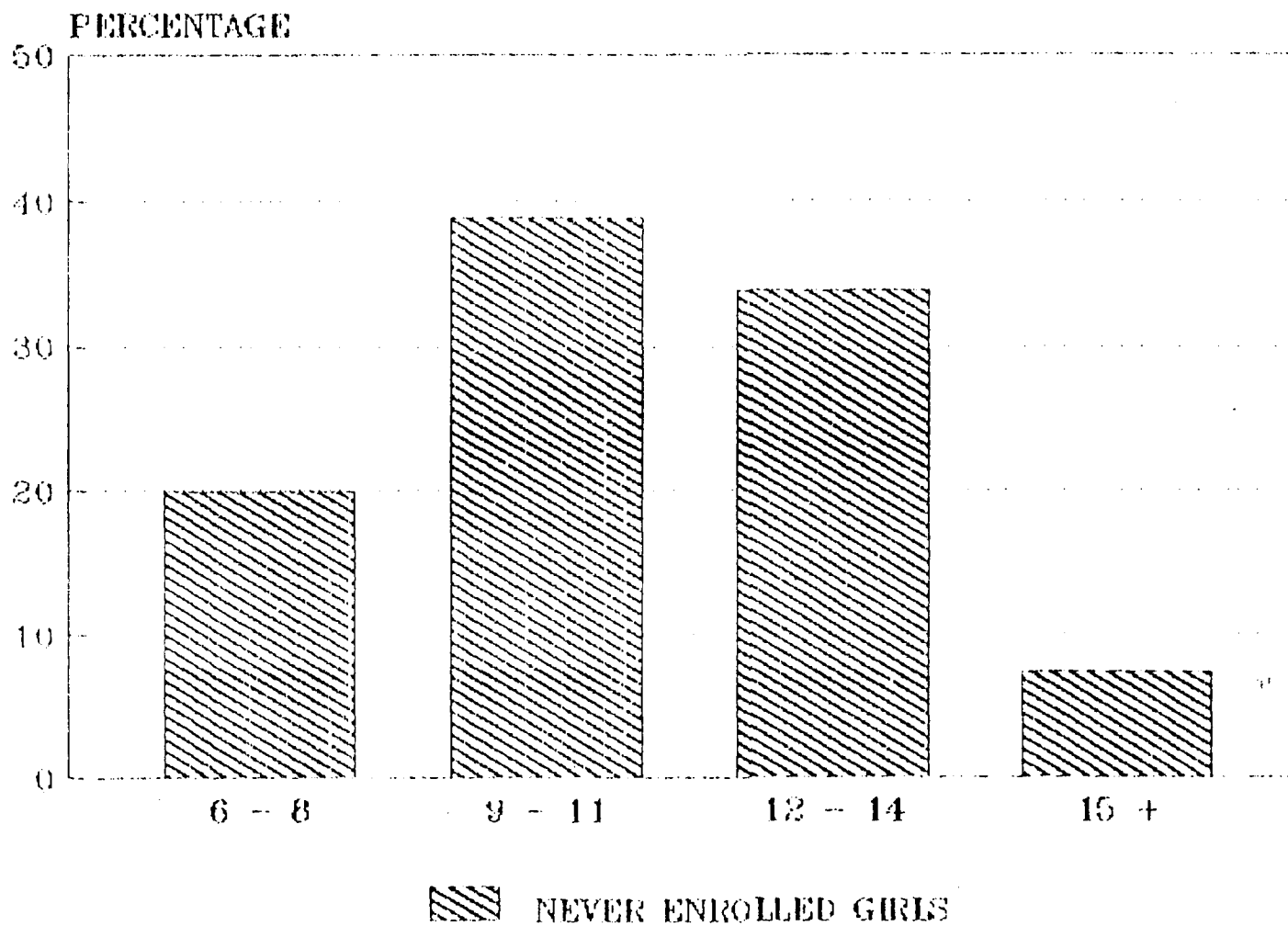
S.No. Activities	Respondents (n=44)	
	No.	%
1. Fetching water	40	90.91
2. Collection fodder & fuel	15	34.09
3. Caring of livestock	10	22.72
4. Making cowdung cakes	22	50.00
5. Caring siblings	21	47.73
6. Cooking	19	43.18
7. Washing / cleaning utensils	39	88.64
8. Grazing cattle	04	09.09
9. Wage earning activities	00	00.00
10. Agricultural operations	01	02.27
11. Home based production	02	04.54

Main works Done by the girls at Home

1. Fetching water (90.91%).
2. Washing / Cleaning Utencils (88.64%).
3. Making cowdung cakes (50.00%).
4. Care of sibling (47.73%).
5. Cooking (43.18%).

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

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP DISTRICT : SIDHI



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 413 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	27	19.85
2.	9 - 11	53	38.97
3.	12 - 14	46	33.82
4.	15 +	10	07.35
Total		136	100.00

The table indicates the following:

i) 59 percent of the never enrolled girls belong to primary age group 06-11 years and another 34 percent belong to the elementary age group 12-14 years.

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.

TABLE 3.3.2
DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=136)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	48	35.29
2.	Inability of parents to provide clothes and shoes	99	72.79
3.	Inability of parents to provide books	40	29.41
4.	Inability of parents to provide stationery	20	14.71
5.	Inability of parents to provide food and medicines	09	06.62
6.	Helping parents in occupation	64	47.06
7.	Engaged in remunerative employment	06	04.41
8.	Domestic work	127	93.38
9.	Care of siblings	56	41.18
10.	Parental lack of motivation	119	87.50
11.	Parental illiteracy	54	39.71
12.	Non-availability of school / NFE centre close to habitation	16	11.76
13.	Un-suitable school timings	02	01.47
14.	No female teachers	54	39.71
15.	No separate school for girls	20	14.71
16.	Lack of support services such as anganwadies, balwadies, creches	03	02.21
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	27	19.85

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

1. Domestic Work (93.38%).
2. Parental lack of motivation (87.50%).
3. Inability of parents to provide clothes and shoes (72.79%).
4. Helping parents in occupation (47.06%).
5. Care of siblings (41.18%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
136	117 (86.03%)	19 (13.97%)

Figures in parenthesis show percentages. Majority, 86 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
136	76 (55.88%)	60 (44.12%)

Figures in parenthesis show percentages. About 56 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
136	55 (40.44%)	81 (59.56%)

Figures in parenthesis show percentages. Only about 40 percent girls indicated that their parents may send them to school, if approached.

TABLE 3.3.6

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents (n =136)	
	No.	%
1. Ability to read/write	06	04.41
2. Ability to write name	01	00.74
3. Ability to count	14	10.29
4. Can not read/write	115	84.86

Out of 136 never enrolled girls, only 06 could read and write, 1 could barely write their name and 14 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

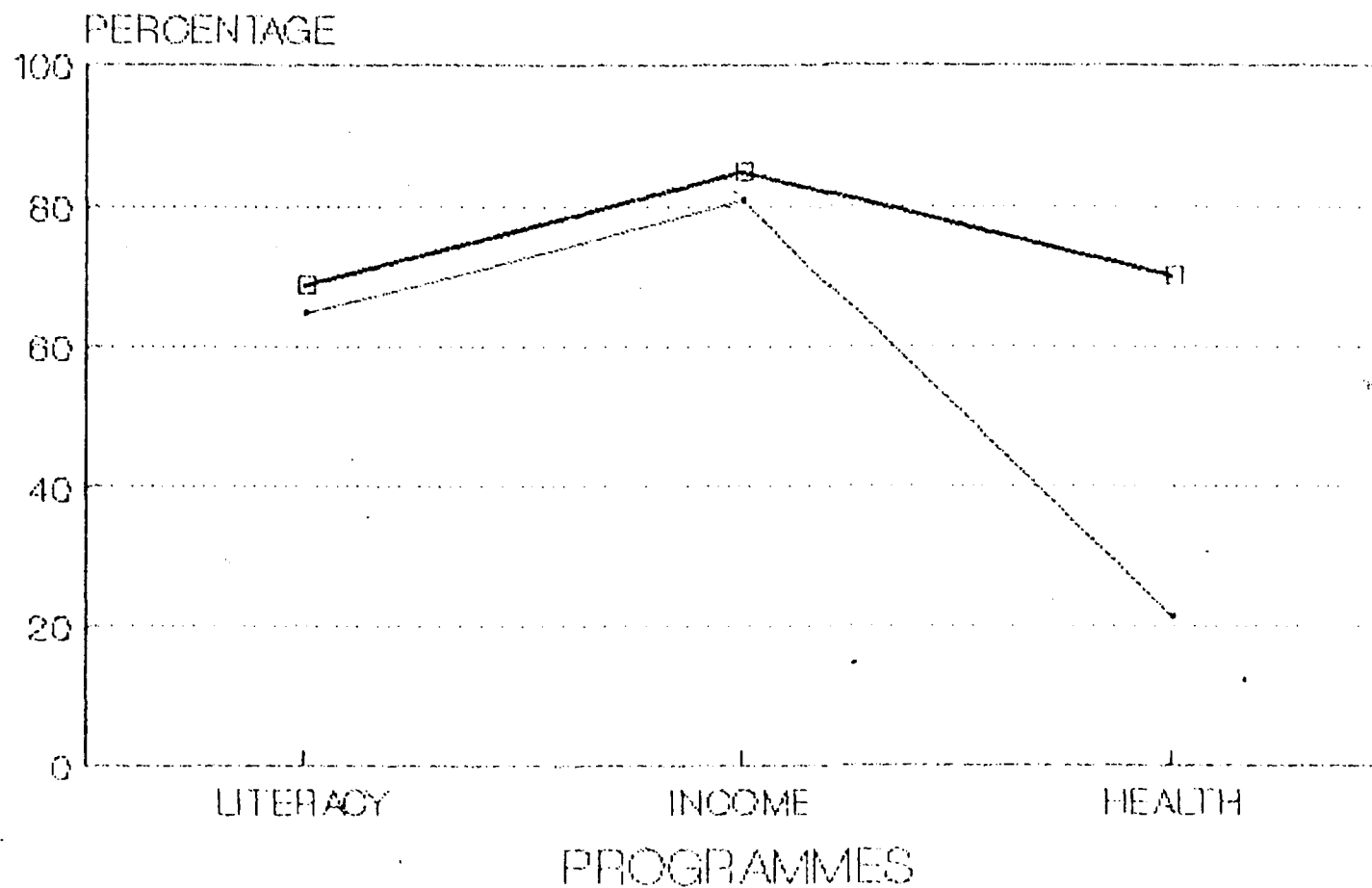
Programme	Respondents (n=136)	
	No.	%
Literacy programme	88	64.71
Income generating programme	110	80.88
Health and Nutrition programme	29	21.32

The girls (65%) expressed their preference for having income generating programmes largely. Twenty one percent are interested in Health and Nutrition programme. Eighty percent for as well as Literacy programme.

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SIDHI



—■— PARENTS -▲- NON-ENR. GIRLS

SOURCE : SAMPLED 9 VILLAGE DATA

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

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

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=136) %
1.	Food	39	16.91
2.	Clothing	24	17.65
3.	Toys/Games/Play	14	10.29
4.	Ritual and Social visits	28	20.59

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 11 teachers were interviewed, out of them one was female. The age of these teachers ranged between 21-48 years with majority of them belonging to age group 36 and below. The service length of these teachers ranged from 01 to 27 years. Only 4 teachers had more than 18 years as length of service. Six male teachers had JBT qualification.

All the teachers were married except 2 male teacher. 3 had three children each, 1 had 4 child and 2 had two children each. Two teachers had no child. Only One teacher had more than 4 children. Average number of children per teacher was around 2. Average household size of teachers was around 4. Out of 11 teachers, only 6 lived at a distance of less than 5 kilometer from the school. Rest 6 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=11)	
	No.	%
1. Better economic standing of households	02	18.18
2. Parental Education	11	100.00
3. Parental motivation	11	100.00
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	00	00.00
iii. Provision of adequate food and clothing	00	00.00
iv. Creating space and time for studies at home	00	00.00
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	00	00.00
6. Positive attitude of teachers	01	09.09

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (100.0%).
2. Parental education (100.0%).
3. Better economic standing of house hold (18.18%).
4. Positive attitude of teachers (09.09%).

TABLE 3.4.2

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

Reasons	Respondents No.	(n=11) %
1. Inability of parents to pay extra tuition fee/fund	03	27.27
2. Inability of parents to Provide clothes and shoes	02	18.18
3. Inability of parents to provide books	00	00.00
4. Inability of parents to Provide stationery	00	00.00
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	01	09.09
7. Engaged in remunerative employment	00	00.00
8. Domestic work	10	90.91
9. Care of siblings	10	90.91
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	00	00.00
12. Social taboos on onset of Poverty	00	00.00
13. Parental lack of motivation	11	100.00
14. Parental illiteracy	11	100.00
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	01	09.09
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	00	00.00
21. Lack of separate schools	00	00.00
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	00	00.00
25. Own Illness	00	00.00

Major reasons for dropping out of girls from school

1. Parental illiteracy (100.00%).
2. Parental lack of motivation (100.00%).
3. Care of Siblings (90.91%).
4. Domestic work (90.91%).
5. Inability of parents to pay extra tuition fee/fund (27.27%).

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

Reasons	Respondents (n=11)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	03	27.27
2. Inability of parents to provide clothes and shoes	03	27.27
3. Inability of parents to provide books	00	00.00
4. Inability of parents to provide stationery	00	00.00
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	01	09.09
7. Engaged in remunerative employment	00	00.00
8. Domestic work	10	90.91
9. Care of siblings	10	90.91
10. Parental lack of motivation	11	100.00
11. Parental illiteracy	11	100.00
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. Parental illiteracy (100.0%).
2. Parental lack of motivation (100.0%).
3. Care of siblings (90.91%).
4. Domestic work (90.91%).
5. Inability of parents to provide clothes and shoes (27.27%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

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

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

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

TABLE 3.4.4

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

Utility	Respondents (n=11)	
	No.	%
1. Develops a positive self image and confidence among girls	04	36.36
2. Prepares girls for economic contribution	07	63.64
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	00	00.00
5. Will make girls and women aware of their rights	00	00.00
6. Helps raise age at marriage and reduces maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	11	100.00
8. Will prepare girls for leadership roles in society.	01	09.09
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (100.0%).
2. Prepare girls for economic contribution (63.64%).
3. Develops a positive selfimage and confidence among girls (36.36%).
4. Will prepare girls for leadership roles in society (09.09%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=11)	
	Agree	%
1. Girls and boys need equal education.	11	100.00
2. Both need to be given equal amount of food.	11	100.00
3. Both need to be given equal health care and medical attention when needed.	11	100.00
4. Both can be assigned same duties/responsibilities.	11	100.00
5. Both should be given the same freedom.	11	100.00
6. Both should be given equal time to play.	11	100.00
7. Both can perform all tasks equally well.	11	100.00
8. Both can have similar occupations.	09	81.82
9. Both have same intelligence and abilities.	11	100.00
10. Men and Women should be paid equal wages for equal work.	11	100.00
11. Husband and wife should take all decisions jointly.	11	100.00
12. Household work must be shared by all members of the household.	11	100.00
13. Assets of the family should be registered in joint names of husband and wife.	09	81.82

Five main perceptions of parents about gender equality:

1. Assets of the family should be registered (100.0%).
2. Household work must be shared by all members of household (100.0%)
3. Husband and wife should take all decisions jointly (100.0%).
4. Men and women should be paid equal wages for equal work (100.0%)
5. Both can have similar intelligence and abilities (100.0%).

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

CHAPTER : 3.5

INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

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

TABLE 3.5.1

Physical Facilities In schools (6 Sample Schools)

S.No.	Facility	Available	Not Available
1.	Playground	2	4
2.	Laboratory	2	4
3.	Library	3	3
4.	Toilets	1	5
5.	Separate Toilets for girls	1	5
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 there 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	03	50.00
2. Parental education	04	66.67
3. Parental motivation	06	100.0
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	04	66.67
iii. Provision of adequate food and clothing	06	100.0
iv. Creating space and time for studies at home	06	100.0
v. Provision of academic Support (themselves to paid)	01	16.67
5. Self motivation of the girl child.	03	50.00
6. Positive attitude of teachers	02	33.33

Major Reasons for Continuance of Girls in Schooling

1. Creating space and time for studies at home (100.0%).
2. Provision of adequate food and clothing (100.0%).
3. Parental motivation (100.0%).
4. Provision of books and stationery (66.67%).
5. Parental education (66.67%).

TABLE 3.5.3

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

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

Major reasons for dropping out of girls from school

1. Early marriage (83.33%).
2. care of siblings (83.33%).
3. Domestic work (83.33%).
4. Parental illiteracy (66.67%).
5. Parental lack of motivation (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	03	50.00
2. Inability of parents to provide clothes and shoes	06	100.00
3. Inability of parents to provide books	04	66.67
4. Inability of parents to provide stationery	05	83.33
5. Inability of parents to provide food and medicines	01	16.67
6. Helping parents in occupation	05	83.33
7. Engaged in remunerative employment	03	50.00
8. Domestic work	04	66.67
9. Care of siblings	05	83.33
10. Parental lack of motivation	06	100.00
11. Parental illiteracy	06	100.00
12. Non-availability of school / NFE centre close to habitation	01	16.67
13. Un-suitable school timings	01	16.67
14. No female teachers	01	16.67
15. No separate school for girls	01	16.67
16. Lack of support services such as anganwadies, balwadies, creches	02	33.33
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	01	16.67

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

1. Parental illiteracy (100.0%).
2. Parental lack of motivation (100.0%).
3. Inability of parents to provide clothes and shoes (100.0%).
4. Care of siblings (83.33%).
5. Helping parents in occupation (83.33%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

ADMINISTRATORS EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDENCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROPOUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

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

TABLE 3.5.5

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

Utility	Respondents (n=6)	
	No.	%
1. Develops a positive self image and confidence among girls	05	62.50
2. Prepares girls for economic contribution	02	25.00
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	00	00.00
5. Will make girls and women aware of their rights	00	00.00
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	62.50
8. Will prepare girls for leadership roles in society	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (62.50%).
2. Develops a positive self image and confidence among girls (62.50%).
3. Prepare girls for economic contribution (25.00%).

TABLE 3.5.6
DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n = 6)	
	Agree	%
1. Girls and boys need equal education.	06	100.00
2. Both need to be given equal amount of food.	06	100.00
3. Both need to be given equal health care and medical attention when needed.	04	66.67
4. Both can be assigned same duties/responsibilities.	06	100.00
5. Both should be given the same freedom.	04	66.67
6. Both should be given equal time to play.	06	100.00
7. Both can perform all tasks equally well.	06	100.00
8. Both can have similar occupations.	03	50.00
9. Both have same intelligence and abilities.	02	33.33
10. Men and Women should be paid equal wages for equal work.	06	100.00
11. Husband and wife should take all decisions jointly.	06	100.00
12. Household work must be shared by all members of the household.	04	66.67
13. Assets of the family should be registered in joint names of husband and wife.	05	83.33

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decisions jointly (100.0%).
2. men and women should be paid equal wages for equal work (100.0%).
3. Both can perform all tasks equally well (100.0%).
4. Both should be given an equal time to play (100.0%).
5. Both can be assigned the same duties/responsibilities (100.0%).

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

Category	Total	Female	Female as %
Rural	468	41	08.07
Urban	110	45	40.09
Total	578	86	14.08

Source : Based on Report of District Education Department, Sidhi

It is very unhappy position that out of 578 teachers there are only 86 (14%) female teachers and in rural area it is more below (08.1%). 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	342	410	752
2.	Scheduled Caste	146	130	276
3.	Scheduled Tribe	131	157	288
4.	General	86	146	232

ANNEXURE 2

NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)

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

ANNEXURE 3

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

Class	Percentage of attendance	
	Girls	Boys
I	67.67	86.23
II	66.24	79.13
III	71.99	81.27
IV	72.64	80.52
v	81.97	79.46

CHAPTER 3.6

COMMUNITY LEADER

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

Their age ranged from Thirty four to Sixty one years. Only four community leaders were below 34 years. 4 community leader had no education, 1 had higher secondary qualification, the rest had primary to matriculation.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

(n = 08)	Yes	No
i) Village Panchayat	05 (62.50%)	03 (27.50%)
ii) Mahila Mandals	00 (00.00%)	08 (100.0%)
iii) Political or Social Organisations	00 (00.00%)	07 (100.0%).

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

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

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

TABLE 3.6.2

INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	08 (100.0%)	00 (00.00%)
ii) For Nomadic Tribe Girls	08 (100.0%)	00 (00.00%)
iii) NFE Scheme	06 (75.00%)	02 (25.00%)

The community leaders were however very receptive to the idea of starting NFE programme through the 'Community Efforts', VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation, volunteers and other support as much as possible. Only 05 out of 08 community leaders expressed the need of separate NFE centres for girls. Further discussion revealed that as most of the girls who would go to NFE would be overage (post pubertal). "It may be advisable to have separate NFE centres preferably run by women instructors". Only 02, community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=8)	
	No.	%
1. Develops a positive self image and confidence among girls	05	62.50
2. Prepares girls for economic contribution	02	25.00
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	00	00.00
5. Will make girls and women aware of their rights	00	00.00
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	62.50
8. Will prepare girls for leadership roles in society	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS about utility of girls education:

1. Helps in reducing the family size (62.50%).
2. Develops a positive self image and confidence among girls (62.50%).
3. Prepare girls for economic contribution (25.00%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=8)	
	Agree	%
1. Girls and boys need equal education.	07	87.50
2. Both need to be given equal amount of food.	07	87.50
3. Both need to be given equal health care and medical attention when needed.	07	87.50
4. Both can be assigned same duties/responsibilities.	02	25.00
5. Both should be given the same freedom.	05	62.50
6. Both should be given equal time to play.	05	62.50
7. Both can perform all tasks equally well.	02	25.00
8. Both can have similar occupations.	02	25.00
9. Both have same intelligence and abilities.	02	25.00
10. Men and Women should be paid equal wages for equal work.	02	25.00
11. Husband and wife should take all decisions jointly.	02	25.00
12. Household work must be shared by all members of the household.	02	25.00
13. Assets of the family should be registered in joint names of husband and wife.	02	25.00

Five main PERCEPTIONS about gender equality:

1. Both need to be given equal health care (87.50%).
2. Both need the same kind of food (87.50%).
3. Girls and boys need equal education (87.50%).
4. Both should be given equal time to play (62.50%).
5. Both should be given same the same freedom (62.50%).

CAUSES FOR NON ENROLMENT OF GIRLS - DISTRICT SIDHI

PARENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Inability of parents to provide clothes & shoes (92.59%).	1. Parental illiteracy (95%).	1. Parental illiteracy (83.33%).	1. Domestic work (80.12%).
2. Inability of parents to provide stationery (92.22%).	2. Parental lack of motivation (94.74%).	2. Parental lack of motivation (83.33%).	2. Care of siblings (80%).
3. Inability of parents to Provide books (92.22%).	3. Domestic work (94.74%).	3. Care of siblings (50.00%).	3. Parental illiteracy (79%).
4. Helping parents in occupation (72.96%).	4. Care of siblings (73.68%).	4. Domestic work (50.00%).	4. Early marriage (79%).
5. Domestic work (57.04%).	5. Inability of parents to pay extra tuition fee/fund (63.16%).	5. Inability of parents to pay extra tuition fee/fund (33.33%).	5. No female teachers (75%).
6. Inability of parents to pay extra tuition fee/fund (55.56%).	6. Inability of parents to provide clothes (26.32%).	6. Inability of parents to provide clothes and shoes (16.67%).	6. Helping parents in occupa (70%).
7. Cultural factors such as anganwadis, balwadis, creches (22.22%).	7. Inability of parents to books (15.79%).	7. No women teachers (16.67%).	7. No women teachers (16.6 for girls (60%).
8. Parental lack of motivation (14.44%).	8. Inability of parents of stationery (15.79%).	8. Engaged in remunerative employment (16.67%).	
9. Parental illiteracy (10.74%).	9. No female teachers (10.53%).		

CAUSES FOR DROPOUT AMONG GIRLS - DISTRICT SIDHI

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

PERCEPTION OF UTILITY OF GIRLS EDUCATION - DISTRICT SIDHI

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

GENDER EQUALITY : PERCEPTION DISTRICT SIDHI

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

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING DISTRICT SIDHI

ENTS (270)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
Provision of books and stationery (91.46%).	1. Parental motivation (89.47%).	1. Parental motivation (66.67%).	1. Parental motivation (74%).
Better economic standing of household (91.11%).	2. Better economic standing of household (63.16%).	2. Parental education (66.67%).	2. Parental education (65%).
Parental motivation (57.78%).	3. Parental education (57.89%).	3. Self motivation of girl child (50.00%).	3. Positive attitude of teachers (49%).
Payment of fees other than tuition fees (55.93%).	4. Provision of books and stationery (15.79%).	4. Positive attitude of teachers (16.67%).	4. Better economic standing of households (52%).
Creating space and time for studies at home (43.70%).	5. Payment of fees other than tuition fees (15.79%).	5. Better economic standing of households (16.67%).	5. Provision of books and stationery (53%).
Provision of adequate food and clothing (38.15%).			6. Payment of fees other than tuition fees (50%).
Parental education (30%).			
Positive attitude of teachers (26.12%).			

CHAPTER IV
DISTRICT - SIDHI

MAJOR FINDING AND RECOMMENDATION

FINDINGS

- 1.0 Mapping out gender disparities in access, enrollment and retention.
- 1.1 There are 145 schoolless / totally unserved habitations in the district Sidhi.
- 1.2 Thirty seven percent (36.60%) of those enrolled at primary level are girls. SC girls form 32.51% and ST girls form 33.41% of the total number of SC and ST children enrolled at the stage indicating positive impact of special incentives for SC and ST children.
- 1.3 Dropout rate amongst girls is 54.7% compared to 45.2% for boys. For SC girls dropout rate is 68.9% compared to 54.8% for boys while dropout rate of ST girls is 67.9% compared to 59.2% for boys. SC and ST children especially girls need to be given necessary support for better retention.
- 1.4 The problem of access is largely of villages / habitations which are schoolless and very large villages where the school is located in one corner and is over crowded.
- 1.5 In 270 sample household in Sidhi District there were 413 girls in the age group 6-14 years.
- 1.5.1 Out of these (37.29 %) were attending school where as (42.13%) were never enrolled and (22.58%) had dropped out.
- 1.5.2 Out of the 156 enrolled girls, there were 132 girls in primary classes, out of which 59.0 percent were in the age group 6-10 years and 24 percent were in the age group

11-14 years. This finding is largely in line with the estimated average phenomenon of 32 percent at the primary level.

1.5.3 Out of the 176 never enrolled girls, 53.0 percent belong to age group 6-10 years and 45.0 percent were between 11-14 years.

1.4.4 Out of 88 dropout girls, 86 percent dropped-out from the primary classes, 14 percent from middle stage. Out Of the 88 who dropped-out 28 girls (32.0%) were of age group 6-10 years and the rest 57 girls (65%) were in 11-14 years of age group.

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

2.1 Factors contributing to girls' enrolment and retention are:

2.1.1 Parental education

2.1.2 Motivation of parents

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

2.1.4 Parental support for academic work.

2.1.5 Self motivation of girls.

2.1.6 Positive attitude of the teachers.

2.2 Never Enrolled girls.

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

2.2.2 Mostly mothers (56%) of the never enrolled girls were illiterate, 20 percent fathers had only primary education.

2.2.3 Bulk of non-enrolled girls belong to families with an annual income of less than Rs.15000/- per annum, 31 percent came from scheduled caste families and 33 percent came from scheduled tribe families.

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

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

2.2.6 Mostly girls were involved in income generating works.

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

2.2.8 87 percent would like to study and learn.

2.3 Dropout among girls.

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

- 2.3.2 Cultural factors such as early marriage and discriminatory attitude towards girls are noticed in matters of distribution of food health and medical care and provision of time for study and play.
- 2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.
- 2.3.4 Majority of parents of dropout girls were illiterate (Mothers 57 percent, Fathers 34 percent)
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 66 percent dropout girls belonged to families with household income of less than rupees 10,000/- per annum. Even from higher income groups, nearly 11 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.
- 2.3.7 Nearly 32 percent dropout girls were from non-scheduled caste families.
- 2.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.
- 2.3.9 Majority (84 %) among dropouts would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN SIDHI

- 3.1 Women form 40.05 percent of the total population in SIDHI district.
- 3.2 Sex ratio is adverse in Sidhi district. There are 925 females per thousand males as per 1991 census. In 1981 sex ratio was 950. Sex ratio ranges from 926 in Chitrangi block to 949 in Sihawal block. The situation of girl child in the age group 0-6 years, where sex ratio is 925 girls per thousand boys in Sidhi district, 957 in Sihawal block to 1129 in chitrangi block, is more alarming.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This exceeds of female mortality over male mortality in all age groups upto the age of 40 years.
- 3.4 Decadal population growth in 1981-1991 was 38.51 compared to 27.51 in 1971-81.
- 3.5 Total fertility rates in 1981 was 187 in Sidhi district.
- 3.6 Infant Mortality rate was 141 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Sidhi district was 14.60 in year 1981. Percentage of all females in the age group of 15 -19 years were found 84.38 percent in 1981.
- 3.8 It was found in Sidhi district that girls and women do not have a good social standing. There is a total environment of hurling indignation on women. There is prevalence of early marriages, dowry system, purdah system. It was observed that there is strong son

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

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

3.10 The parents by and large agreed that there should be equality in the matters of food, education, health care and time to play. Nearly 47 percent percieve that the boys and girls are having similar intelligence and abilities. Only 57 percent parents agreed to give equal freedom to boys and girls and 69 percent would give equal time to both to play. Nearly 27 percent parents do not perceive that both boys and girls can be given same duties and responsibilities and that they can perform all tasks equally well nor do they favour joint registration of assets in the name of husband and wife. More than 65 percent parents agree that household work should be shared by both. The study also depicts that parents had lower educational and occupational aspirations for daughters than for sons.

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

should be given same freedom, equal time to play, can be assigned same responsibilities and can have same occupation. Majority of teachers also agreed that household work should be shared by both men and women. 09 teachers out of 11 interviewed favour joint ownership of family assets.

3.12 All the interviewed community leaders (08) agreed that girls and boys should be given equal education, equal food and equal health care. A very less number of community leaders were of the opinion that both have equal intelligence and abilities (25 %) and can perform all tasks equally well (25 %) and decisions should be taken jointly by husband and wife (25 %). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 75 percent of community leaders.

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

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

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

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

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

5.1 There are a number of 65 Mahila Mandals covering all villages in Sidhi district. Mostly these were not functioning properly. Panchayats were dissolved at the time of survey that's why school buildings were quite dilapidated. VECs' need to be started and made functional at the earliest.

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

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

- 6.2 In all there are 780 Anganwadis for a child population of 26327 (0-6 age group).
- 6.3 Blockwise position of sex ratio shows coverage of 0-6 age group ranges from 21.75 percent in kusmi block to 44.21 percent in Baidhan block.
- 6.4 It is proposed that the timings and proximity of Anganwadis to schools must be co-ordinated. It is also suggested that the non-formal education centre for girls be opened next to the anganwadis with similar timings.

- 7.0 Availability of educational material (books, stationery, Uniforms) and other incentives (mid-day meals, attendance prizes, etc.)
- 7.1 Incentives like free text books , stationery, uniforms, attendance scholarship / prizes should be given to scheduled caste and scheduled tribe girls. This will have a little visible impact on enrolment of both scheduled caste and scheduled tribe girls at the primary stage.
- 7.2 Maximum number of respondents (parents, teachers, educational administrators and community leaders) have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.
- 8.0 Participation of women in Teaching and Administration.
- 8.1 In Sidhi district, out of 2868 primary teachers only 11.6% percent (1993-94) were female.
- 8.2 It was found that there were very few women teachers in remote areas. All discussions pointed to the need for atleast one woman teacher in every primary school. Parents were reluctant to send their daughters to all male teachers' schools as they felt that their daughters were not safe especially when teacher is absent.
- 8.3 All the BEO of the block were males. Out of 6 head teachers interviewed all were males. In the district out of 7 class II block level officers and 134 class III Head Teachers level, there were 49 females. At the school level, out of 345 class III officers 14.2 % were women and at class IV, 4 out of 38 were female.

- 9.0 Development of state/district level monitoring and evaluation frame work.
- 9.1 On the analysis of data, indicators for monitoring girls education and women's empowerment shall be developed under Management Information System (MIS).

DISTRICT : SIDHI

SUGGESTED INTERVENTIONS

ADMINISTRATIVE MEASURES

1. An earnest effort should be made by the concerned departments, for implementation of compulsory Primary Education Act especially for girls.
2. Provision for all level of schools i.e. primary , middle and high schools in the villages should be made according to the availability of the schools in village.
3. All single teacher's school should be converted to multiple teachers schools by appointing female teachers.
4. In every school there should be atleast one female teacher, especially in separate school for girls.
5. Where ever the village community has demanded for separate school for girls , it should be opened immediately.
6. Hostel facilities for SC/ST and DBC girls should be provided at middle school and high school level, to encourage rural women, so that these educated women emerge as future teachers and development workers.
Day care / day boarding schools should be started for girls.
7. All sincere efforts should be made to bring girls to school and retain them.
8. Whenever the enrolment performance of girls is cent percent, those panchayats and teachers should be awarded. DDO, ADO and BEO should quote examples of teachers in school who make sincere efforts to promote enrolment of girls .

9. More schools are needed in the area where the terrain is unfriendly or the area is isolated or unserved.
10. Formal / nonformal / distance education should be provided for primary, middle and high schools level. There should be continuity of education through one or the other means.
11. In the planning phase of the educational network at the district level , small and far off habitation should be taken in to consideration.
12. To reduce the dropout rates among girls , schools should be upgraded from primary to middle and middle to high school wherever possible.
13. Rural girls should be provided with hostel facilities and free boarding at secondary educational level.
Book banks , writing material , library facilities , reading material etc. should be made available to girls.
14. School timings should be flexible and suitable to the girls. This will result in better attendance and retention of girls.
15. Follow up measure should be conducted frequently to evaluate the progress of the girls being educated.
16. The slum areas though in the urban vicinity need special attention as girls at a very early age are pulled into the urban sector as domestic servants, which deprives them of the educational benefits.
17. Parents should be involved in school administration and encourage to take intrest in school activities and in the progress of their wards.

18. Proper roads should be provided in the village so that the access to school does not become a problem for student especially during the monsoon season.
19. Proper school facilities should be provided in the school like sitting arrangement, furniture, reading material, writing material, playground, proper toilets. This will be helpful in motivating the girls to attend school.
20. The education should be made more meaningful by including vocational skills in the curriculum.

TEACHERS

1. Almost all village communities have demanded for woman teachers, where there are no female teachers. Local women who qualify the required norms for teachers should be appointed in schools of their own village or as instructors in NFE centres.
If need be, the terms of age and qualification should be relaxed for appointing local women as teachers.
2. There is a much felt need amongst teachers for orientation on girls education and women empowerment related issues. The teachers training course should include gender studies.
3. Teacher's organisation should include UPE of girls in their action program.
4. More rural female teachers should be encouraged to enhance their educational qualifications.
5. Teachers should be asked to find out the reasons for absence of girls from school. Suggestion given by teachers to improve enrolment and retention should be considered and followed if required.

6. Female Teachers should be provided with residential accommodation in the village itself. Full security of the teachers should be ensured.
7. Women should be given effective representation in District / Block / School administration and functioning. Women should be inducted in the JD, AD, DD and BEO levels. At least one woman should occupy any of these posts .
8. Teachers should give extra coaching to the girls who are weak in studies. They must be sympathetic and understanding towards girls requirements.

INCENTIVIES

1. Government should provide more funds for incentives. Incentives should be given to all needy children, especially those belonging to economically weaker families, irrespective of their caste and creed.
2. Quality and quantity of incentives should be increased so as to motivate and attract girls of poor families.
3. To improve enrolment of girls in schools incentives should be provided to them at par with SC & ST students.
4. Uniforms / Winter uniforms should be provided.
5. Monetary incentive for girls belonging to economically weaker families would motivate the girls and their parents.
6. All the incentive should be distributed timely. For this the incentives should reach the respective village at least one month before the beginning of the new session.

7. Nutrition programmes should be introduced in schools and should be maintained by the local bodies like Mahila Mandal which can serve as an agency for change in the community.
8. When required, the transport facilities should be provided for girls free of cost, so that girls can go nearby next higher schools to continue their studies.
9. Incentives can be given to girls in kind like cereals and pulses for regular attendance in school.
10. After passing middle and high school examination the girls should be given extra awards in the form of medals and cash prizes so that this could be an example and attraction to other students.

CURRICULUM

1. Text books should be analysed and gender bias in its content identified and eliminated.
 2. The text books and work books should include examples of women's bravery and participation on modern occupation.
 3. The curriculum should be revised to include more of extra-curricular activities for girls, especially sports and adventures.
 4. The girls and boys should be taught vocational skills as well as household work related activities equally.
 5. Teachers should give extra time so that girl students can make up for their deficiencies.
- Extra attention and coaching should be given to students who are first generation learners.

6. Income generating programme should be included in the school curriculum which will help students in acquiring vocational skills. Such programmes and vocational education should be especially developed for women and adolescent girls as part of non-formal educational programmes.
7. Curriculum should be made simpler and more grasping specially subjects like mathematics.

Support Services

1. An earnest efforts should be made to reduce the burden of household work, and care of sibilings from the girls.
2. Support Services like Anganwadis, Balwadis , Khelghars and creches should be started in the village to motivated the parents to get their daughters enrolled.

Mobilization of parents and Community for Girls Education and Women's Empowerment

1. Effective campaigning is required to make the parents realize the importance of education.
2. Literacy of the parents is also a most important factor as that will improve the girls educational status . The parents should be encouraged to attend Adult Education Centres.
3. Public relations departments, mass media and nukkad natakis can be used in creating the awareness among community leaders about the importance of education.
4. The parents should be made responsible for their childs attendance in school. The parents should allocate a fixed place and time for girls studies.

5. Mahila Mandals , VECs and Panchayats can be oriented towards girls education and gender issues, to improve the status of girls education..
6. The women in the village can be motivated to launch UPE in the village and try for women's empowerment.
7. The tradition of early marriages should be stopped. Stricter law is required to enforce legal age of marriage. Effective campaigning is required to make parents understand the ill effects of early marriages.
8. Mahila Mandals should be energised so as to promote and organise various programmes of girl's education.
9. District administration should adopt study villages as lead villages for removing gender bias in education and for women's empowerment.
10. The women should be made aware of their rights and legal help should be made available to them.
11. Declining sex ratio is an issue that needs utmost attention. Sex determination tests should be totally banned. Posters and advertisements to this effect should be disallowed.
12. Community should allocate a separate space for NFE centres, Mahila Mandals for the education of the girls. Volunteers should be provided for the same.
13. Village education communities should be made functional. Women can be instrumental in overcoming the barriers to girls education.

14. The cooperation of VEC and village Panchayats should be taken by the educational authorities and other social welfare agencies in the village should be involved to encourage access and check dropout and non-enrollment of girls.
15. Youth clubs, the branches of Nehru Yuvak Kendra can play a vital role in encouraging and reaching the goal of UPE.
16. Teacher and Teacher organisations should be involved to ensure success of girls primary education by achieving enrolment targets.
17. TRYSEM, JRY can also play a vital role in the villages to gainfully employ the educated people.
18. The educated rural girls should be used as anchor persons by women organisations to further motivate and encourage girls education.

PROGRAMMES AREAS

Following major programmes areas have emerged out of the study.

Social Mobilization on Issues of Girl Child

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

Incentives to be Given to All Girls

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

Serving Out of School Girls

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

Total Literacy Campaigns

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

CONVERGENCE OF SERVICE

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

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

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DC

LIST OF ABBREVIATIONS

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