

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

District

RATLAM

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

1994

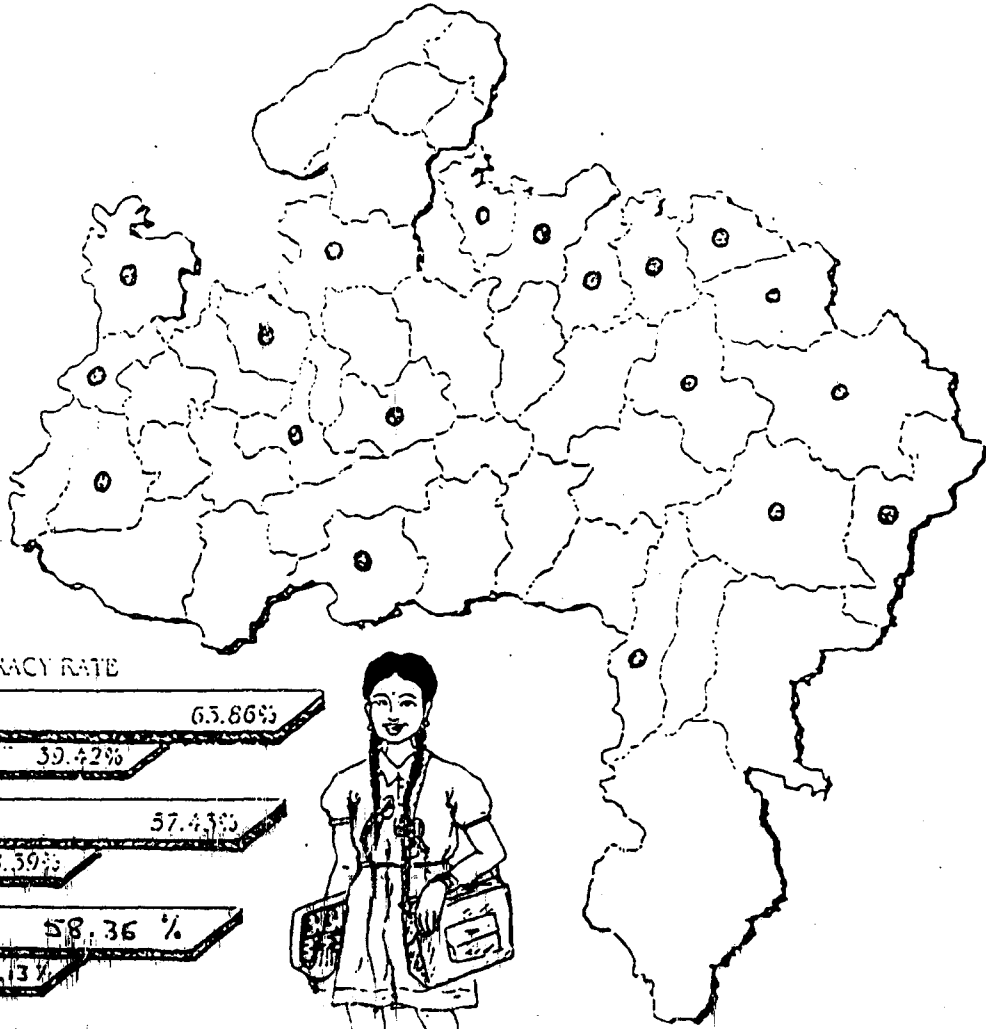
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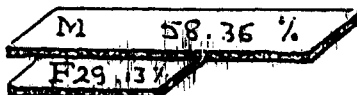
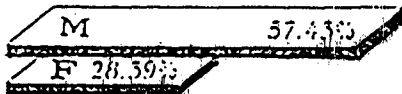
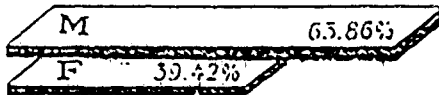
GENDER STUDIES

MADHYA PRADESH



INDIA
M.P.
DISTRICT

LITERACY RATE



RATLAM

M	Male
F	Female

DPEP DISTRICTS

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

1994

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

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

		INDIA	MADHYA PRADESH	RATLAM
1. POPULATION	TOTAL PERSONS	844,324,222	66,135,862	8,71,309
	MALES	437,805,805	34,232,048	4,98,415
	FEMALES	406,518,417	31,903,814	4,47,894
	RURAL PERSONS	950,251,746	50,787,815	6,61,610
	MALES	627,146,597	26,123,971	3,38,121
	FEMALES	323,105,149	24,663,844	3,23,519
	URBAN PERSONS	217,177,625	15,348,047	3,99,669
	MALES	114,700,656	8,108,077	1,60,294
	FEMALES	102,476,969	7,239,970	1,49,375
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	24.09
	RURAL	19.71	22.11	22.02
	URBAN	36.19	44.98	28.76
3. AREA(sq, km)		3,287,263	443,446	4,780
4. DENSITY OF POPULATION (Per sq, km)		267	149	204
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	949
	RURAL	941	944	957
	URBAN	893	893	932
6. LITERATES	PERSONS	362,174,360	23,491,956	3,45,886
	MALES	230,406,481	16,101,046	1,66,184
	FEMALES	131,767,519	7,390,910	1,86,702

SOURCE : CENSUS OF INDIA - 1991

INTRODUCTION
DPEP GENDER STUDIES
An Overview

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

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

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

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

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

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

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

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

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

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

MAJOR FEATURES OF DPEP

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

THE DPEP FURTHER EMPHASISES :

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

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

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

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

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

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

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

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

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

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

Following studies were carried out :

- i) Base Line Survey
- ii) Gender Studies
- iii) Tribal Studies
- iv) Text Book Production and Distribution
- v) State Finance
- vi) Teacher Education

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

METHODOLOGY

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

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

Household interviews in villages and urban slums were a family/community affair. Each interview turned into a mini discussion group with the male household head as chief respondent but household women, mother, wife, daughter all participating. The responses registered are to be seen as parental responses on 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 (both formal/Non-formal). |
| | * Improving infrastructure and support services for girls, increasing number of women teachers. |
| | * Making the content and process of education gender bias free and gender inclusive, |
| | * Gender sensitization of all educational personnel, parents and community. |
| | * Monitoring progress towards gender equality |
| GENERATING DEMAND | * Social Mobilisation awareness generation, consciousness raising, advocacy, campaigns for survival, protection and development of the Girl Child Education and key input. |
| WOMEN'S EMPOWERMENT | * Energising existing women's groups |
| | * Organising new groups |
| | * Supporting action by women and community to raise status of women. |
| | * Reconstruction and deconstruction of gender roles. |

GOALS (LONG TERM)

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

SPECIFIC OBJECTIVES OF THE STUDY

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

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

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

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

- i. Reasons for continuance of girls in schooling.
- ii. Reasons for discontinuance of girls from schooling.
- iii. Reasons for non enrolment of girls.
- iv. Perceived Utility of Girl's Education
- v. Perception of Gender Equality and Gender Discrimination.
- vi. Proposed strategies for UPE of Girl's and Women's Empowerment.
- vii. Role of parents, community leaders, administrators and teachers in UPE for Girls.

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be canvassed interviewed.

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

THE STUDY DESIGN

The study has adopted a combination of quantitative and qualitative methods of social science research. The emerging social anthropological technique of participatory research was followed. The departures in participatory approach compared to conventional approach are indicated below :

Conventional Approach	Participatory Approach
Top down	Bottom up
Theoretical	Process Oriented
Method Oriented	People Oriented
Status quoist	Change Oriented
Assumptions based on existing knowledge	Knowledge created in participatory mode
Reliance on generalization	Validity of Specificities
Vertical relationship between the researcher and researchee	Horizontal , equalitarian relations , blurring identities
Preconceived notions of problems, needs, issues & their resolution	Identification of problem issues, needs by the people
Limited perceptions, often truncated and sectoral	Wholistic, seeing a village or a community as a gestalt organic links of intersecting structure physical, developmental social, seeing education as a sub system of the social system in continuous interaction with other sub systems.
School as an entry point	Household and Community as the entry points users/ needs articulated by them selves, solution also offered by them.
Building of theory	Arising out of and culminating into action

MAJOR DEPARTURES

The study is innovative in several dimensions such as:

- * Household and the village community were used as the entry point instead of the school.
- * The phenomena of drop-out and non-enrolment of girls were studied separately. The two phenomena are somewhat similar in nature but not exactly the same. While drop-out occurs once a child has actually been enrolled, non-enrolment can be due to several reasons including absence of a school within a convenient distance or at convenient time.
- * Since the education of girls is inextricably linked with the immediate socio-economic and cultural context, the study adopted the anthropological method of taking village as a unit of study. As it is well established now primary education really belongs to people, and should be their concern, each villager needing to develop a stake in its implementation. These village studies have followed the wholistic intersectoral and multi disciplinary framework. They provide location specific analysis and intervention strategies, taking into account the interactive social structures and the development infrastructure, as it impinges on education.

* Instead of a team of educationists only, the study was an interactive process among the following :

Persons from Disciplines

- Sociology
- Social Anthropology
- Women Studies
- Education
- Zoology
- Political Science
- Home Science
- Economics
- Psychology

Practitioners

- Education Commissioner
- S.C.E.R.T
- Director Primary Education
- D.I.E.T
- District Primary Education officers
- Block Education Officers
- Head Teachers
- Teachers
- Community Leaders
- Parents
- Women & Girls
- Deprived Groups

Arising out of the above, the study was process oriented, change oriented, people oriented. The net result has been the achievement of common perceptions and commonality of action. It now provides a framework for action by policy planners, administrators, teachers, teacher educators and the community.

THE PROCESS

- (i) Review of earlier studies and methodologies
- (ii) Exploratory visits to some study locations.
- (iii) Designing strategies and tools
 - Sampling
 - Interview Schedules
 - Guidelines for investigators for observation of physical, natural, cultural and social context including developmental infrastructure.
 - Quality of physical infrastructure of school, curriculum processes, text-books, class-room interaction, pupil teacher interaction and school community interaction.
- (iv) Field study in 8 villages & 1 urban slum location in each district.
- (v) Analysis of data, Report Writing.
- (vi) Feeding of Research Gain into :
 - (a) DPEP Project Formulation
 - (b) The Content and Process of Education
 - (c) Multilevel Integrated Gender Training
 - (d) Awareness Building Amongst Parents and Communities.

EARLIER STUDIES

The girls suffer from abnormally high incidence of drop-out. Infact a large majority of them consist of pullouts who are pulled out of the educational system by sheer force of socio-economic and cultural compulsions. Then, there are educational system, like irrelevance of curriculum, discriminatory attitudes of teachers, parents and community regarding the value of education particularly to girls who are forced to quit without completing the primary stage of education.

The situation among rural girls was found to be much worse in 1976. According to a national study conducted in 13 major states, the drop-out rate for girls in rural areas was 65.6 percent compared to 22.3 percent in urban areas. The high rate of drop-out of girls in rural girls was 52 percent compared to 44 percent for urban girls. (NCERT, study, 1976)

The 1976 NCERT study reflected that there were more repeaters than premature withdrawals contributing to the overall drop-out in a particular batch. Further, the high rate of drop-out was more in earlier classes i.e. between class I and II and the enrolments stablized in later classes. It was also found that states in which the primary stage constituted classes I-IV the drop-out of girls was very high, and was higher among the rural girls. (52 percent for rural girls compared to 44 percent for urban girls).

CAUSES FOR HIGH DROP-OUT OF RURAL GIRLS

Reasons for high drop-out among girls given by the parents, the community, the girls themselves and the educational practitioners are poverty, early marriage, helping parents with house work and agricultural work, unattractive school environment, parents illiteracy and indifference, lack of a positive educational climate, neglect of studies leading to repeated failure and finally withdrawal from schools. Girls join very late and are withdrawn at the onset of puberty. Parents do not see any benefits of girls continuing in school and are in a hurry to marry them off so that their liability is shed.

Findings of a national study (NCERT Study, 1993) show a striking difference in the self perception of staying and drop-outs, the former had a relatively higher self image and very supportive family environment by and large. There were however, cases where girls showed great determination and were doing well inspite of several odds. By and large, drop-outs were from relatively poorer households who may initially register the girls in school but, later, withdrawn them on account of economic compulsions of work at home and many times on account of lack of clothes and extra tuition costs. Girls if they do not fare well repeatedly are withdrawn whereas boys are made to continue. Girls get much less time for studying at home, and, leisure and play are remote events in their lives. Boys have the liberty to play and even while away their time as it is considered natural that they are playful.

It may be pertinent to point out that though enrolment ratios of girls in primary and upper primary are very high in the North Eastern states, the drop-out rates of girls are equally high and field studies and field observations show that though gender discrimination is not prominent in other aspects like food, health, personal freedom, girls are held back for working on the fields and looking after animals and little use is seen by the parents of formal education for them.

REASONS FOR LOW ENROLMENT OF RURAL GIRLS

The reasons assigned for non-enrolment of rural girls are a combination of educational and extra educational factors, where low and inadequate provision (supply) compound the socio-economic disadvantage of rural girls :

- (i) Low access and provision of educational facilities.
- (ii) Lack of adequate support services of child care, medical and health care.
- (iii) Lack of access to convenient sources of water, fodder and fuel.
- (iv) Low female literacy and associated low status of women.
- (v) Low parental education and apathy to education of daughters.
- (vi) Low valuation of female life itself and discriminatory attitudes towards female child in access to food, health care, education and leisure.
- (vii) Early marriage of girls hinder their educational chances.

- (viii) Keeping poverty as a constant, in poorer households the burden of male unemployment is passed on to women and children, particularly girls. Daughters attend to domestic chores and sibling care. Hence they either do not join school or drop-out. This trend will continue unless employment is assured for one adult. (Raj., 1985)
- (ix) Girls and Women's work is considered interchangeable but boys work and hence the perceived opportunity costs for girls are higher than those for boys (Chamie, 1983:32). An Indian study, shows that a 10 percent rise in female wages reduced school attendance of girls by 5 percent. (Rosenzweig, 1980:18)
- (x) Girls in poorer families labour pool significantly improve the amount of schooling which male children receive. (Ashby, 1985)
- (xi) The large size of poverty households is a deterrent to female education, as girls from such households are required at home for sibling care and for domestic work, in addition to helping the parents or family farms and household industry/labour.
- (xii) However, the number of female children enrolled in schools, rise with in the levels of household income (Shrestha 1983, Nayar 1988, Khan 1989) parental education, especially father's education, (Shah, 1989) ; the size of land holdings (Rosenzweig 1980).

(xiii) A recent study has found a positive relationship between the per capita household expenditure (PCHH) and performance of children at school. With the increase in PCHH, the enrolment of girls catches up fast. The enrolment rate for girls and boys equalises when the average per capita household expenditure of is Rupees 225.00 per month.

(Jallaluddin, 1990)

THE PROCESS

One of the objective of DPEP is Capacity Building and creating a culture of field research. The National Core Group Gender (NCGG) met in a workshop to discuss the first proposal for Gender Studies from June 1st to June 3rd, 1993. The proposal was sent to MHRD on the 4th June 1993.

The NCGG strengthened itself, each NCGG member who had the responsibility of looking after a state fully participated in selection & training of project personnel. He/She was accompanied by two/three members of the NCGG team. Project Director participated in all the training programmes and introduced the concept and method of DPEP, Gender Equality and Gender Studies. She also met state/district officials for seeking their support and participated in fieldwork in several districts. One Consultant and six Professional Assistants were appointed to assist National Core Group-Gender (NCGG) with effect from 19th August 1993. The Professional Assistants were oriented on the concept and modalities of DPEP at NCERT during the last week of September 1993. They were trained in the

methodology of collecting data from secondary sources. Each one of them was assigned one state for detailed study on educational and other indicators. They were exposed to the seven interview schedules, individual and group interviews, techniques and methods of field observation for collection of primary data. Along with all the NCGG members, State Coordinators (Gender Studies) participated in the review of schedules and development of coding and tabulation plan.

The Department of Women's Studies had conducted a national study on Factors Responsible for Continuance and Discontinuance of Girls in the Schooling with focus on rural, SC, ST, and urban slum populations. The schedules used in that study were modified after field testing in some locations. Meanwhile the NCGG revised the project proposal and despatched it on 29th June in accordance with the requirement of MHRD.

An orientation programme for coordinators of the project from the DPEP states was held during 8th and 9th July. The participants modified the schedules. State coordinators were also requested to identify their teams of researchers and prepare a status paper. They were informed that workshops for the orientation of their District Coordinators and Professional Assistants were to be held soon.

National Workshop on "Elimination of Gender Bias from Text Books and Providing Inputs into Primary Teacher Education Curriculum" was held between 25th and 27th August. Coordinators and curriculum experts from DPEP states participated in the workshop. Text Books were reviewed and Primary Teacher Education

curriculum was scanned through. The outcome of the workshop would be utilized in the preparation of DPEP Gender Studies Report at the state level.

SELECTION OF PROJECTS STAFF AND TRAINING

After feed back from the field work in four villages of Kaithal, Haryana and four villages from Tikamgarh, Madhya Pradesh during the 3rd and 4th week of September, the Project Director and the Consultant in consultation with other members of NCGG revised all schedules between 1st and 4th October 1993.

During 30th September to 30th of October 1993, selection, appointment and training of Professional Assistants was carried out by all the DPEP States with the exception of Orissa. NCGG members and the Project Director toured extensively and organized the training of Professional Assistants in these seven states. Orissa started over late, the orientation programme was held and was followed by fieldwork. Fieldwork was held in district with the help of the National Core Group Project staff. Fieldwork is on in the other districts.

Initial training of Professional Assistants lasted three days of intensive interaction among NCGG members, state coordinators and professional assistants on conceptual issues and field work methodology. Major components of this training consisted of :

- (i) Gender sensitization and discussion on status of women on the basis of state status paper.
- (ii) DPEP frame work and Gender Studies.

- (iii) Exposure to interview schedules and forming of a battery of supplementary questions.
- (iv) Mock interviews - individuals and group.
- (v) Formation of teams following the mode of dyad technique: all individual and group interviews to be conducted a twosome with one person keeping the discussion going and the second taking notes (on schedules / diaries). The role of the discussant and the reporter to be interchangeable.
- (vi) Methodology of field observation: Maintenance of daily diary for subsequent content analysis and reporting.
- (vii) Planning of field work, logistics and time schedule.
- (viii) Actual exposure to field situations.

It was found impractical to train Professional Assistants and other state personnel in the highly specialized clinical psychology / psychiatric technique of focussed group discussion. Also the feed back from Kaithal and Tikamargh field work indicated that assembling of homogeneous discussion groups in the villages or in the slums is not feasible. The moment you enter a community, people just flock in and it becomes difficult to separate them into their homogeneous groupings. You have to respond to their curiosity and enthusiasm by making them a part of the discussion. It was, therefore, decided that the NCGG members of the state/district coordinators would themselves undertake group discussions initially so that the professional assistant acquire the working level competency.

This multi-tier field based training resulted in formation of highly motivated competent field teams. This is a point for enormous satisfaction considering that DPEP is a process directed at generating and developing National / State / District level capacities for gender studies and gender training.

These groups have developed a great potential for carrying out further work in the area.

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

S.NO	Orientation
1.	State Coordinators, Gender Studies 8-9 July 1993
2.	Assam 6-8 October, 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal Ms. Gauri Srivastava, Dr. S.C.Nuna.
3	Haryana 30 sept.-3 October 1993 Prof.Usha Nayar, Prof.S.Bisaria, Dr.KC.Nautiyal, Dr.J.Duggal, Harish Tyagi, Mohd. Yunus, Anil kumar, Rajindra pal
4	Kerala 19-21 October 1993 Prof.Usha Nayar, Dr.K.Devendra Mohd. Yunus, Anil kumar
5	Madhya Pradesh 11-12 October 1993 Prof.Usha Nayar, Prof.S.Bisaria
6	Maharashtra 22-23 October 1993
7	Orissa 22-23 February 1994 Prof.Usha Nayar, Dr.S.S.Jaireth, Ms.Satpreet Chatrath, Mr.Md.Yunus Mr. Harish Tyagi, Mr.R.Pal
8	Tamil Nadu 13-15 October 1993 Pro.Usha Nayar, Dr. Raj Ran, 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 December, 1993. Field work in Madhya Pradesh (19 Districts) finished in March 1994 and field work in one district in each state was initiated by a member of the NCGG responsible for the state along with the State Coordinator. NCGG members and research staff participated fully in data analysis and report writing.

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

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

In the state of Madhya Pradesh, 19 districts were surveyed. State has a vast area, as such the districts were wide apart and within the district the distances were great. The problem was aggravated due to unfriendly terrain.

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

Deptt. of WCD	NCERT/NIEPA	Natioanl Core Group	National Projects Implementation unit
DWCD	SCERT/SI/ College Home Science Department	State Core Group	State Rural Regd. Society / State Project Implementation Unit (Development and Primary Education)
WCD	DIETs	District Planning Committees	District Implementation Unit (D.E.O's Office)
WCD	BRCs	Block Edn. Committees	Block Eduoation Office
Mahila Mandals		Village Edun. Committees Community	Edn. Tech. Mass Media
Women/Groups	N.Q.O.s	Youth Groups	Panchayat Teachers 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). Lower is in Rajasthan (129) preceded by Madhya Pradesh (149).

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

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

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

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

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

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

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

POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

According to census definition, a person is deemed as literate if he or she read and write with understanding in any language. Recognizing that ability to read and write with understanding is not ordinarily achieved until one had some schooling or had at least some time to develop these skills, Deptt. of Education, Ministry of HRD and Planning Commission felt that the population of seven years and above only should be classified as literate or illiterate. 1991 census for the first time adopted age group 7 and above for canvassing the literacy question. 0-6 age group population which is excluded from the purview of literacy question, forms 17.94 percent of the total population of the country. Keeping in view the above decision, literacy rates for population aged 7 years and above have been worked out for 1991. Comparative position for the census years 1961, 1971 and 1981 was available for population aged 5 years and above as at that time children of the age group 0-4 only were excluded 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. During 1971-81 increase in taking into account for Assam for 1981 was of the order of 129 million and the corresponding increase in literates was 85 million and that of illiterates it was 44 million. Taking into account estimates for Assam for 1981 and J & K for 1991 increase in population aged 7 years and above during 1981-91 was about 138 million and increase in the number of literates was about 120 million. Increase in the number of illiterates was only 18 million. It shows that increase in population and literates has been substantially high during these decades but the rates of increase in the number of illiterates has declined over the three decades. For the first time in 1991, number of literates has exceeded the number of illiterates thereby taking the literacy rate above 50 percent landmark.

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

While about the fourth of the urban population is literate, literacy rate in rural areas is yet much below the level of 50 percent mark. Literacy rate for females in rural areas is still lower being only 30.62. When it is compared with the literacy rate of 81.09 percent for urban male population, the glaring gender and rural/urban disparities become quite evident. Though there is an improvement in rural/urban differentials during the decade 1981-91, yet it is seen that if the literacy rate of rural women increases by 9 percentage points (1981-91 rate) during a decade, it will take them more than five decades to reach present level of urban males. When we are thinking of literacy for all by the year 2000, rural areas in general and rural females in particular deserve special treatment if they are to reach even the level of 80 percent literacy .

STATE LEVEL

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

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

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

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

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

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

25.74 lakh in 1991. Increase in the number of illiterate during 1981-91 is more pronounced in case of low literacy states. It indicates that there is a vicious circle of low literacy, an increase in the absolute number of illiterates. This vicious circle will need to be broken in order to bring the low literacy states to the national level and then possibly to the level of high literacy states.

Statewise analysis of literacy situation indicates wide disparity in literacy among States/UTs. While Kerala, Mizoram and Lakshdweep have achieved the distinction of crossing the 80 percent mark which is considered a stage of self reliance, states like Bihar and Rajasthan which are still below 40 percent level of literacy and Dadar & Nagar Haveli, Arunachal Pradesh, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Orissa, Meghalaya and J & K are struggling to cross the take off point of 50 percent. 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 Jabalpur 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	68
60-70	76	48
70-80	28	11
80-and above	21	17
Total	452	448*

* 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(3), Lakshdweep(1) and Pondicherry(1). Position of literacy in Urban areas is better. If we take into account literacy rate of only rural areas, number of districts which fall below 30 percent

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

Table 02

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



MADHYA PRADESH

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

1994

MADHYA PRADESH

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

Madhya Pradesh is Geographically the largest State in the Country sharing common boundaries with 7 States viz. Uttar Pradesh, Bihar, Orissa, Andhra Pradesh, Maharashtra, Gujarat 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, Kutchi, Oilseeds and pulses. Average rainfall of the State varies between 700 mm and 1000 mm.

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

Demographic Scenario

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

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

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

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

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

The state has one fifth of total scheduled tribe population of the country. There are 46 identified tribes located in 31 districts in the State. The population of such tribals is found sizeable to 23% of the total population of the state and another 14.5% belongs to the scheduled caste.

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

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

Source : Census of India -1991

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

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

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

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

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

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

Source : Census of India -1991

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

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

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

Decadal Growth rate of population

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

GROWTH - RATE

The growth-rate of population in Madhya Pradesh has gone up from 25.27 per cent in 1971-81 to 26.75 per cent in 1981-91. The highest growth-rate of 50.92 per cent has been recorded by Bhopal district, followed by Jabua 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 Jabua 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 populition 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	988
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
GUNA	150	179	14.49
TIKAMGARH	195	219	10.31
CHHATARPUR	182	211	16.13
PANNA	185	204	07.28
SATNA	181	200	08.86
REWA	173	178	11.00
SHAHNOL	164	166	-04.20
SIDHI	161	160	-02.00
MANDSAUR	138	151	-03.24
RATLAM	143	158	02.06
DHAR	116	138	-03.57
BETUL	158	163	00.97
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDGAON	132	168	02.93
BILASPUR	115	143	-05.06
SURGUJA	115	132	-05.45
RAIGARH	113	139	-09.41

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

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

State/ distr- icts	% Married Fem- ales in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertili- ty rate	1988 couple protect ion rate
GUNA	77.91	15.00	42.03	215	28.50
TIKAMGARH	84.36	14.30	44.48	224	29.40
CHHATARPUR	80.33	14.50	42.19	221	24.40
PANNA	80.42	15.00	45.54	222	27.60
SATNA	79.36	14.80	41.20	197	24.60
REWA	83.72	14.40	40.55	191	46.40
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	18.9

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	16.8	18.2	11.0

Source : Census of India 1981

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

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

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

Source : Census of india 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

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

(ii) National Sample Survey , 43rd Round.

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

State	All communities	Scheduled Caste	Scheduled Tribe
Kerala	15.66	00.00	34.64
Madhya Pradesh	87.46	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	114
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
	7. Ratlam
3. Indore	8. Mandasaur
	9. Tikangarh
4. Ujjain	10. Chhatarpur
	11. Panna
5. Sagar	12. Rajnandgaon
	13. Rewa
6. Raipur	14. Satna
	15. Sidhi
7. Rewa	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.

BASIO DATA OF 19 DPEP DISTRICTS

DIVISION	S. NO.	DISTRICT	LITERACY RATE			NO. OF			NO. OF PRIMARY SCHOOLS			NO. OF N.P.E. 30.09.92			
			M	F	TOT	BL. VILL. OC AGES KS	LABITA TION	GOVT	NON-GOVT	TOTAL	CENTRES	BOYS	GIRL	OVER ALL	
Bhopal	1	Sehore	58.9	22.0	40.4	5	1083	1089	930	120	1050	500	92.01	67.01	80.01
	2	Raisen	54.0	25.5	40.8	7	1518	1425	1095	74	1169	584	89.5	85.01	87.5
	3	Rajgarh	46.7	15.8	31.8	8	1747	1666	1012	48	1060	585	75.7	59.3	65.5
	4	Betul	57.4	33.9	45.9	10	1391	1328	1241	48	1290	502	83.5	86.7	80.1
Gwalior	5	Guna	48.9	18.0	34.6	9	2277	2590	1349	84	1433	700	95.01	81.01	88.01
Indore	6	Dhar	47.6	20.7	34.5	13	1970	3017	1522	29	1551	689	91.01	80.01	76.01
Ujjain	7	Ratlam	58.4	29.1	44.2	6	1070	1308	971	108	1139	575	86.01	72.01	79.01
	8	Handpur	67.9	28.3	48.7	8	1765	1580	1397	280	1677	605	91.7	90.8	90.4
Sagar	9	Tikargarh	47.5	20.8	34.8	6	973	1671	901	82	983	700	90.7	69.9	80.8
	10	Chhatarpur	46.9	21.3	35.2	8	1204	1540	1004	62	1066	586	90.6	84.6	81.8
	11	Panna	46.3	19.4	33.7	5	1048	1405	861	51	912	600	81.4	74.0	78.52
Durg	12	Rajnandgaon	61.3	27.8	44.4	12	2399	2764	1747	48	1795	1300	86.01	89.01	87.01
Reva	13	Reva	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	78.8	92.6
	14	Satna	60.0	27.8	44.7	8		2040	1191	196	1387	70	86.34	62.1	70.7
	15	Sidhi	43.2	13.6	29.2	8			1208	71	1279	640	70.80	69.90	71.70
	16	Shahdol	48.4	20.1	34.5	12	2112	4118	2029	218	2247	700	86.90	62.60	75.01
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	77.99	50.06	64.27
	18	Raigarh	56.0	26.8	41.2	17	2244	5297	2899	158	3057	600	71.57	61.23	66.46
Sarguja	19	Sarguja	42.1	17.4	30.1	24	2438	6864	3055	127	3182	600	79.66	59.33	69.69
			54.3	23.7	39.5	198	24326	34489	24783	1886	26669	9896			

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

DIVISION	S. NO.	DISTRICT	TOTAL NO OF BLOCKS	NO OF BLOCK UNDER L.C.	NO OF ONGOING PROJECTS				WHETHER DIST. IN COVERED UNDER COPE
					ICDS	NFE	EAS	INT JRY	
Bhopal	1	Sehore	5	0	2	5			YES
	2	Raisen	7	7	2	6			YES
	3	Rajgarh	6	0	1	6			YES
	4	Betul	10	1	6	6	10	10	
Gwalior	5	Guna	9	0	3	7			
Indore	6	Dhar	13	0	11	7	12	12	YES
Ujjain	7	Batlam	6	6	2	6	3		
	8	Handasaur	8	1	1	7			
Sagar	9	Tikangarh	6	0	3	7			YES
	10	Chhatarpur	8	8	4	6			
	11	Panna	5	0	2	5			
Durg	12	Rajnandgaon	12	2	3	13	6	6	YES
Bewa	13	Reva	9	9	3	8			
	14	Satna	8	8	1	7			
	15	Sidhi	8	0	5	6	4	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	85	152	100	97	

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

Target Group

The target group for the programme would be

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

Goals

The goals of the project in Madhya Pradesh are broadly in line with the goals of the district primary Education Programme at the national level as set out in the DPED 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, BILASPUUR, 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 DPEI Gender Studies and methodology of field work.

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

LIMITATION OF THE STUDY

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

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

GAINS OF THE STUDY

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

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

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

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

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

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY CAMPAIGN

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

CONVERGENCE OF SERVICES

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

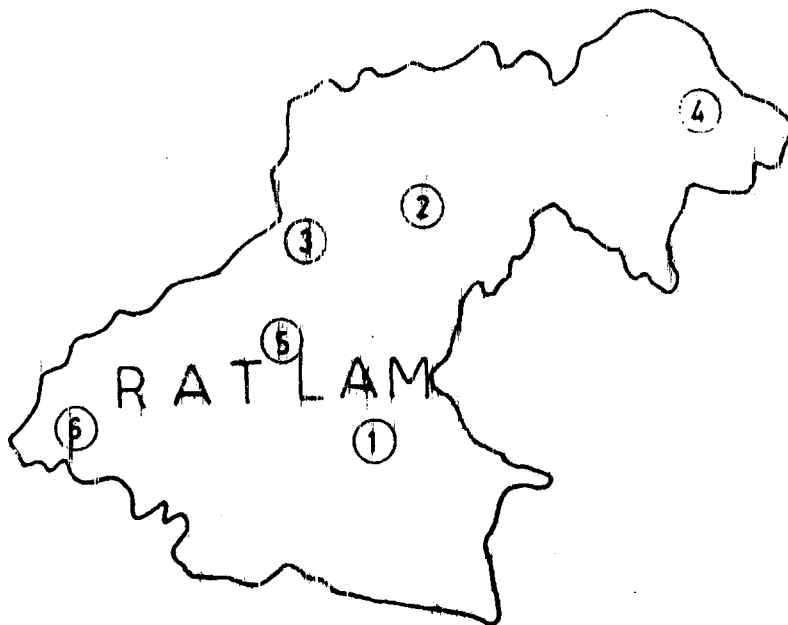
01. Preparation of materials for teacher training, curriculum development and transaction
02. Orientation of teachers and teacher educators
03. Orientation of educational planners and administrators
04. Preparation of gender inclusive materials for NFE both for insutructors and learners.

STATE : MADHYA PRADESH
DISTRICT : RATLAM



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

STATE : MADHYA PRADESH
DISTRICT : RATLAM
BLOCK WISE POPULATION



BLOCK	POPULATION
① RATLAM	- 163363
② JAWRA	- 109241
③ PIPLODA	- 91896
④ AALOT	- 128603
⑤ SAILANA	- 66193
⑥ BAJNA	- 88549

SOURCE : CENSUS 1991

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

CHAPTER - I

DISTRICT - RATLAM
GENDER STUDIES - MADHYA PRADESH

INTRODUCTION :

RATLAM district is situated in Malwa region of Madhya Pradesh . It is one of the border districts of the state. Glimpses of Rajasthani culture can be observed in the district.

The district has been divided into three revenue sub-divisions.

* Ratlam , Jaora and Sallana .

There are six development blocks in the district.

BLOCKWISE DISTRIBUTION OF VILLAGES & HOUSE HOLDS , 1991
DISTRICT : RATLAM

S NO.	NAME OF DISTRICT/ BLOCK	AREA IN SQ. KM.	NUMBER OF VILLAGES	NO OF HOUSE HOLDS	NO OF OCCUPIED RESIDENTIAL HOUSES
1.	2.	3.	4.	5.	6.
I. DISTRICT					
	RATLAM	4760.30	1070	98395	117874
II. BLOCK					
1.	RATLAM	1270.50	174	13931	35182
2.	PIPLODA	602.50	90	16184	15644
3.	JAORA	731.87	148	19350	18885
4.	ALOT	940.96	197	20950	60329
5.	SAILANA	533.25	240	11944	11908
6.	BAJNA	681.17	221	16036	15926

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

* Ratlam , Jaora , Piploda , Alote , Sailana and Bajna , the last two being tribal blocks. Except for Piploda these are Tehsil

headquarters also . There are a total of 276 Gram-Panchayats in the district. It has 8 municipal areas out of which Ratlam city has Municipal Corporation while other seven has municipalities. The tribal block of Sailana is under ITDP.

GEOGRAPHICAL PROFILE :

The district is spread over an area of 4861 sq Kms and is one of the smaller districts of the state. The district can be divided into two district geographical areas - Northern and Eastern part comprising of plains whereas South western part consists of undulating terrain. A number of hillocks can be seen in the latter part which are the only representatives of mountains in the district. Chambal and Shipra rivers flow by the northern plains of the district while the river Mahi has carved out some beautiful valleys in the Southern part. Though the nature has provided the district with a beautiful mix of plains and hillocks , it has been a bit conservative in providing green forests. The population pressure has its own effect and the forest cover has gone down to 7 percent of the total area.

DEMOGRAPHIC PROFILE :

Ratlam district has a total population of 9.71 lacs as per 1991 census of which males being 4.98 lacs and females 4.73 lacs. 14 percent of the total population belongs to the Scheduled Caste where as the percentage of the Scheduled Tribe is 21.5 percent most of them residing in the two tribal blocks of Sailana and Bajna . The density of population of the district is 204 persons /sq Kms.

The population growth like in the other places , is more in the urban area. In the period 1981-91, urban population went up by 28 percent whereas the average population in the district has increased by 24.1 percent . The district is more urbanised than the state as 32 percent of its population lives in the eight urban centres in comparison to the corresponding figure of 24 percent of the state.

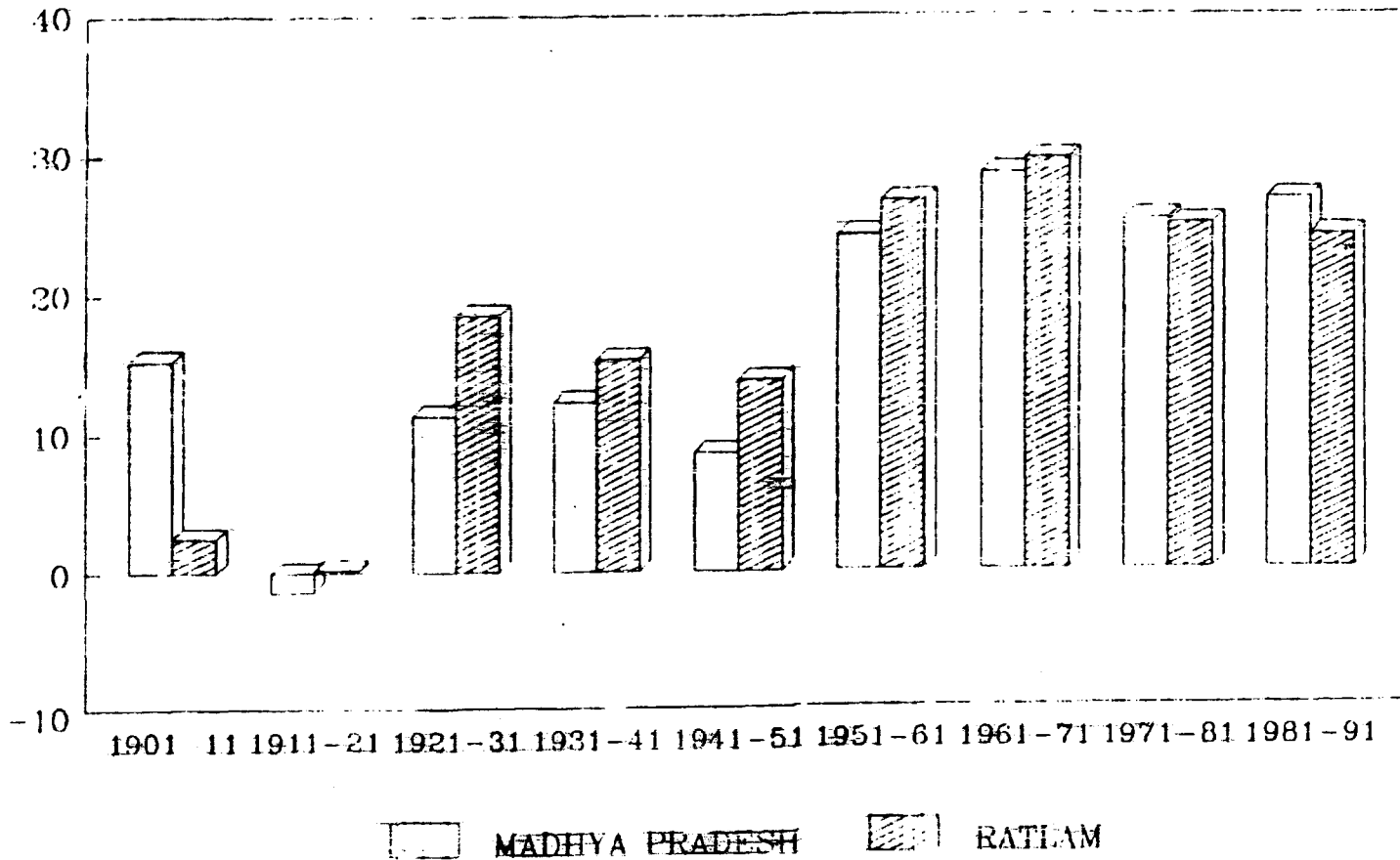
Out of the 1050 villages in the district 13 percent villages each having population over 1000 contain about 43 percent of the total rural population of the district. Another 30 percent of the rural population lives in 20 percent villages each having population between 500 to 1000 . The city of Ratlam alone has 25 percent of the total population and 63 percent of the urban population.

Table 1.1
PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	RATLAM	971,309	1.47

SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

Table 1.2
THE RURAL - URBAN PROPORTION TO TOTAL POPULATION IN
THE DISTRICT IN 1981 & 91

S. No.	STATE/DISTRICT	1981		1991	
		RURAL	URBAN	RURAL	URBAN
		PROPORTION OF POPULATION TO	PROPORTION OF POPULATION TO	PROPORTION OF POPULATION TO	PROPORTION OF POPULATION TO
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	RATLAM	69.29	30.72	68.12	31.88

SOURCE : CENSUS OF INDIA - 1991

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

STATE / DISTRICT	TOTAL POPULATION PERSONS	TOTAL POPULATION 1991		SEX RATIO (FEMALES PER 1000 MALES)		DENSITY OF POPULATION PER Sq.Km.		DECENNIAL GROWTH RATE OF POPULATION	
		MALES	FEMALES	1981	1991	1981	1991	1971-81	1981-91
MADHYA PRADESH	66135862	34232048	31903814	941	932	118	149	+25.27	+26.75
RATLAM	971309	198115	172894	948	949	161	200	+21.93	+21.09

SOURCE : CENSUS OF INDIA - 1991

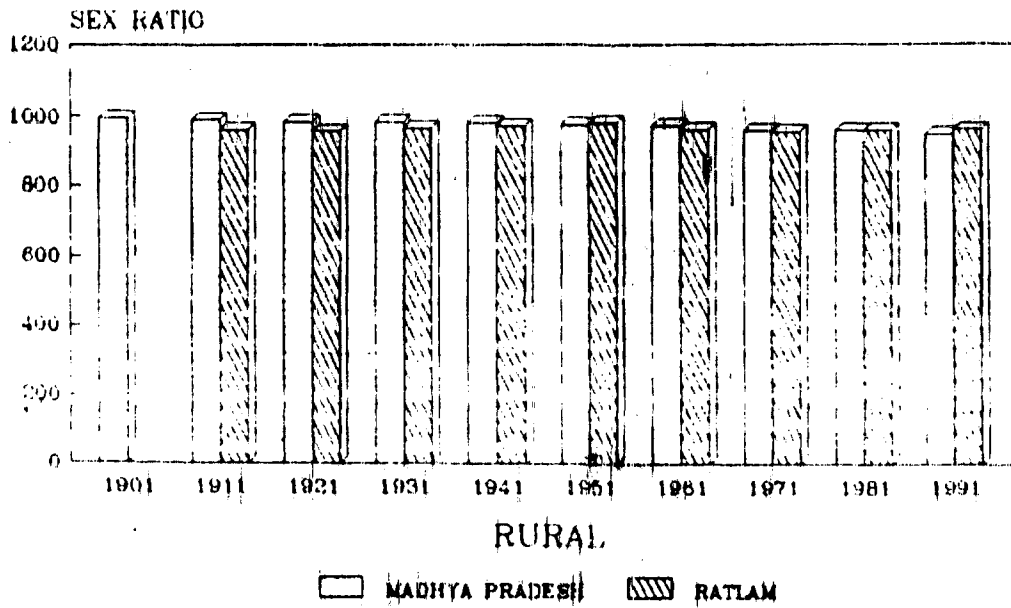
The population of Ratlam District has gone up from 02.47 percent in 1901 - 1911 to 21.09 percent in 1981-91, but it is noticed that, there has been a chequered growth in the population from 1901-21, and a steady growth from 1951.

Table 1.4
DECADAL VARIATION IN POPULATION SINCE 1901

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	1911-21	1921-31	1931-41	1941-51	1951-61	1961-71	1971-81	1981-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+21.17	+28.67	+25.27	+26.75
RATLAM	+02.17	+00.21	+18.54	+15.39	+13.90	+26.67	+29.68	+21.93	+21.09

SOURCE : CENSUS OF INDIA - 1991

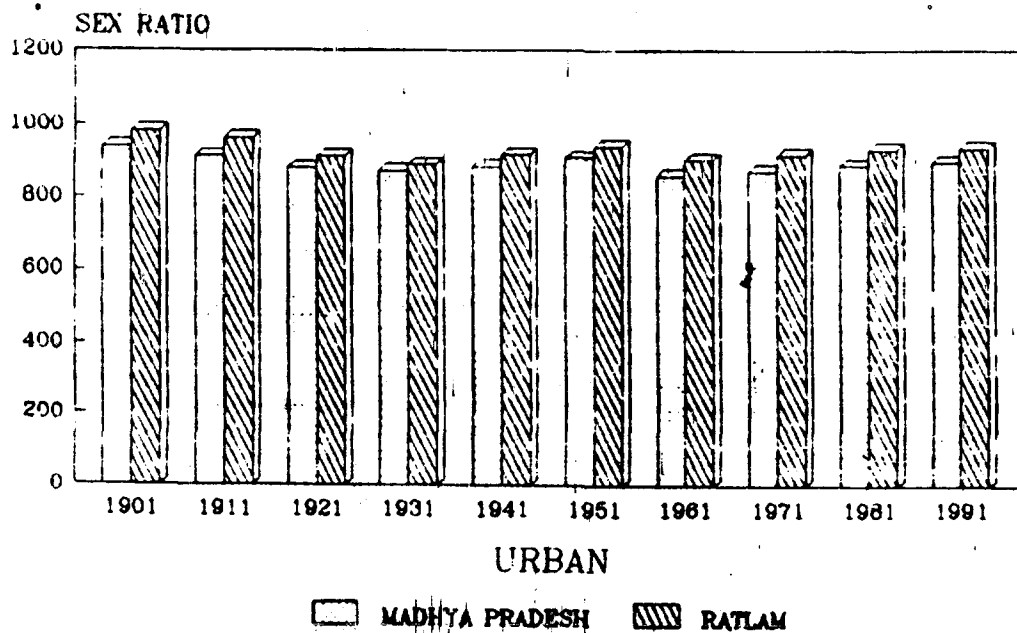
SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT RATLAM 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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

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



SOURCE : CENSUS OF INDIA - 1991

Table 1.5
SEX-RATIO IN RURAL AND URBAN AREAS OF THE STATE/ DISTRICT
1901-1991

STATE / RURAL/ <----- SEX - RATIO ----->		DISTRICT URBAN									
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
MADHYA	R	995	991	982	983	980	975	970	956	956	944
PRADESH	U	937	913	878	872	882	907	856	868	884	893
RATLAM	R	N.A.	961	957	965	970	979	958	952	956	957
	U	983	960	912	887	916	937	900	914	928	932

SOURCE : CENSUS OF INDIA , 1991

Table 1.6

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

STATE /DISTRICT	DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
	MADHYA PRADESH	26.75	22.11	44.98	932	944
RATLAM	24.09	22.02	28.78	949	957	932

SOURCE : CENSUS OF INDIA , 1991

Sex ratio in the district is 949 which is constant for the last three decades . The majority of the population (86.2 percent) are Hindus , Muslim and Jain constitute 10.2 percent and 3.1 percent of the population respectively. People of other religions also inhabit the district.

Hindi is the main language in the district . However dialects like Malwi and Bhili are also common in the rural areas. Culture and traditions have been greatly influenced by the

adjoining areas of Rajasthan . Folk dances and songs are more common in the tribal areas of the district.

ECONOMIC STATUS :

The main occupation in the district is agriculture. Both foodgrains crop and cash crops are grown in the district. Wheat Jowar and Gram are the major cash crops grown in the area. Almost one third of the net sown area is double cropped and some even triple cropped.

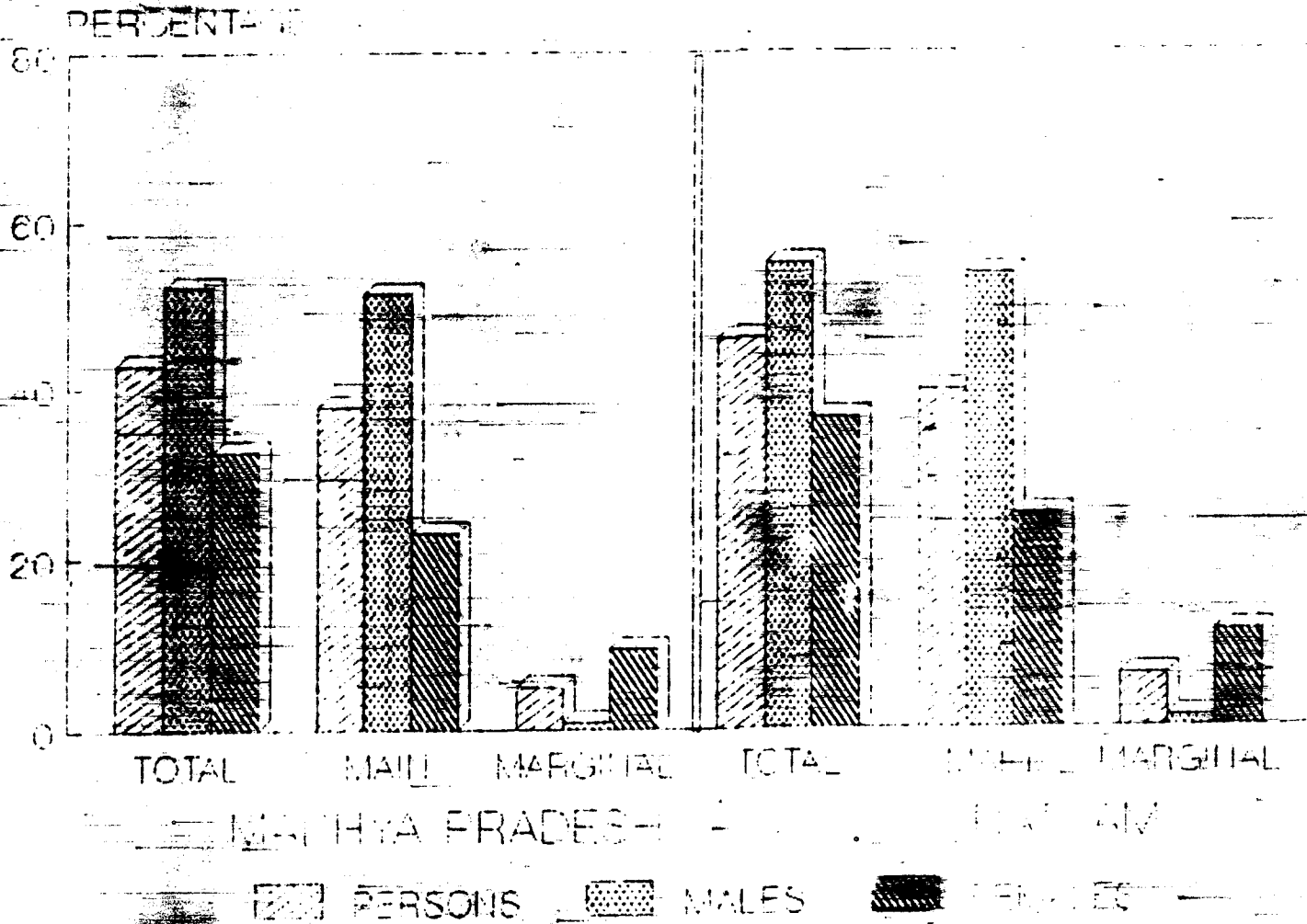
The per capita income of the district is Rs. 1462/- against that of Rs. 1170/- of M.P.

**Table 1.7
TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .**

STATE /DISTRICT	T R U	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
MADHYA PRADESH	T	P	66135962	28238537	24959186	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	19379433	7362895	3016538
	R	P	50787815	23712976	20552324	3160652
		M	26123071	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	U	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
RATLAM	T	P	971309	445533	386021	59512
		M	498415	273158	267294	5864
		F	472394	172375	118727	53648
	R	P	661640	351154	295816	56338
		M	338121	195368	190171	5197
		F	323519	156786	105645	51141
	U	P	309869	93379	90205	3174
		M	180294	77790	77123	667
		F	149375	15589	13082	2507

SOURCE : CENSUS OF INDIA - 1991

PERCENTAGE TO TOTAL POPULATION OF WORKERS



SOURCE: DIRECTORATE OF THE ... 1981

Table 1.8
PERCENTAGE TO TOTAL POPULATION OF WORKERS .

DISTRICT	TYPE OF AREA	SEX	PERCENTAGE TO TOTAL POPULATION OF					
			1981	1991	1981	1991	1981	1991
ADHYA PRADESH	TOTAL	P	12.92	12.70	28.11	37.71	4.51	1.96
		M	51.18	52.17	33.52	51.19	0.90	0.77
		F	30.61	32.52	12.21	23.69	8.30	6.15
	RURAL	P	46.31	46.69	10.87	10.17	5.11	6.22
		M	56.28	56.89	35.30	52.98	1.08	0.91
		F	35.78	33.97	25.78	27.21	10.00	11.36
	URBAN	P	29.62	23.13	28.71	28.72	0.88	0.77
		M	17.29	16.61	16.89	46.32	0.19	0.82
		F	9.63	10.28	8.21	9.07	1.32	1.28
RATLAM	TOTAL	P	13.04	45.87	36.79	39.74	6.28	6.13
		M	55.47	54.81	54.08	53.63	1.39	1.18
		F	29.92	36.15	18.18	25.11	11.44	11.34
	RURAL	P	48.95	53.22	10.48	44.71	8.47	8.51
		M	58.19	57.78	56.89	56.24	1.60	1.54
		F	38.97	48.46	23.33	32.65	15.61	15.81
	URBAN	P	29.70	30.15	28.35	29.17	1.35	1.02
		M	48.74	48.52	47.82	48.11	0.91	0.12
		F	9.20	10.41	7.36	8.76	1.84	1.68

SOURCE : CENSUS OF INDIA 1991

Ratlam has been classified as an industrially backward district by the state government . The level of industrialisation is much less in comparison to many districts of the state . The degree of infrastructure development is higher for the district as compared to the state . Electrification has been completed in all the villages of the district. Similarly , safe drinking water facility is available in all the villages . The road density is higher than the state average except for a few villages in the tribal area. The communication network is good as most of the panchayats are connected to their block headquarters by telephone lines.

EDUCATIONAL SCENARIO :

Table 1.9
COMPARATIVE GENERAL , SC AND ST LITERACY RATE :

S.NO.	NAME	TOTAL	MALE	FEMALE
01.	India	52.21	64.13	39.29
02.	Madhya Pradesh	43.45	57.43	28.39
	Ratlam District			
03.	Scheduled Caste	17.20	27.40	06.01
04.	Scheduled Tribe	8.60	1.00	4.80
05.	Total	47.20	23.40	35.60

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.10
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.	RATLAM	6.62	1.59

SOURCE : CENSUS 1991

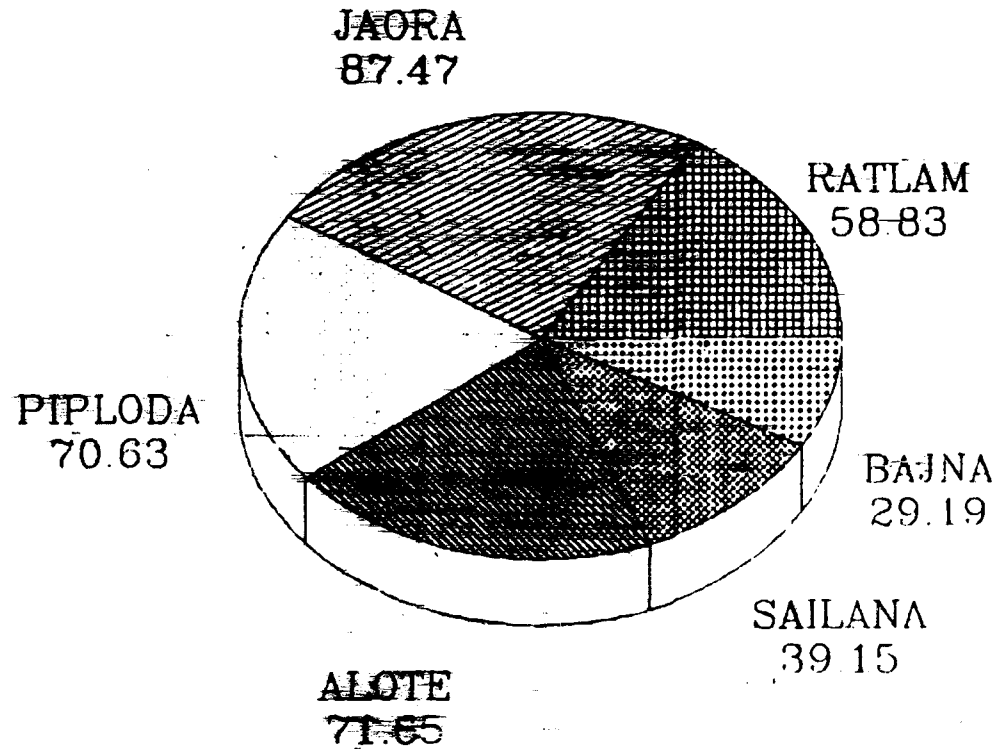
Table 1.11
NUMBER OF FEMALE LITERATES PER 100 MALE LITERATES IN RURAL AND URBAN AREAS OF THE DISTRICT RATLAM - 1991

S. No.	STATE / DISTRICT	NO. OF FEMALE LITERATES PER 100 MALE LITERATES	
		RURAL	URBAN
1.	MADHYA PRADESH	36	64
2.	RATLAM	28	68

SOURCE : CENSUS 1991

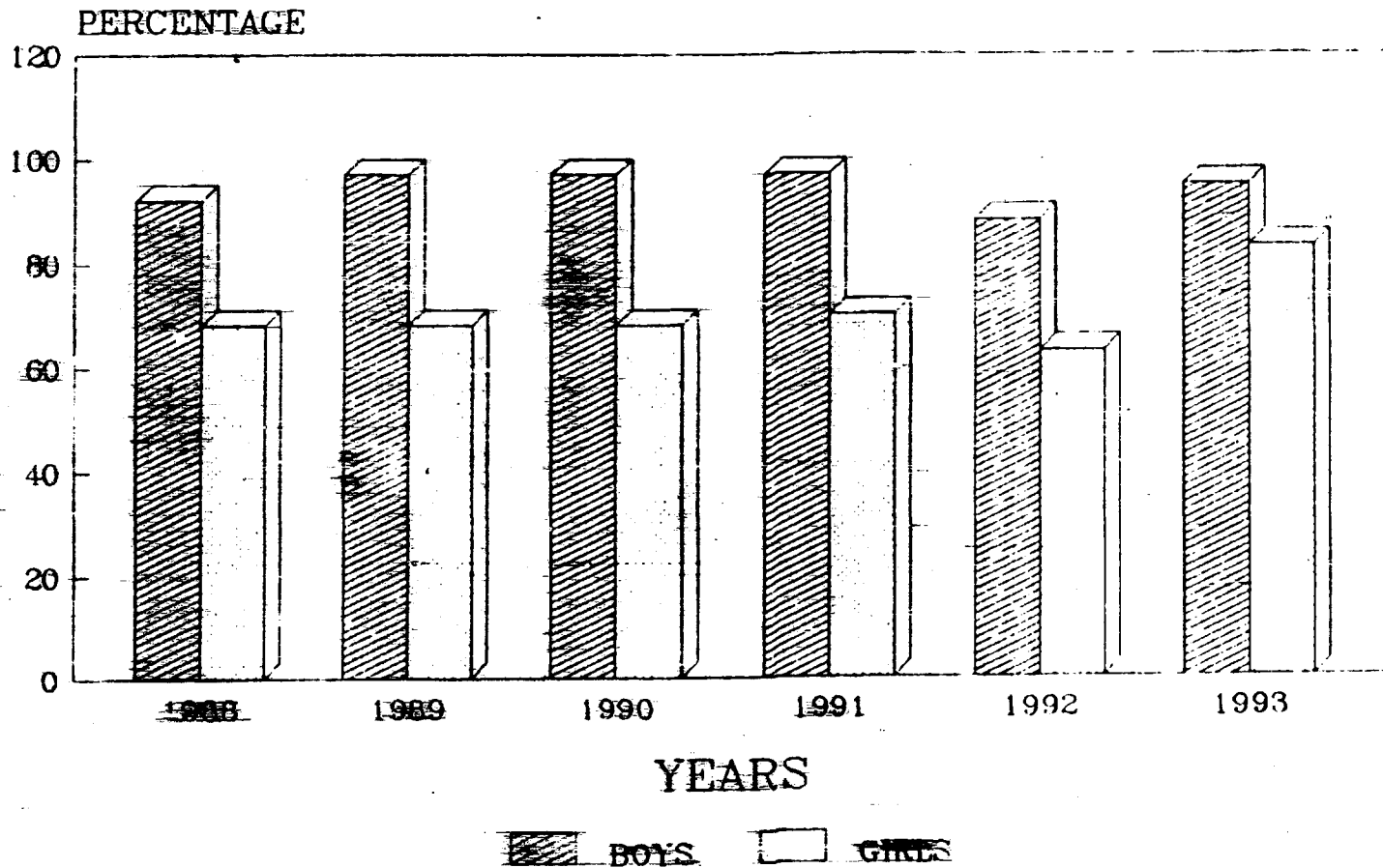
BLOCK WISE LITERACY RATE

DISTRICT : RATLAM



GROSS ENROLMENT RATIO

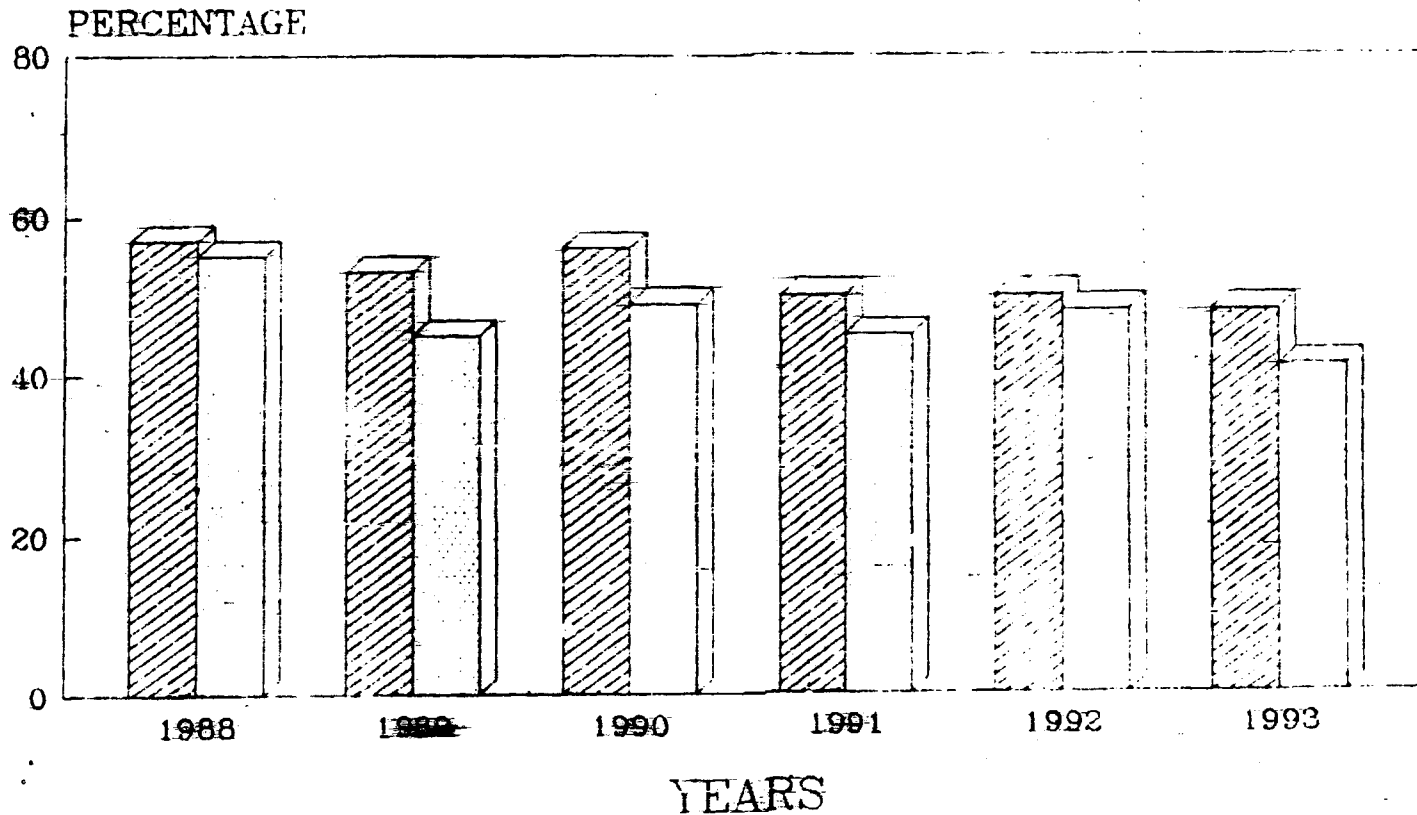
DISTRICT : RATLAM



SOURCE : EDUCATION DEPARTMENT, M.P.

RETENTION RATE

DISTRICT : RATLAM



BOYS GIRLS

SOURCE : EDUCATION DEPARTMENT, RATLAM

TABLE 1.12
BLOCK WISE LITERACY

BLOCK	RATE
RATLAM	58.83%
JAORA	87.17%
PIPLODA	70.63%
ALOTE	71.65%
SAILANA	39.15%
BAJNA	29.19%

TABLE 1.13
YEAR WISE BREAKUP OF GROSS ENROLMENT RATIO AND RETENTION RATE

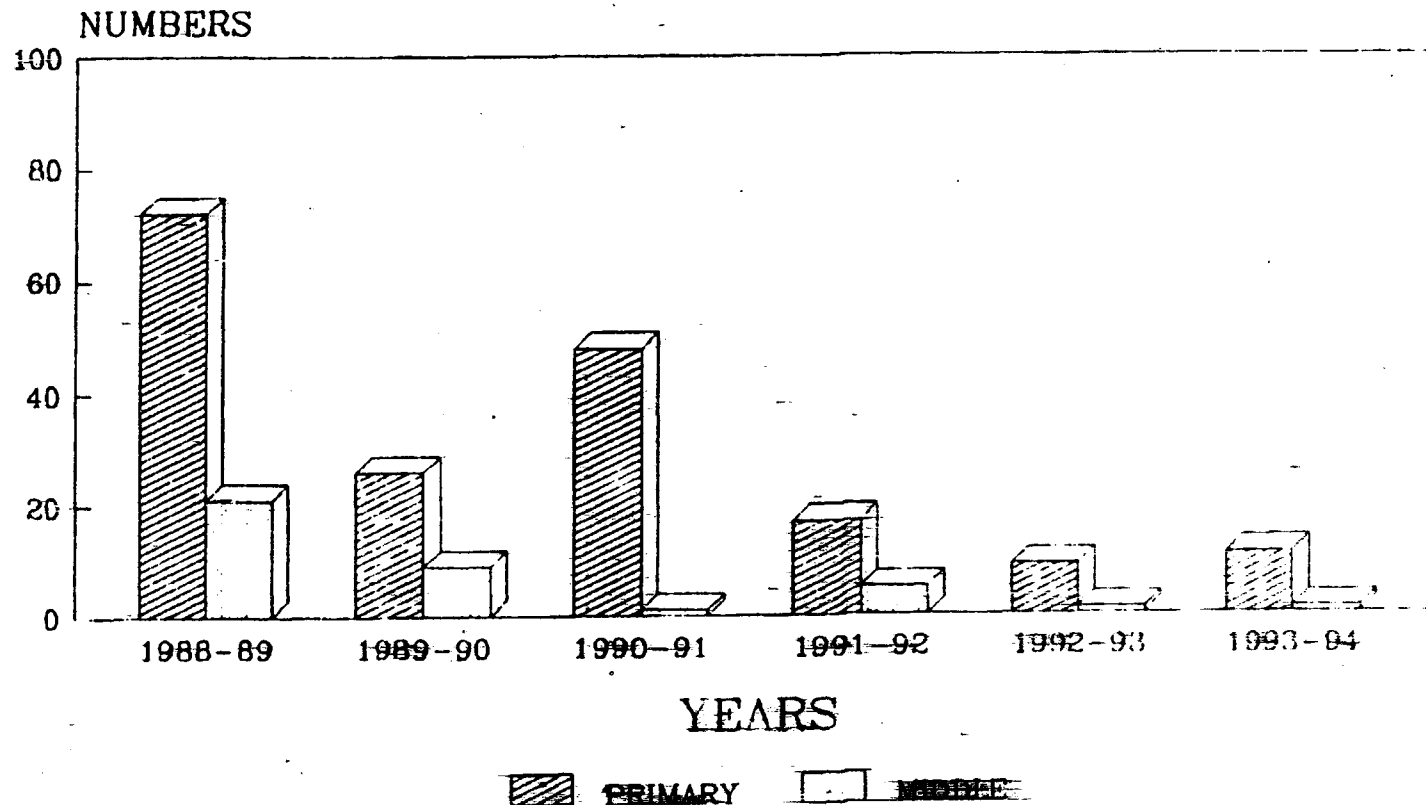
DISTRICT - RATLAM (M.P.)

Indicator	Group	1988	1989	1990	1991	1992	1993
1. GER	1. Over all	77	83	84	84	76	90
	a) Boys	92	97	97	97	89	95
	b) Girls	68	68	68	70	63	83
	2. SC						
	a) Over all	71	63	77	78	70	87
	b) Boys	90	90	90	91	84	94
	c) Girls	50	58	65	65	61	78
	3. ST						
	a) Over all	56	74	74	74	62	86
	b) Boys	80	97	98	97	81	89
	c) Girls	29	50	50	50	43	84
	1. RR	1. Over all	57	53	56	50	50
a) Boys		59	57	60	53	50	53
b) Girls		55	45	49	45	48	47
2. SC							
a) Over all		48	41	48	47	50	53
b) Boys		51	49	49	51	55	60
c) Girls		42	30	48	40	41	45
3. ST							
a) Over all		30	32	29	30	32	29
b) Boys		34	34	30	28	32	31
c) Girls		22	26	29	34	32	27

Source : Statistical Department, Govt. of Madhya Pradesh

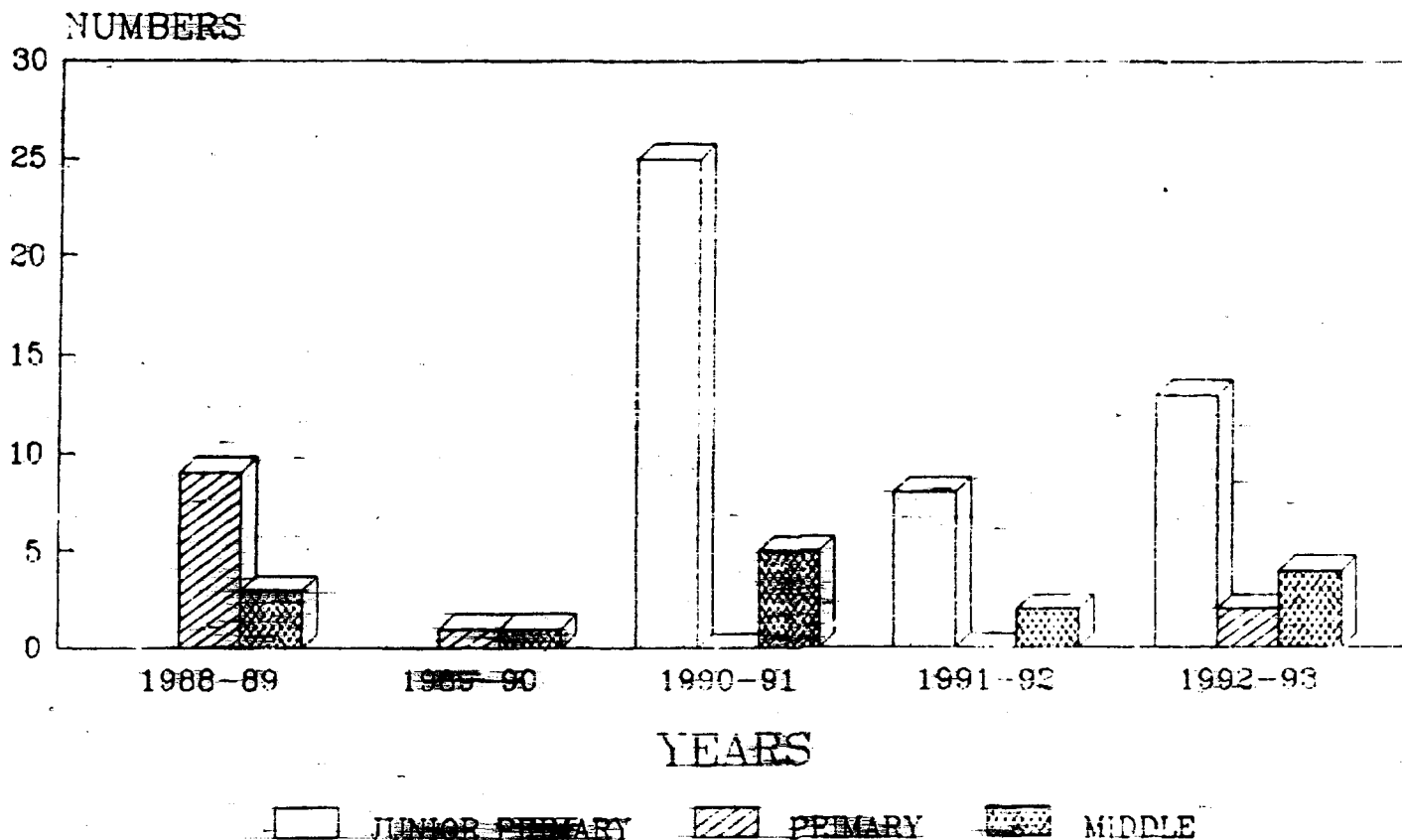
The present status of GER is 70 percent . The GER for SC boys is 91 percent , girls 78 percent and ST boys 89 percent , SC girls 84 percent, overall boys is 95 percent , girls 83 percent .

NO. OF TEACHERS APPOINTED (SINCE 1988-1989 TO 1992-93) DISTRICT : RATLAM



SOURCE : EDUCATION DEPARTMENT M.P.

NO. OF PRIMARY SCHOOLS (OPENED SINCE 1988-1989 TO 1992-93) DISTRICT : RATLAM



SOURCE : EDUCATION DEPARTMENT, R.P.

The position of RR for SC boys is 60 percent , girls 45 percent ST boys 31 percent, girls 27 percent and overall boys 63 percent girls 41 percent . The position of GAMR is approximately 3 to present.

TABLE 1.14
DISTRICT - RATLAM (M.P.)
No. of Teachers appointed
Since Year - 1988-89 to 1992-93

Year	Primary	Middle	Total
1988-89	72	21	93
1989-90	26	09	35
1990-91	48	01	49
1991-92	17	05	22
1992-93	09	01	10
1993-94	11	01	12
Total	183	38	221

Source : Statistical Department, Govt. of Madhya Pradesh

TABLE 1.15
DISTRICTS - RATLAM
NO OF PRIMARY SCHOOLS
OPENED SINCE YEAR 1988-89 TO 1992-93

Year	Junior Primary	Primary	Middle	Total
1988-89	--	09	03	12
1989-90	--	01	01	02
1990-91	25	--	05	30
1991-92	08	--	02	10
1992-93	13	02	04	19
Total	46	12	15	73

Source : Statistical Department, Govt. of Madhya Pradesh

Raltam district has a total no. of 1212 primary schools out of which 1000 schools are owned by Education and T.W.D. The number of teachers in these schools are 3309 in which 2242 being in Govt. schools. Enrolment in these primary schools is 1,23,133 and 571 NFE centres are also functioning having enrolment of 10,894.

There are 286 upper primary schools which have 1394 teachers. The percentage of female teachers against male teachers is very low in rural area while it is little higher than males in urban area . The Total enrolment of upper primary school is 30625 . Literacy rate of S.C. male is 27.4 percent and female is 6.1 percent.

CHAPTER - II

THE STUDY LOCALE : OBSERVATION AND INTERACTION

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

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

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

(01)
 NAME OF VILLAGE / HABITAT - SHYAM PURA
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	25.00 Kms
* Distance from BEO	:-	14.00 Kms.
* Distance from Railway Station	:-	10.00 Kms.
* Linking Pakka road	:-	5.00 Kms.
* Bus service	:-	10.00 Kms.
* Total No. of Households	:-	65
* Nature of land	:-	Even & Prolific
* Crops grown	:-	Wheat & Opium
* Main Communities	:-	20% S.T. & 80% Muslims
* Main Occupation	:-	Agriculture & Agricultural Labourers
* Health Facilities	:-	Not available
* Electricity	:-	Not available
* Drinking water facilities		
No. of Handpump	:-	01
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Well	:-	00
* Educational setup		
No. of Balwadi	:-	Not available
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	Adult Education Centre
Primary school	:-	Not available
Middle School	:-	Not available
Secondary School	:-	Not available
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	Nil
Female	:-	Nil
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	(4 male & 1 female)

VILLAGE : SHYAMPURA
BLOCK : PIPLODA
DISTRICT : RATLAM

Shyampura is a small village in block Piploda of Ratlam district with 65 households and a population of 400 persons and is scattered within a diameter of 2 kms. The access to village is very difficult as the link road is very rough and dusty.

The majority of the population consists of Muslim and tribals. Agriculture is their main occupation and the villagers work as labourer in the nearby opium field. The children are also employed there so as to enhance their family income.

There is no school in this village which accounts for very little interest shown by the villagers towards education, which is further accentuated by non-availability of support services.

Non-accessibility being the major hurdle in education of the children of this village. The nearest primary school is 2 kms away in the adjacent village. The parents are not keen to send their children to the far off school. The path leading to the school is also rough and dusty making the access difficult.

Parental attitude towards girls education in general is indifferent. The parents are disinterested in girls education as the poverty forces them to take the girls help in increasing the family income, girls also take care of the siblings and help mothers with household chore thus stay back from school. All these factors contribute to continuous discrimination against girls and women.

The illeterate parents do not understand the importance of girls education. They try to marry off girls at the onset of puberty. The insecurity of parents in sending the daughters to another village for education also acts as a barrier to their access.

Thus non availability of school, load of domestic work, care of siblings excessive involvement in the income generating activities, the bias working against women and girls are the main reasons for non-enrolment.

Suggested intervention

1. A primary school should be opened in the Shyampura village at the earliest.
2. Support services like anganwadis, balwadis, NFE centres should be opened.
3. Effective campaigning is required to make parents understand the legal age of marriage and the problems generated by early marriages.
4. Mahila Mandals should be started so as to promote girls education.
5. Female teachers should be appointed when the primary school is opened.
6. Income generating skills should be imparted to the students.

7. There is a need for sensitising parents about the problems of girls and the gender bias working against them. They should be made aware of the importance of educating girls and empowering them.
8. Health centre should be opened in Shyampura habitat with atleast essential basic medical facilities.
9. Girls should be given incentives in the form of prizes, cash awards for attendance etc. girls should be given extra coaching.

(02)
 NAME OF VILLAGE / HABITAT - JETHANA
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES

* Distance from DPEO	-	28.00 Kms
* Distance from BEO	-	19.00 Kms.
* Distance from Railway Station	-	16.00 Kms.
* Linking Pakka road	-	2.00 Kms.
* Bus service	-	2.00 Kms.
* Total No. of Households	:-	130
* Nature of land	:-	Even & Prolific
* Crops grown	:-	Wheat & Opium
* Main Communities	:-	General 50%, S.C. 30%, OBC 20%
* Main Occupation	:-	Agriculture
* Health Facilities	:-	Not available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	04
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Well	:-	00
* Educational setup		
No. of Balwadi	:-	Not available
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	Not available
Primary school	:-	Govt. Co-ed Primary School
Middle School	:-	Not available
Secondary School	:-	Not available
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	(7 male & 3 female)

VILLAGE : JETHANA
BLOCK : PIPLODA
DISTRICT : RATLAM

Village Jethana in Block Piploda of Ratlam district of Madhya Pradesh has about 130 households and a rough population of 970 persons and is situated 2 Kms away from the nearest metallic road.

The village has a mixed caste composition and their main occupation is agriculture. The people are preoccupied in meeting basic necessities of life and so education is very low in priority. If at all education is given preference then it is only in relation to education of boys as girls are considered as someone else's property in whom no unnecessary expenditure should be incurred.

The village has only one primary school with all male teachers and it is a coeducational institute.

After the primary education, the children have to go to another village which is 5 Kms away from this village. Parents are not keen to send their children specially girls to another village as they do not feel safe in doing so.

The causes of low rate of enrolment are the coeducational school with no female teacher, differential treatment to girls, lack of parental motivation and their illiteracy. These seem to be functions of age-old socialization practices which seem to be induced and embedded in the psyche of rural inhabitants, both intergenerationally and on a sustained basis.

The retention rate is low due to lack of female teachers, lack of support services in the village, inadequate and untimely distribution of incentives.

Suggested Interventions

Thirty households were visited. Ten persons participated in group discussion they were one community leader , two male teachers , five male elders and two females. The following interventions are suggested based on discussion and field observation of investigators.

1. Awareness of education among parents is the need of the hour. Efforts should be made to launch an awareness campaign on girls education and women's empowerment.
2. Government should upgrade the village school atleast upto middle standard.
3. Support services like creches , balwadis , anganwadis should be opened.
4. Female teachers should be appointed in the school so as to improve the enrolment and retention.
5. Government should provide free accomodation and full security to female teachers.
6. More contact with parents can improve attendance. Frequent visits for calling the parents of the absentees should be done by the teachers.
7. Income generating programmes and vocational education must be started for girls and women.

8. Gram sevikas should be pressed into service so as to bring about a social change and improve the standard of girls educational status.
9. Health care services are the urgent requirement of the village.
10. Mass media can be pressed into service to highlight the importance of girls education.

(03)
 NAME OF VILLAGE / HABITAT - PINDWASA
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	: -	45.00 Kms
* Distance from BEO	: -	5.00 Kms.
* Distance from Railway Station	: -	17.00 Kms.
* Linking Pakka road	: -	2.00 Kms.
* Bus service	: -	0.5 Kms.
* Total No. of Households	: -	150
* Nature of land	: -	Plain & Hillocks
* Crops grown	: -	Wheat , Opium & Gram
* Main Communities	: -	Patidar , Malviya , S.C.
* Main Occupation	: -	Agriculture
* Health Facilities	: -	Not available
* Electricity	: -	Available
* Drinking water facilities		
No. of Handpump	: -	04
No. of Tap - water	: -	00
No. of Tube - well	: -	00
No. of Well	: -	08
* Educational setup		
No. of Balwadi	: -	Not available
No. of Aganwadi	: -	Not available
Mahila Mandal	: -	Not available
Part school	: -	Not available
Primary school	: -	Govt. Co-ed Primary School
Middle School	: -	Not available
Secondary School	: -	Not available
Higher Secondary School	: -	Not available
* No. of Teachers for Primary Class		
Male	: -	02
Female	: -	00
* Households Surveyed	: -	30
* No of Community leaders in Group Discussion	: -	01
* No. of Participants in Group Discussion	: -	(11 male, 2 female , 2 children)

VILLAGE : PINDWASA
BLOCK : PIPLODA
DISTRICT: RATLAM

Village Pindwasa of Block Piploḁa is half a kilometer away from the nearest mettalic road. The village has an approximate population of 7000 persons with about 150 households. The caste composition includes, Patidar, Harijan, Malviya, Mogiya and general categories. The occupants mainly work as agricultural labourers and a few are farmers. The main crops grown in the village are sugarcane, opium, cotton, gram etc.

In the village there is one government coeducational primary school. There is no support service facility available in the village.

The girls in the village had lesser access to education as they were discriminated against. There was no middle school in the village and hence the girls had no opportunity to go to another village after primary level of education.

The enrolment of the girls was low as compared to the boys. Boys were given special attention and facilities, they were made to repeat the class on failure while girls dropped out of school for various reasons. The case of sibling, livestock and other household chores was expected from girls which further trained them to become good housewives. The practice of early marriages is prevalent in the village and since the age of menarche is low the parents feel insecure in sending the girls to schools managed by all male teachers.

The incentives like books and stationery, uniform etc. are only given to SC,ST and OBC category students also they are not distributed timely. The general category girls have no extra facilities.

The discriminatory behaviour meted out to girls was observed in the village. A boys demands and wishes are fulfilled, he is given mere time and facilities to study, he is fed better food and is allowed to play. The girls have no such facility, while the medical facilities and social justice are not available for women. This vicious circle of poverty, illiteracy, extravaganza in rituals, ill-health and poverty keeps on join Education, Specially girls education can break this circle.

Suggested Intervention

Fifteen villagers took part in group discussion held in the village. They were two teachers, One community leaders, Eight villagers, Two women and two children. The following interventions emaged from the group discussion.

1. Awareness can be generated by launching campaigns so that both the parents get motivated to educate their daughters.
2. The government should upgrade the village upto middle and high school level.
3. The girls should be given incentives and encouraged to attend school.
4. School curriculum should be made job oriented.

5. Support services like anganwadi, balwadi, creches, should be started to promote girls education.
6. Mahila mandals can be started and women's education should be promoted by them.
7. Nukkad natak and mass media can be taken help of to make people aware of the importance of education. Other social evils like dowry early marriages, alcoholism etc. should be campaigned against.
8. The teachers should be oriented towards having an understanding attitude and problem solving approach.
9. Government or village panchayats should empower women in villages to look after girls schooling and attendance.
10. Girls should be taught vocational skills in the schools to make their education more fruitful.

(04)
 NAME OF VILLAGE / HABITAT - RAKODA
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES :	
* Distance from DPEO	: - 55.00 Kms
* Distance from BEO	: - 5.00 Kms.
* Distance from Railway Station	: - 15.00 Kms.
* Linking Pakka road	: - 0.5 Kms.
* Bus service	: - 1.00 Kms.
* Total No. of Households	: - 200
* Nature of land	: - Plain & Hillocks
* Crops grown	: - Wheat & Opium
* Main Communities	: - S.C., S.T., OBC, General
* Main Occupation	: - Agriculture
* Health Facilities	: - Not available
* Electricity	: - Available
* Drinking water facilities	
No. of Handpump	: - 04
No. of Tap - water	: - 00
No. of Tube - well	: - 00
No. of Well	: - 03
* Educational setup	
No. of Balwadi	: - Not available
No. of Aganwadi	: - Not available
Mahila Mandal	: - Not available
Part school	: - 1 NFE Centre
Primary school	: - Govt. Co-ed Primary School
Middle School	: - Not available
Secondary School	: - Not available
Higher Secondary School	: - Not available
* No. of Teachers for Primary Class	
Male	: - 04
Female	: - 00
* Households Surveyed	: - 30
* No of Community leaders in Group Discussion	: - 01
* No. of Participants in Group Discussion	: - (11 male, 4 female, 3 children)

VILLAGE : RAKODA
BLOCK : PIPLODA
DISTRICT : RATLAM

The village Rakoda in block Piploda of Ratlam district is near the metallic road. There are about 200 households and an approximate population of 1500 persons. The main occupation of the people is agriculture, engaged in the work either as farmers or labourers. The cash crops like sugarcane, opium, cotton, gram etc are mostly grown in the village.

Rakoda village has only one government primary school which is coeducational. Among the support service facilities only one NFE centre is available in the village other facilities like anganwadi, balawadi, health care facilities are altogether lacking.

The girls in the village had access only to primary level education as there were no middle and high schools in the village and were parents reluctant to send the girls to the other village which is 3 kms away.

The girls who had access to primary school atleast were also not enroled due to various factors. The foremost cause was the parent illiteracy and lack of motivation and empathy towards girls education. Another factor was the social set up which subjugated girls and women which curtailed their freedom to express. The girls are mainly occupied with the household chores and care of siblings. The time table of the school coincides with the time of household work, care of livestock etc.

The people in this village sing sacred songs (Malwi Psalmo) on certain days, it brings forth the feeling of "in-groupism", a collective conscience. Therefore to belong to this group or integrating with it the traditional values are followed thus resulting in stunted growth and achievement of girls and women.

The girls and women do not have access to education, unfair division of food, time for recreation, medical care thus resulting in gender inequality and non-empowerment of women and girls in society.

Suggested interventions

18 villagers took part in the group discussion they were 1 Deputy community leader, 2 teachers, 8 villagers (male), 4 villagers (female) and 3 children.

1. The village Rakoda should be provided with a middle and high school immediately.
2. There should be a separate primary school for girls.
3. Anganwadis, Balwadis, creches etc. should be opened in the village to support the girls education.
4. More female teachers should be appointed in the villages. Full security and accommodation should be taken care of the female teachers.
5. The parents should be motivated to educate their girls.

6. The girls should be given incentives to attend school and hostel facility should be provided.
7. Parents should be made accountable and give justification for their absentee wards.
8. The teachers of primary school need to be oriented on specific issues related to girls education and women's empowerment.
9. Mahila Mandals should be started and village women should participate in education and social welfare activities organised from time to time.
10. Income generating programmes should be introduced in the curriculum.

(05)
 NAME OF VILLAGE / HABITAT - DHAMEDI
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	48.00 Kms
* Distance from BEO	:-	5.00 Kms.
* Distance from Railway Station	:-	18.00 Kms.
* Linking Pakka road	:-	3.00 Kms.
* Bus service	:-	1.00 Kms.
* Total No. of Households	:-	250
* Nature of land	:-	Plain & Hillocks
* Crops grown	:-	Wheat , Opium & Gram
* Main Communities	:-	S.C., S.T., OBC, General
* Main Occupation	:-	Agriculture
* Health Facilities	:-	Not available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	05
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Well	:-	15
No. of Tanks	:-	01 (Water Tank)
* Educational setup		
No. of Balwadi	:-	Not available
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	Not available
Primary school	:-	Govt. Co-ed Primary School
Middle School	:-	Govt. Co-ed Middle School
Secondary School	:-	Not available
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	04
Female	:-	01
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	(13 male, 3 female ,4 children)

VILLAGE : DHAMEDI
BLOCK : PIPLODA
DISTRICT : RATLAM

Dhamedi village is situated in a beautiful surrounding in block Piploda and has 250 households with an approximate population of 2200 persons. The economic condition of the landlords is good but the labourers on daily wages are poor.

The village has a government co-educational primary and middle school and also a primary convent school. The only support service available is adult education centre, which is not functioning at present. Other support services like Anganwadi, Balwadi, Mahila mandal, NFE etc are lacking in this village.

The village has no high school and nearest high school 3 Km far away from this village. Since parents feel that it is not safe for girls to go to another village, the girls drop-out after middle level.

The parents feel that there is no point in educating girls when all that they have to do is get married and take care of home & family. They rather teach their daughters household works and some skill which will make them earn some income.

The rates of enrolment among girls especially at the middle and high school level as compared to boys drops drastically due to the fact that there is no school after the middle level and parents do not send the girls after menarche. They like to marry off their daughters at the onset of puberty.

Due to poor economic condition the parents get their daughters engaged in income generating activity so as to add to the family income.

There was lower retention rate of girls in the village Dhamedi as the girls were not permitted to go to other village for high school level education . The parents do not like their daughters study in a coeducational school especially because it is managed by all male teachers. In addition, unattractive school building and teachers negative attitude account for low retention rates. Girls have low self steem and do not assest themselves. They do not aspire to be economically independent , instead hope to get married and take care of their families.

Suggested Interventions

Twenty persons participated in the group discussion hold in Dhamedi village they were one head master two teachers , One community leader , nine men , three women and three children . The following interventions are suggested based on the discussion.

1. The government should upgrade the schools to high school level.
2. There should be a separate schools for girls specially at middle level.
3. More female teachers should be appointed in the school.
4. The teachers should be oriented towards being understanding and carring towards girls . They should try to understand the girls problems , the reasons for their poor performance.
5. The girls should be given incentives to attend school so as to compensate for the income they would have earned by staying at home.

6. Support services should be started in the village like anganwadis , balwadis and creches so as to support girls education.
7. Distance education system for the girls and their parents should be started.
8. Parents should be made aware of the importance of girls education.
9. Mahila Mandals should be energised to promote girls education.
10. Early marriages should be stopped. Stningent law measures are required to stop this evil practice.

(06)
 NAME OF VILLAGE / HABITAT - MANKHEDI
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	36.00 Kms
* Distance from BEO	:-	12.00 Kms.
* Distance from Railway Station	:-	16.00 Kms.
* Linking Pakka road	:-	0.50 Kms.
* Bus service	:-	0.50 Kms.
* Total No. of Households	:-	250
* Nature of land	:-	Plain & Hillocks
* Crops grown	:-	Opium & Gram
* Main Communities	:-	S.C., S.T., OBC, General
* Main Occupation	:-	Agriculture
* Health Facilities	:-	Not available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	04
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Well	:-	02
No. of Tanks	:-	01 (P.H.E.)
* Educational setup		
No. of Balwadi	:-	Not available
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	Adult Education Centre , NFE
Primary school	:-	Govt. Co-ed Primary School
Middle School	:-	Govt. Co-ed Middle School)
Secondary School	:-	Not available
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	01
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	(13 male, 3 female ,4 children)

VILLAGE : MANKHEDI
BLOCK : PIPLODA
DISTRICT : RATLAM

Village Mankhedi in block Piploda is situated in Ratlam district of Madhya Pradesh. It is near a metallic road but 10 kms away from the nearest railway station.

The village has a population of 1261 persons residing in about 250 households. The main occupation of the occupants is farming followed by weaving. In the village cash crops like sugarcane, opium, grams etc is done, the economic condition of the landlord is good, but the labourers are exploited by the rich landlords.

There is a government coeducational school upto middle level. The support services available are NFE, Health centre, Adult education centre and a non functional JRY.

In the village the girls had lesser opportunity to obtain education as compared to the boys.

The high school is not available in the village and the girls are not permitted to go the nearby village to pursue further education.

The girls from an early age are burdened with domestic and household work, care of siblings, care of livestock etc. which prevents them from attending school. Moreover the timings of the school clashes with the above mentioned chores.

The traditional social set up does not attach much importance to girls education which is further accentuated by parents illiteracy and lack of motivation.

Parents are also redudtant to send the girls to coeducational institute. The rates of enrolment among girls specially middle and high school levels , as compared to boys drops drastically . Poor economic condition also prevents the parents from educating their children.

The lower retention rates are observed among girls as compared to boys and this was due to a variety of factors , parents do not want to send girls to coeducational schools managed by all male teachers, burden of household work also falls in the lap of girls . One important reason is the irregularity of teachers,unattractive school buildings with hardly any furniture. All these factors and the social discrimination against girls results in lower enrolment , lower retention and high drop out rates of girls.

Suggested Interventions

In this village 30 households were visited two teachers , one headmaster and one community leader were interviewed . In the group discussion twenty persons participated . The following interventions are suggested based on discussion and field observation of investigators.

1. There is an immediate need of a high school in the village to check the dropout of girls.
2. Separate schools for girls should be started so that they can also attend schools.

3. More female teachers should be recruited by the government so that girls' education status can be improved. The female teachers should be provided with full security and good accommodation.
4. Support services like creches, anganwadi, baiwadi etc should be started in the village.
5. The Adult Education programmes need a boost so that they understand the importance of education.
6. Incentives should be given to the girls to attend the school so that they are encouraged and parents are also motivated.
7. Parents should be made accountable and responsible for their wards who are frequently absent from the school.
8. Income generating programmes should be started.
9. Gram sevikas should be pressed into service to bring about a social change.
10. Mahila Mandal should be started and energised with income generating programme and for promoting girls education.
11. Parents should be made aware of legal age of marriage.

(07)
 NAME OF VILLAGE / HABITAT - KALUKHEDA.
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	50.00 Kms
* Distance from BEO	:-	15.00 Kms.
* Distance from Railway Station	:-	6.00 Kms.
* Linking Pakka road	:-	5.00 Kms.
* Bus service	:-	0.50 Kms.
* Total No. of Households	:-	500
* Nature of land	:-	Even & Prolific
* Crops grown	:-	Gram , Cotton , Soyabean
* Main Communities	:-	S.C., OBC, General
* Main Occupation	:-	Agriculture
* Health Facilities	:-	Not available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	02
No. of Tap - water	:-	04
No. of Tube - well	:-	00
No. of Well	:-	04
No. of Tanks	:-	01 (Over Headtank)
* Educational setup		
No. of Balwadi	:-	Not available.
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	3 NFE Centre
Primary school	:-	Govt. Girls , Boys Primary School
Middle School	:-	Govt. Co-ed Middle School)
Secondary School	:-	Govt. Co-ed High Schpol)
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	(6 male, 5 female)

VILLAGE : KALUKHEDA
BLOCK : PIPLODA
DISTRICT : RATLAM

Village Kalukheda of block Piploda in Ratlam district is a fairly large village surrounded by lakes, adding to its scenic beauty. The village is well-organised and scattered over a radius of 3 Kms. The nearest metallic road is 5 Kms away.

A Banyan tree expanding upto due kilometer of this area is the unique feature of this village, which attracts nearby villages during 'Vat-Savitri' festival.

This village is fortunate enough to have a school education minister from this area and hence almost all educational facilities are available here.

There are four government schools, a Navodaya Vidhyalaya, 3 NFE centres which have created an awareness among the villagers the importance of education.

Support services like Mahila Mandal, Health Centre, TRYSEM, JRY are functional, but anganwadi, balwadi and Adult Education Centre are not available in the village.

The main occupation being agriculture, Cash crops like wheat, gram, mustard, opium, cotton soyabean and sugarcane are grown.

The people here are not all that poor but education in one area where motivation lacks specially for the girls.

In terms of access it was found that in this village both boys and girls did not face much problem since a Navodaya

Vidhyalaya (High School) is in the village itself along with another government high school. However the proportion of girls in relation to boys attending school is skewed and lesser number of girls attend school . The reason behind this is early marriage , household work , helping parents in the fields and taking care of siblings.

In the village the enrolment of girls is good but after 8th std the relation is low, This is due to parents insecurity in sending grown up girls to co-educational institutes. The girls and women are bound to the household as per the traditional norms and they have low self esteem , lesser desire to be independent .

When the team conducted the group discussion, it was found that gender bias and gender inequality exists in a very pronounced form in this village. The root of this bias are a host of socio - cultural mechanism (dowry , early marriage , segregation) leading to gender disparity , inequality and resulting in non - empowerment among women and girls in the society.

Gender inequality and non-empowerment is all too evident in the girls and women in this village.

Suggested Interventions

In the group discussion eleven villagers took part , they were one community leader , two male teachers , two female teachers and six villagers.

1. The government should start separate schools for girls and boys at the middle and high school level.

2. Anganwadi , Balwadis should be started.
3. Parents should be motivated, convinced and made aware of the importance of girls education, campaigns and meeting should be organised.
4. Early marriages should be discouraged Law should become very strict with the parents who encouraged early marriages.
5. There should be more female teachers in the village so as to make parents confident of their girls security.
6. Residential facility should be provided to the teachers so that they attend he schools regularly.
7. Orientation programmes for teachers should be arranged so that they are sensitized towards girls education.
8. Mahila Mandals should be started and energised with income generating programmes and for promoting girls education.
9. The schools should be made more attractive and interesting.
10. The utility of schools can be increased by including some income generating activities in the curriculum.

(08)
 NAME OF VILLAGE / HABITAT - SUKHEDA
 BLOCK - PIPLODA
 DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES

* Distance from DPEO	:- 60.00 Kms
* Distance from BEO	:- 15.00 Kms.
* Distance from Railway Station	:- 20.00 Kms.
* Linking Pakka road	:- 0.50 Kms.
* Bus service	:- 1.00 Kms.
* Total No. of Households	:- 1000
* Nature of land	:- Palins & Hills
* Crops grown	:- Whete , Opium
* Main Communities	:- S.C., OBC, General
* Main Occupation	:- Agriculture
* Health Facilities	:- Not available
* Electricity	:- Available
* Drinking water facilities	
No. of Handpump	:- 08
No. of Tap - water	:- 350
No. of Tube - well	:- 00
No. of Well	:- 11
No. of Tanks	:- 01 (Over Headtank)
* Educational setup	
No. of Balwadi	:- Not available
No. of Aganwadi	:- Not available
Mahila Mandal	:- Not available
Part school	:- 2 NFE Centre
Primary school	:- Govt. Girls , Boys Primary School
Middle School	:- Govt. Co-ed Middle School
Secondary School	:- Govt. Co-ed High School)
Higher Secondary School	:- Not available
* No. of Teachers for Primary Class	
Male	:- 05
Female	:- 03
* Households Surveyed	:- 30
* No of Community leaders in Group Discussion	:- 01
* No. of Participants in Group Discussion	:- (7 male, 5 female, 3 children)

VILLAGE : SUKHEDA
BLOCK : PIPLODA
DISTRICT : RATLAM

Village Sukheda in block Piploda of Ratlam district of Madhya Pradesh is situated near be metallic road .It has about 985 households and an approximate population of 8000 persons. The occupation of the villagers is agriculture , pottery work and leather work. As cultivation of cash crops (Sugarcane , opium , cotton, gram, mustard etc.) the economic condition is not very poor.

There is a separate school for girls and boys at the primary level ,coeducational middle and high school . There is also hostel facility for SC/ST boys in Govt. Primary schools. This village also has two private primary schools. Among the support services , health centre and 2 NFE centres are available whereas non working JRY and adult education are also present in the village.

It was found in the village that access was not a problem for the students both girls and boys . However the boys are encouraged to continue school despite frequent facilities while girls are taken out from school on failure.

It was found that the enrolment is low for the girls as compared to the boys due to the traditional social norms that girls should be segregated and isolated . They are made to do the household work while the boys play in their free time

Parental illiteracy also acts as a hurdle in the way of girls. The girls also have lower retention rates among girls as the parents do not like to send their daughters to coeducational middle and high schools. The girls are married off at the onset of puberty thus their education suffers.

In the village there was pronounced gender inequality and gender bias. The women and girls have been the object of pronounced sex stereotyping and are treated as inferior to men.

Suggested Interventions

About 15 persons took part in the group discussion and the following interventions are suggested.

1. Awareness regarding the importance of girls education is the need of the hour. Efforts should be made to launch campaigns for awareness regarding girls education and women's empowerment.
2. Support services like anganwadis, balwadis and creches should be started so as to support girls education.
3. Mahila Mandals should be energised and made powerful so as to promote girls education.
4. Incentives should be given in the form of cash, kind (pulses and cereals etc.) can improve girls enrolment.
5. Income generating skills should be imparted to promote girls education and make them self reliant.

6. Separate schools should be opened for girls at the middle and high level so that parents do not hesitate in sending their daughters to school.
7. Females teachers should be more in number and they should be understanding and caring towards girls.
8. Girls should be given extra coaching so that there is better performance in school which in turn will retain girls more.
9. Government schools should be made more attractive they should include extra curricular activities as well.
10. The parents should be discouraged from marrying their daughters at an early age . The laws should be made more stringent.

(09)

NAME OF VILLAGE / HABITAT - SLUM (ISHWAR NAGAR)
BLOCK - PIPLODA
DISTRICT - RATLAM

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	4.00 Kms
* Distance from BEO	:-	3.00 Kms.
* Distance from Railway Station	:-	3.00 Kms.
* Linking Pakka road	:-	2.00 Kms.
* Bus service	:-	2.00 Kms.
* Total No. of Households	:-	10 ⁰
* Nature of land	:-	Uneven
* Crops grown	:-	Opium
* Main Communities	:-	S.C., OBC, General
* Main Occupation	:-	Garbage Collecting, Labourer
* Health Facilities	:-	3 Kms.
* Electricity	:-	Partially Available
* Drinking water facilities		
No. of Handpump	:-	02
No. of Tap - water	:-	00
No. of Tube - well	:-	00
No. of Tanks	:-	01 (Over Headtank)
* Educational setup		
No. of Balwadi	:-	Not available
No. of Aganwadi	:-	Not available
Mahila Mandal	:-	Not available
Part school	:-	1 NFE Centre
Primary school	:-	Govt. Primary School
Middle School	:-	3 Km far away
Secondary School	:-	3 Km far away
Higher Secondary School	:-	Not available
* No. of Teachers for Primary Class		
Male	:-	01
Female	:-	00
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	00
* No. of Participants in Group Discussion	:-	(10 males, 5 females)

SLUM : ISHWAR NAGAR
BLOCK : PIPLODA
DISTRICT : RATLAM

Ishwar nagar a slum in Raltam city is about 1/2 kilometer away from metallic road . There are about 100 households and an approximate population of 600 persons . The economic condition of the dwellers is very poor. They are mostly engaged as labourers on daily wages , black smiths , carpenter , porters , garbage collectors etc.

There are two schools in the slum Ishwar nagar . One is a Government Junior Primary School upto 3rd standrad and Dr. Ambedkar Primary school. There is a private middle school which is 2 kilometers away . Among the support services , a NFE is available . Other facilities like balwadi , anganwadi is not available.

The discussion revealed that the girls going to school are much less in number as compared to school going boys.

The poor economic condition of the parents acts as a barrrier to the girls education. The phenomenon of denying access to girls is directly related to socialisation pattern which is geared towards preparing girls for early marriages while boys are made self reliantd and economically independent. The girls have lower enrolment also because they are expected to help with the household work , care of sbilings and learning some skills . They add to the family income by working as servant maids, labourers , garbage collector and sullioning.

The girls are married off early and thus they are unable to obtain any education.

Suggested Interventions

About 15 slum dwellers took part in the group discussion . They were 10 males and 5 females . The following interventions are suggested based on it.

1. The government should upgrade the school to middle and high school level.
2. Child labour should be stopped and stricter law should be enforced.
3. Early marriages should be discouraged and parents should be made aware of the problems emerging from early marriages.
4. Health centre should be opened here immediately. Hygiene and sanitation should be improved here to decrease the problems of water borne and air borne diseases.
5. Support services like anganwadis and balwadi should be started.
6. Income generating skills should be included in the curriculum.
7. The Mahila Mandals should be started so as to encourage and promote girls education.
8. Girls should be given incentives to attend schools.
9. Adult Education should be promoted.
10. Campaigns are required to improve the educational status leading to their empowerment .Mothers should be made aware of the importance of the girls education.

CHAPTER III
ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

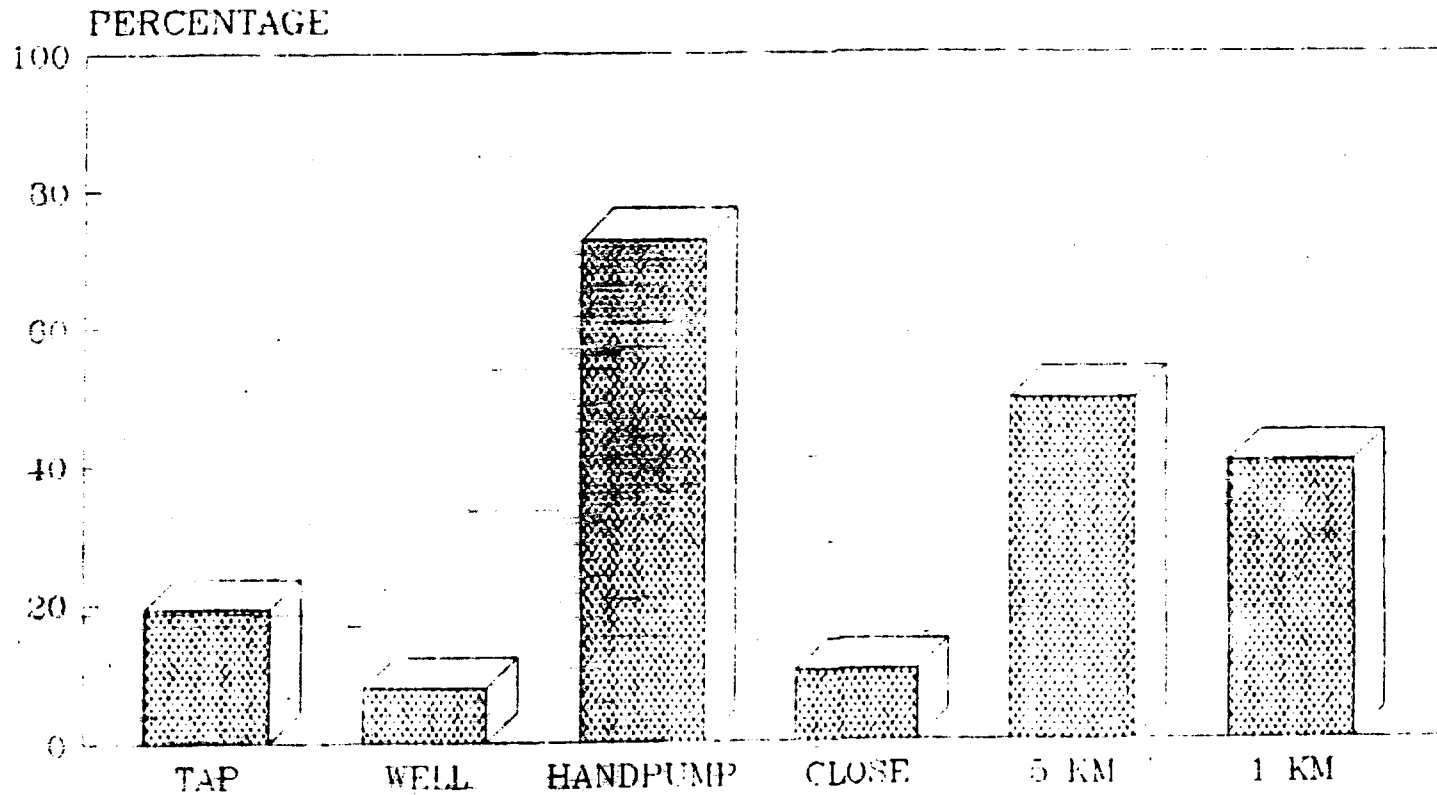
In all, 270 households were visited, the information obtained by the investigators is presented below.

TABLE 3.1.1
DESCRIPTION OF SAMPLE HOUSEHOLDS IN
BLOCK : PIPLODA , DISTRICT : RATLAM

* Total Number of Households :	270
* Total Number of Members of Households :	1461
* Average Size of Households :	5.5
* Major Religion:	HINDU
	No. %
	259 95.2%
* Mother Tongue:	HINDI
	No. %
	270 100%

In all 1461 persons were residing in the sample Households. The average size of the Household was 5.4. Majority 95.2 percent of the sample population were Hindu and mother tongue was Hindi.

SOURCE AND DISTANCE OF DRINKING WATER DISTRICT : RATLAM

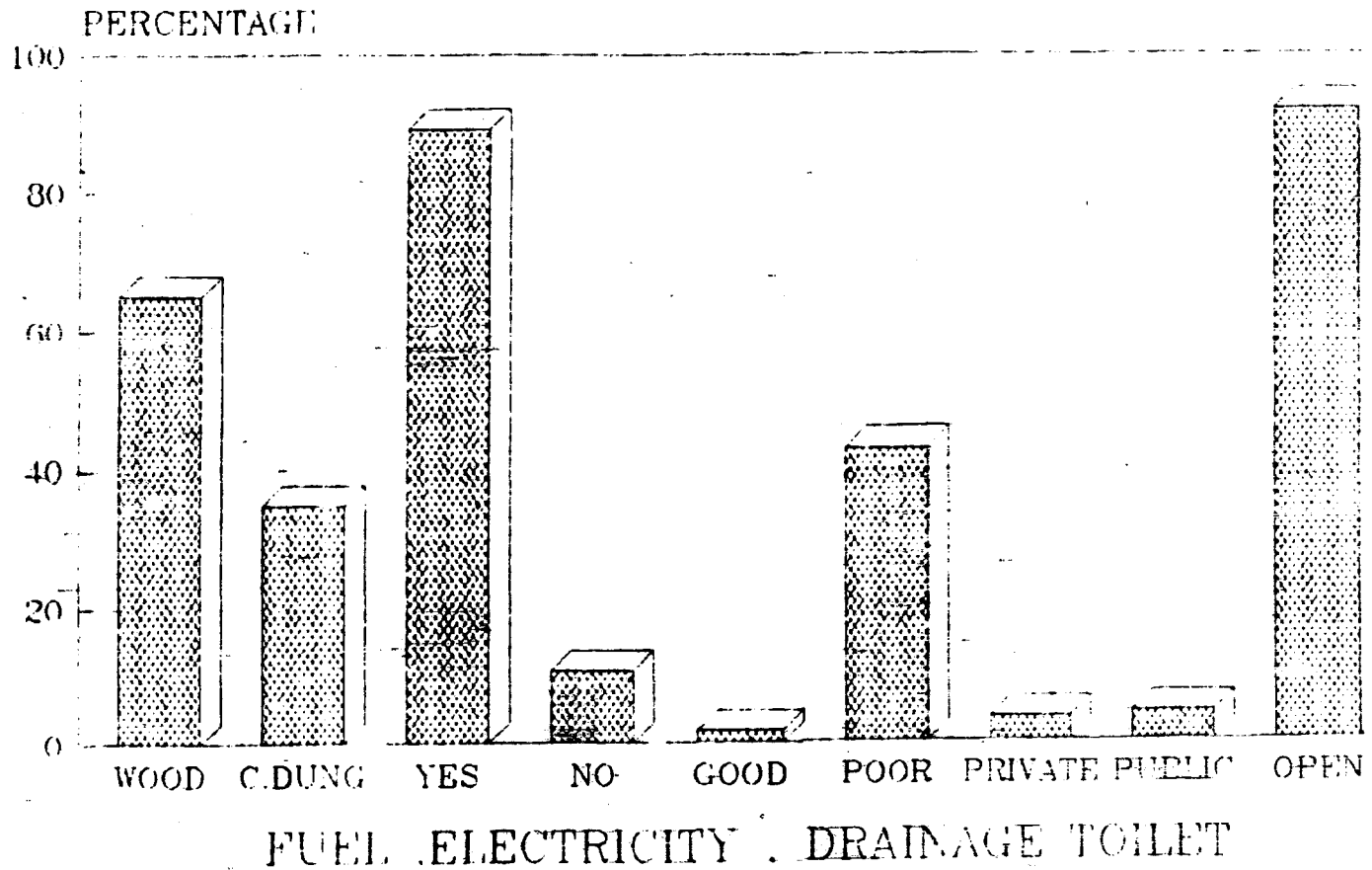


SOURCE AND DISTANCE OF DRINKING WATER

SOURCE SAMPLED 9 VILLAGE DATA

FUEL, ELECT, DRAINAGE, TOILET FACILITY

DISTRICT : RATLAM



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.2
DRINKING WATER

* Source of Drinking Water

	No.	%
Well	21	7.8
Handpump	197	73.0
Tap	52	19.2

* Distance of Source of Drinking Water

	No.	%
Close by	27	10.0
0.5 Km.	134	49.6
1 Km. and above	109	40.4

8 percent of the population take water from well where as 73 percent of the population is using handpump for drinking water.

10 percent of the total population have source of drinking water within 0.5 Km. More than 40 percent have to walk more than a kilometer to fetch drinking water. This task is being done largely by women and girls.

Table 3.1.3
Fuel and Electricity

* Main Source of Fuel

	No.	%
Wood	176	65.2
Cow-Dung Cakes	94	34.8

*** Availability of Eletricity**

241 89.2%

65 percent of sample population is using wood as fuel and Cow-dung Cakes by 35 percent.

Nearly 89 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation

	No.	%
Good	05	01.9
Poor	116	43.0
No response	149	55.1

Toilet facilities

	No.	%
Private	10	3.7
Public	12	4.4
Open	248	91.9

02 percent households have good drainage , the rest 43 percent have poor drainage leading to waterlogging and insanitary conditions,Private toilets are being used in 22 Households only (7 in urban slum) and majority i.e., 248 households 92% used open spaces for depication . The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

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

Age Group	Persons	%	Male	%	Female	%
0 - 5	143	9.78	67	10.53	76	11.95
6 - 11	380	26.01	122	19.18	258	40.57
12 - 14	222	15.20	73	11.48	149	23.43
15 +	716	49.01	374	58.81	342	53.77
Total	1461	100.00	626	100.00	825	100.00

Close to 51 percent of the household members belong to age group 0 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	Male	%	Female	%
Illiterate	731	246	33.65	485	58.83
Literate below primary	306	125	40.85	181	59.15
Primary	225	111	49.33	114	50.67
Middle	130	94	72.31	36	27.69
High School	019	018	94.74	001	5.26
Higher Secondary	041	035	85.37	006	14.63
Degree (Graduate)	009	007	77.78	002	22.22
Total	1461	626	100.00	825	100.00

Table 3.1.6 shows that 50 percent of the sampled household members were found illiterate, 21 percent were literate below primary level and only 29 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	205	51.64	76	39.79	129	62.62
11 - 14	102	25.69	53	27.75	49	23.79
15 - 18	018	04.53	16	08.38	02	00.97
Middle						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	031	07.81	14	07.33	17	08.25
15 - 18	034	08.56	26	13.61	08	03.88
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	001	00.25	00	00.00	01	00.49
15 - 18	006	01.51	06	03.14	00	00.00
Total	397	100.00	191	100.00	206	100.00

In 270 Households data for age group 6 - 14 years shows 196 girls are going to primary and upper primary classes. Only 10 are in upper primary classes in the age group 15-18 rest 2 girls of age - group 15-18 are still enrolled in primary class.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	110	48.46	28	50.91	82	47.67
11 - 14	80	35.24	12	21.82	68	39.53
15 - 18	37	16.30	15	27.27	22	12.79
Total	227	100.00	55	100.00	172	100.00

In 270 household's data for age group 6 - 14 years shows that 150 girls had never been enrolled in school. 22 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	25	29.76	05	35.71	20	28.57
11 - 14	42	50.00	07	50.00	35	50.00
15 - 18	11	13.10	01	07.14	10	14.29
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	05	05.95	00	00.00	05	07.14
15 - 18	01	01.19	01	07.14	00	00.00
Total	84	100.00	14	100.00	70	100.00

In 270 household's data for age group 6 - 18 shows 65 girls had dropped out from primary classes and 5 girls from middle classes.

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

Educational Level	Father	%	Mother	%
Illiterate	38	54.28	47	67.14
upto 4	14	20.00	12	17.14
7	09	12.86	06	8.57
10	06	8.57	05	7.14
12	03	4.28	00	00.00
12+	00	00.00	00	00.00
Total	70	100.00	70	100.00

BY BIRTH ORDER

Birth order	No.	%
1	21	30.00
2	33	47.14
3	9	12.86
4	7	10.00
5	0	00.00
Total	70	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	16	22.85
10,000	31	44.29
5,000 and below	23	32.86
Total	70	100.00

BY CASTE

Caste	No.	%
General	29	41.43
Scheduled Caste	32	45.71
Scheduled Tribe	09	12.86
Total	70	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	29	41.43
4	13	18.57
5	17	24.29
6	05	07.14
7	03	04.29
8	03	04.29
9	00	00.00
Total	70	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	108	62.78	138	80.23
Literate upto 4	49	28.48	29	16.81
7	12	6.98	05	2.90
10	02	1.16	00	00.00
12	01	0.58	00	00.00
12+	00	00.00	00	00.00
Total	172	100.00	172	100.00

BY BIRTH ORDER

Birth order	No.	%
1	91	52.90
2	53	30.81
3	18	10.47
4	09	5.23
5	04	2.33
Total	172	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	21	12.20
10,000	97	56.40
5,000 and below	54	31.40
Total	172	100.00

BY CASTE

Caste	No.	%
General	56	32.56
Scheduled Caste	89	51.74
Scheduled Tribe	27	15.70
Total	172	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	07	04.07
4	51	29.65
5	46	26.74
6	28	16.28
7	23	13.37
8	9	05.23
9	7	04.07
Total	172	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Cultiv.	122	08.35	69	11.02	53	06.35
Service	61	04.17	61	09.74	0	00.00
Casual Labour	357	24.44	163	26.03	194	23.23
House Wife	116	07.94	00	00.00	116	13.89
Others	23	01.57	21	03.35	2	00.24
Non Workers	782	53.52	312	49.84	470	56.29
Total	1461	100.00	626	100.00	835	100.00

Table 3.1.7 shows 54 percent of the sampled household persons are non-workers and 24 percent are working as casual labourers. Only 8 percent are cultivators. Service sector covers even less than 5 percent.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income	No. of Household	% to total
1.	12,000 +	12	04.44
2.	9,000	39	14.44
3.	6,000	112	41.48
4.	3,000	104	38.61
5.	3,000 below	3	01.11
Total		270	100.00

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

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

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	39	14.44	19	07.03
Middle	30	11.11	14	05.18
High school	17	06.30	03	01.11
Hr. Secondary	11	04.07	27	10.00
Graduation General	21	07.77	13	04.81
Graduation Professional	09	03.33	03	01.11
P.G. and above	05	01.85	00	00.00
No Response	138	51.11	181	67.03
Total	270	100.00	270	100.00

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

TABLE 3.1.10

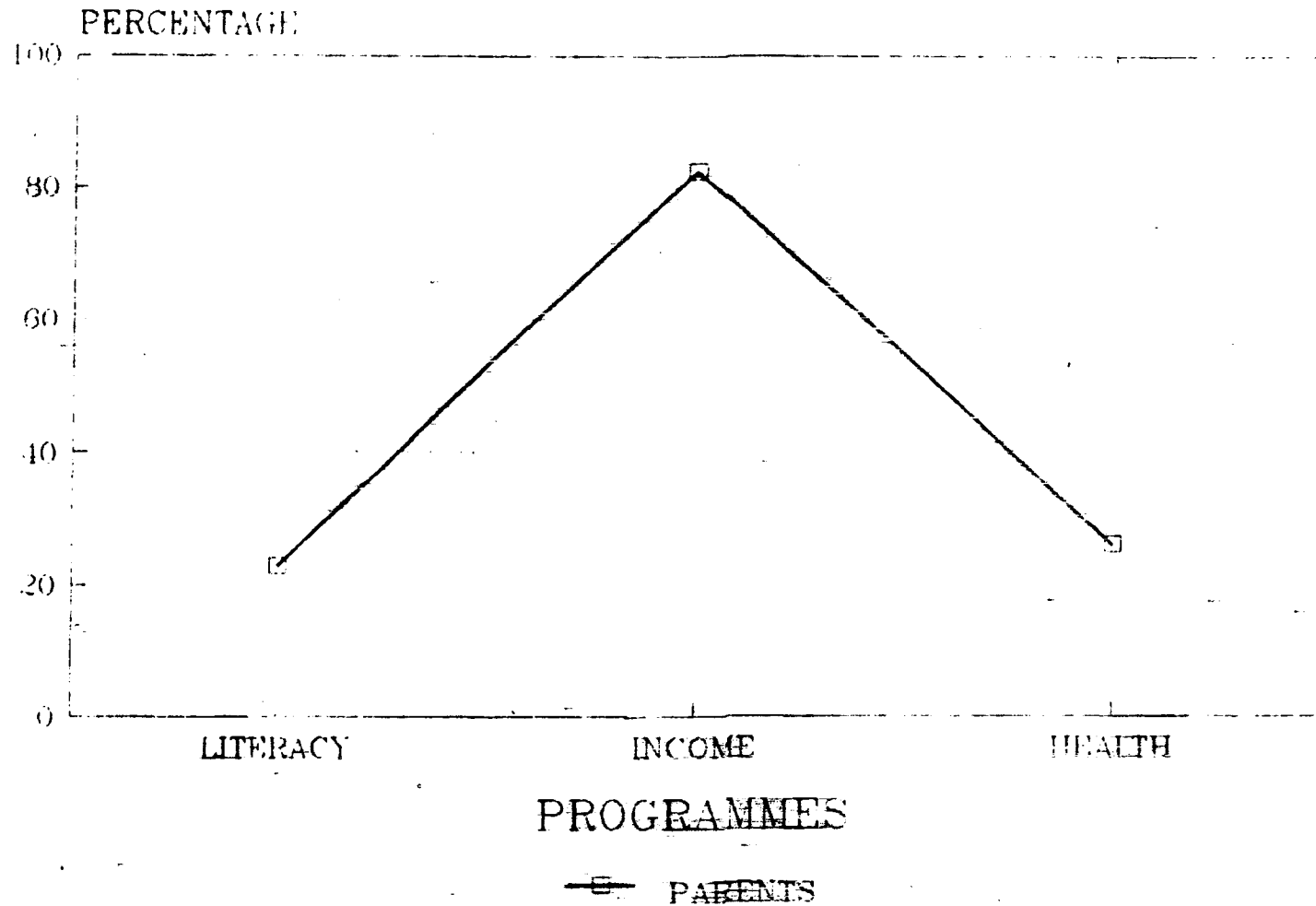
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	25	09.25	21	07.77
Doctor	09	03.33	07	02.59
Police Officer	01	00.37	01	00.37
Tailoring	42	15.55	00	00.00
Nurse	00	00.00	21	07.77
House Wife	00	00.00	39	14.44
Govt. Service	81	30.00	19	07.03
Engineer	00	00.00	00	00.00
No Aspiration	112	41.48	162	60.00
Total	270	100.00	270	100.00

Table 3.1.10 shows as for education, lower occupational aspirations are noticed for daughters compared to sons with 13 percent daughters seen as housewives only visualise teaching, government services and tailoring as occupations for daughters but also see them as doctors, police officers and engineers.

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

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT FATLAM



SOURCE SAMPLED 9 VILLAGE DATA

Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS & WOMEN

Programmes	Yes	%
Literacy Programme	54	23.0
Income generating	223	82.5
Programme on health and Nutrition	79	26.3

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

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	176	65.19
2. Parental education	125	46.30
3. Parental motivation	207	76.67
4. Parental Support like:		
i. Payment of fees other than tuition fees	20	07.41
ii. Provision of books and stationery	19	07.04
iii. Provision of adequate food and clothing	19	07.04
iv. Creating space and time for studies at home	7	02.59
v. Provision of academic Support (themselves or paid)	0	00.00
5. Self motivation of the girl child.	41	15.19
6. Positive attitude of teachers	39	14.44

Five main reasons for continuance of Girls in schooling :-

1. Parental motivation (76.67%).
2. Better economic standing Household (65.19%).
3. Parental education (46.30%).
4. Self motivation of the girl child (15.19%).
5. Positive attitude of teachers. (14.44%).

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	49	18.15
2. Inability of parents to provide clothes and shoes	22	08.15
3. Inability of parents to provide books	20	07.41
4. Inability of parents to provide stationery	18	06.67
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	75	27.78
7. Engaged in remunerative employment	00	00.00
8. Domestic work	248	91.85
9. Care of siblings	173	64.07
10. Absence of support services viz. Anganwadi, Balwadi, Creches	21	07.78
11. Early marriage	164	60.74
12. Social taboo on onset of poverty	12	04.44
13. Parental lack of motivation	113	41.85
14. Parental illiteracy	118	43.70
15. Lack of academic support/help, from parents/family members, others	12	04.44
16. School far away	35	12.96
17. Un-attractive school environment	2	00.74
18. Un-suitable school timings	0	00.00
19. Lack of relevance of curriculum	0	00.00
20. No women teachers	9	03.33
21. Lack of separate schools	13	04.81
22. Teachers' negative attitude	8	02.96
23. Failure	4	00.37
24. Illness of family members	3	01.11
25. Own Illness	5	01.85

Five main reasons for dropping out of girls from school :

1. Domestic Work (91.85%).
2. Care of Siblings (64.07%).
3. Early Marriage (60.74%).
4. Parental Illiteracy (43.70%).
5. Parental lack of Motivation (41.85%).

TABLE 3.1.14.

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

Reasons	Respondents (n=270)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	60	22.22
2. Inability of parents to provide clothes and shoes	21	07.78
3. Inability of parents to provide books	23	08.52
4. Inability of parents to provide stationery	19	07.04
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	97	35.93
7. Engaged in remunerative employment	00	00.00
8. Domestic work	248	91.85
9. Care of siblings	188	69.63
10. Parental lack of motivation	118	43.70
11. Parental illiteracy	126	46.67
12. Non-availability of school / NFE centres close to habitation	31	11.48
13. Un-suitable school timings	0	00.00
14. No female teachers	11	04.07
15. No separate school for girls	11	204.07
16. Lack of support services such as anganwadies, balwadies, creches	21	07.78
17. Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	24	08.89

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

1. Domestic Work (91.85%).
2. Care of Siblings (69.63%).
3. Parental Illiteracy (46.67%).
4. Parental Lack of Motivation (43.70%).
5. Helping parents in occupations (35.93%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents (n=270)	
	No.	%
1. Develops a positive self image and confidence among girls	49	18.15
2. Prepares girls for economic contribution	144	53.33
3. Can improve health and nutritional status of children and other family members	8	02.96
4. Will ensure education of future generations	168	62.22
5. Will make girls and women aware of their rights	17	06.30
6. Helps in raising age of marriage and reduce maternal , infant and child mortality	10	03.70
7. Helps in reducing the family size	85	31.48
8. Will prepare girls for leadership roles in society	16	05.93
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	4	01.48

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (62.22%).
2. Prepare Girls for economic contribution (53.33%).
3. Helps in reducing the family size (31.48%).
4. Develops a positive self image and confidence among girls (18.15%).
5. Will make girls and women aware of their right (06.30%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	184	68.15
2. Both need to be given equal amount of food	261	96.67
3. Both need to be given equal health care and medical attention when needed	261	96.67
4. Both can be assigned same duties/ responsibilities	158	58.52
5. Both should be given the same freedom	169	62.59
6. Both should be given equal time to play	186	68.89
7. Both can perform all tasks equally well	134	49.63
8. Both can have similar occupations	180	66.67
9. Both have same intelligence and abilities	114	42.22
10. Men and Women should be paid equal wages for equal work	197	72.96
11. Husband and wife should take all decisions jointly	134	49.63
12. Household work must be shared by all members of the household	95	35.19
13. Assets of the family should be registered in joint names of husband and wife	125	46.30

Five main perceptions of parents about gender equality:

1. Both need to be given equal health care (96.67%).
2. Both need to be given equal amount of food (96.67%).
3. Men and women should be paid equal wages for equal work. (72.96%).
4. Both should be given an equal time to play (68.89%)
5. Girls and boys need equal education (68.15%).

Parents appear to favour equal food , education , health and medical care for their children. A large no of parents (68%) perceive the boys and girls need equal education but they are not agree to share the house hold work by all members of the household. Same time they are not agreeing that both boys and girls have same intelligence and abilities. Concept of their ingorance towards girls is very much clear.

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households wherein 270 girls were found, out of them 60 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming studies.

TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	03	05.00
2.	9 - 11	12	20.00
3.	12 - 14	45	75.00
4.	15 +	00	00.00
Total		60	100.00

Table 3.2.1 shows that out of total 60 interviewed girls, 75 percent were in the age group 12-14 years followed by girls of 9 to 11 age group 20 percent. It is interesting to note that due to governmental efforts during last few years for universal access, enrolment and retention, many girls tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls are between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	05	08.33
2.	IIInd	10	16.67
3.	IIIrd	11	18.33
4.	IVth	06	10.00
5.	Vth	10	16.67
6.	VIth +	18	30.00
	Total	60	100.00

DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respodent	Regularity		Puntuality	
	Yes %	No. %	Yes %	No. %
60	52 86.67	8 13.33	51 85.00	9 15.00

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 26 percent girls of the sample household had dropped out of their school after classes I and II. 10 percent of the respondents completed class four of schooling. Only 17 percent girls had completed 5 years of schooling. Only 30 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of seprate schools at the middle stage as per open ended responses.

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

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	11	18.33
2.	Domestic work	16	26.68
3.	Parental Illiteracy	17	28.33
4.	Lack of self motivation	05	08.33
5.	Mother / own illness	02	03.33
3.	Early Marriage	03	05.00
7.	School far away	06	10.00
Total		60	100.00

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

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME STUDIES

Total	Positive Responses	%	Negative Responses	%
60	32	53.33	28	46.67

Table 3.2.4 clearly shows that 53 percent of the drop-out girls wish to resume their studies and 47 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	23	38.33
2.	Economic Support.	11	18.33
3.	Create self confidence in the girls.	25	41.67
4.	Self motivation.	01	01.67
Total		60	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 (38 %) and girls will attain self confidence (nearly 42 %).

TABLE 3.2.6

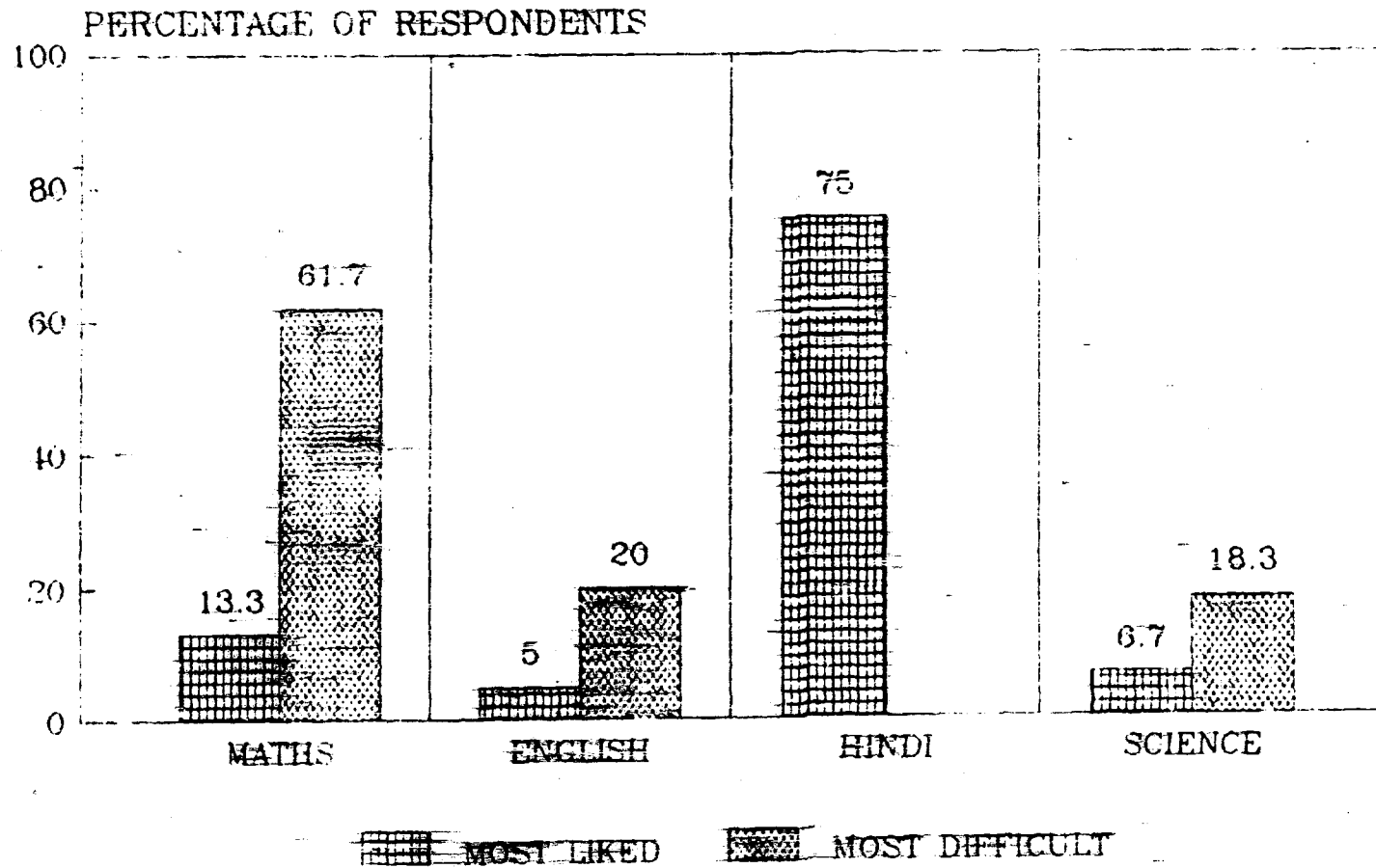
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=69)	No. of Respondents	%
1.	For Teachers	42	70.00
2.	For School	45	75.00
3.	For Learning	49	81.67

The girls show positive liking of the teachers 70 percent their school 75 percent and for learning at school 82 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT RATLAM



SOURCE : SAMPLED 9 VILLAGE DATA.

TABLE 3.2.7

DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICUL

S.No.	Subjects	Subjects Most Liked Respondents		Subjects Most Difficult Respondents	
		No.	%	No.	%
1.	Mathematics	08	13.33	37	61.67
2.	English	03	05.00	12	20.00
3.	Hindi	45	75.00	00	00.00
4.	Science	04	06.67	11	18.33
Total		60	100.00	60	100.00

Table 3.2.7 shows that 75 percent of the total respondents say that they like Hindi the most and 13 percent for Mathematics and 5 percent for English. 7 percent of the total respondents say that the most difficult subject is mathematics and 12 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR HOME FROM SCHOOL

S.No.	Distance	No. of Respondents	%
1.	Close	17	28.33
2.	1 Km.	19	31.67
3.	2 Km.	11	18.33
4.	3 Km.	13	21.67
Total		60	100.00

Table 3.2.8 shows that 60 percent of the total respondents reside within one kilometer of the school whereas 40 percent had to commute 2 or 3 kilometers to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	56	93.33
By Bus	00	00.00
By Cycle	04	06.67
Total	60	100.00

Most of the drop-out girls had been commuting to their respective school on foot 93 percent, only six of them availed of the cycle 7 percent.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	36	60.00
Negative	24	40.00
Total	60	100.00

Table 3.2.10 shows that 60 percent of total respondents had received help from teachers when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	No.	Respondents %
Difficulty faced	40	66.67
No Difficulty	20	33.33
Total	60	100.00

Table 3.2.11 shows that 67 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	14	23.33
Negative	46	76.67
Total	60	100.00

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

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

Reasons	Respondents (n=60)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	01	01.67
2. Inability of parents to Provide clothes and shoes	00	00.00
3. Inability of parents to provide books	01	01.67
4. Inability of parents to Provide stationery	01	01.67
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	26	43.33
7. Enagaged in remunerative employment	00	00.00
8. Domestic work	60	100.00
9. Care of siblings	24	40.00
10. Absence of support services viz. Aganwadi, Balwadi, Creches	00	00.00
11. Early marriage	20	33.33
12. Social taboo on onset of puberty	02	03.33
13. Parental lack of motivation	22	36.67
14. Parental illiteracy	10	16.67
15. Lack of academic support/help from parents/family members	00	00.00
16. School far away	05	08.33
17. Un-attractive school environment	00	00.00
18. Un-suitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	02	03.33
21. Lack of separate schools for girls	02	03.33
22. Teachers negative attitude	02	03.33
23. Failure	11	18.33
24. Illness of family members	00	00.00
25. Own Illness	01	01.67

Main Reasons for Dropping Out :

1. Domestic work (100.00%).
2. Helping parents in occupation (43.33%)
4. Care of siblings (40.00%).
3. Parental lack of motivation (36.67%).
5. No female teachers (33.33%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=60)	
		No.	%
1.	Food	28	46.67
2.	Clothing	19	31.67
3.	Toys/Games	37	61.67
4.	Books, Magazines, Stationerys	31	51.67
5.	Help in studies	29	48.33
6.	Ritual and Social visits	15	25.00
7.	Opportunities for play	19	31.67

Parental Discrimination

1. Toys / Games (61.67%).
2. Book , Magazines, Stationeries (51.67%).
4. Help in studies (48.33%).
3. Food (46.67%).

As is evident in table above , girls perceive that their parents discriminate against them and favour their brothers in matters like food , clothing , toys, games , time for play & help in studies.

TABLE 3.2.15
WORK DONE BY GIRLS AT HOME

S.No.	Activities	Respondents (n=60)	
		No.	%
1.	Fetching water	56	93.33
2.	Collection fodder & fuel	06	10.00
3.	Caring of livestock	10	16.67
4.	Making cowdung cakes	34	56.67
5.	Caring siblings	26	43.33
6.	Cooking	56	93.33
7.	Washing / cleaning utensils	39	65.00
8.	Grazing cattle	15	25.00
9.	Wage earning activities	00	00.00
10.	Agricultural operations	04	06.67
11.	Home based production	00	00.00

Main works Done by the girls at Home

1. Cooking (93.33%).
2. Fetching water (93.33%).
3. Washing / Cleaning Utencils (65.00%).
4. Making cowdung cakes (56.67%).
5. Caring of siblings (43.33%).

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

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL.

Total no. of Respondents	Yes	No
142	93 (65.49%)	49 (34.51%)

Figures in parenthesis show percentages. Majority of 66 percent of the never enrolled girls interviewed desired to go to school.

TABLE 3.3.4

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

Total no. of Respondents	Yes	No
142	62 (43.66%)	80 (56.34%)

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
142	48 (33.80%)	94 (66.20%)

Figures in parenthesis show percentages. Only about 34 percent girls indicated that their parents may send them to school, if approached.

TABLE 3.3.6

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households ,142 never enrolled girls were interviewed to obtain information about the reasons for their non-enrolment in school and also to ascertain if they would be interested in resuming the studies.

TABLE 3.3.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	32	22.54
2.	9 - 11	20	14.08
3.	12 - 14	67	47.18
4.	15 +	23	16.20
Total		142	100.00

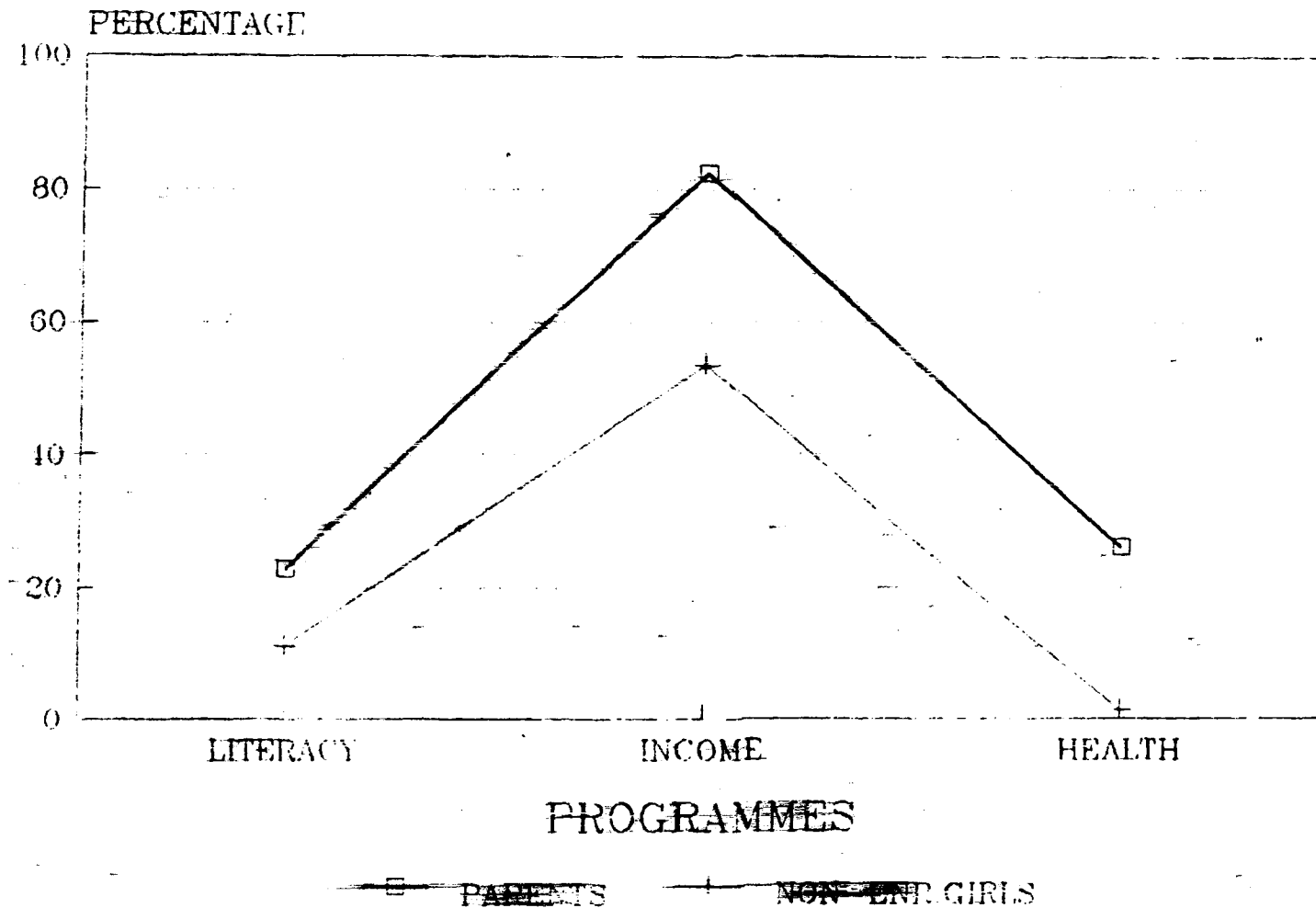
The table indicates the following:

i) 37 percent of the never enrolled girls belong to primary age group 06-11 years and another 48 percent belong to the elementary age group 12-14 years.

ii) 6- 8 year old girls in all the villages should be brought to school, the older girls between 9-14 years should also be provided with non-formal-education equivalent to primary and upper primary stages in a phased manner.

PERCEPTION ABOUT PROGRAMMES NEEDED

FOR GIRLS EDUCATION IN DISTRICT RATLAM



SOURCE: SAMPLED-VILLAGE DATA

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents (n=142)	
	No.	%
1. Ability to read/write	06	04.23
2. Ability to write name	02	02.11
3. Ability to count	22	15.49
4. Can not read/write	112	78.87

Out of 142 never enrolled, only 6 could read and write, 02 could barely write their name and 22 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

Programme	Respondents (n=142)	
	No.	%
Literacy programme	16	11.27
Income generating programme	78	53.52
Health and Nutrition programme	02	01.41

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

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

Girls from 09 to 17 years age from Scheduled Castes and Scheduled Tribes were found working as part-time/full time domestic help in affluent households.

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=142) %
1.	Food	22	15.49
2.	Clothing	26	18.31
3.	Toys/Games/Play	34	80.29
4.	Ritual and Social visits	108	76.06

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 7 teachers were interviewed, out of them 02 were females. The age of these teachers ranged between 27-45 years with majority of them belonging to age group 40 and below. The service length of these teachers ranged from 05 to 17 years. Only 1 teacher had more than 12 years as length of service. One of female and 04 male teachers had JBT qualification.

All the teachers were married except 1 male teacher. 2 had three children, 3 had 2 children. Only one teacher had no child. Average number of children per teacher was around 2. Average household size of teachers was around 5. Out of 7 teachers, only 1 lived at a distance of less than 1 kilometer from the school. The rest commuted (largely by bus) from a distance between 3 to 10 Km. About 2 teachers lived at a distance of 1 to 3 kms. and were using bicycle.

TABLE 3.4.1

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

Reasons	Respondents (n=7)	
	No.	%
1. Better economic standing of households	00	00.00
2. Parental education	05	71.43
3. Parental motivation	06	85.71
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	03	42.86
iii. Provision of adequate food and clothing	00	00.00
iv. Creating space and time for studies at home	01	14.29
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	01	14.29
6. Positive attitude of teachers	01	14.29

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (85.71%).
2. Parental education (71.43%).
3. Provision of books and stationery (42.86%).
4. Self motivation of the girl child (14.29%).
5. Positive attitude of teachers (14.29%).

TABLE 3.4.2

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

Reasons	Respondents (n=7)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	04	57.14
2. Inability of parents to Provide clothes and shoes	04	57.14
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	00	00.00
7. Engaged in remunerative employment	00	00.00
8. Domestic work	07	100.00
9. Care of siblings	06	85.71
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	02	28.57
12. Social taboos on onset of Poberty	00	00.00
13. Parental lack of motivation	04	57.14
14. Parental illiteracy	05	71.43
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	00	00.00
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	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. Domestic Work (100.00%).
2. Care of Siblings (85.71%).
3. Parental illiteracy (71.43%).
4. Parental Lack of Motivation (57.14%).
5. Inability of parents to provide clothes and shoes (57.14%).

TABLE 3.4.3

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

Reasons	Respondents (n=7)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	04	57.14
2. Inability of parents to provide clothes and shoes	03	42.86
3. Inability of parents to provide books	01	14.29
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	00	00.00
7. Engaged in remunerative employment	01	14.29
8. Domestic work	07	100.00
9. Care of siblings	05	71.43
10. Parental lack of motivation	04	57.14
11. Parental illiteracy	04	57.14
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	00	00.00
14. No female teachers	01	14.29
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. Domestic Work (100.00%).
2. Care of siblings (71.43%).
3. Parental Illiteracy (57.14%).
4. Parental lack of motivation (57.14%).
5. Inability of parents to pay extra tuition fee / fund (57.14%).

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. "As they do not attend classes regularly, they miss the course and fall back in class." In many cases it leads to failure or drop-out.

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

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

Only 5 out of 7 teachers reported that incentives were not distributed on time. The teachers perceive that incentives being given to schedule caste children especially girls have had a positive effect on their enrolment and attendance. They recommended that these incentives, viz., free uniforms, attendance scholarships, free books and stationery must be made available to all girls. It was also expressed by many of them that the noon meal scheme, which can easily be supported by a grain rich state like Madhya Pradesh, will definitely attract children from poverty groups.

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

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

TABLE 3.4.4

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

Utility	Respondents (n=13)	
	No.	%
1. Develops a positive self image and confidence among girls	05	71.43
2. Prepares girls for economic contribution	01	14.29
3. Can improve health and nutritional status of children and other family members	01	14.29
4. Will ensure education of future generations	03	42.86
5. Will make girls and women aware of their rights	01	14.29
6. Helps raise age at marriage and reduces maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	71.43
8. Will prepare girls for leadership roles in society.	01	14.29
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 (71.43%).
2. Develops a positive self image and confidence among girls(71.43%).
3. Will ensure education of future generations (14.29%).
4. Will prepare girls for leadership roles in society (14.29%).
5. Will make girls and women aware of their rights (14.29%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=19)	
	Agree	%
1. Girls and boys need equal education.	7	100.00
2. Both need to be given equal amount of food.	7	100.00
3. Both need to be given equal health care and medical attention when needed.	7	100.00
4. Both can be assigned same duties/ responsibilities.	6	85.71
5. Both should be given the same freedom.	6	85.71
6. Both should be given equal time to play.	6	85.71
7. Both can perform all tasks equally well.	5	71.43
8. Both can have similar occupations.	5	71.43
9. Both have same intelligence and abilities.	7	100.00
10. Men and Women should be paid equal wages for equal work.	7	100.00
11. Husband and wife should take all decisions jointly.	6	85.71
12. Household work must be shared by all members of the household.	6	85.71
13. Assets of the family should be registered in joint names of husband and wife.	6	85.71

Five main perceptions of parents about gender equality:

1. Men and women should be paid equal wages for equal work (100%).
2. Both can have similar intelligence and abilities (100%).
3. Both need to be given equal health care (100%).
4. Both need the same kind of food (100%).
5. Girls and boys need equal education (100%).

Teachers express highly egalitarian views regarding equal food, equal education, equal wages intelligence and ability and joint family decision making. By and large, they agree that both boys and girls should be given the same freedom, equal time to play, can be assigned same duties (responsibilities) and can have same occupation. Majority also agree that household work should be shared by both men and women. However, majority of teachers 10 out of 07 interviewed favour joint ownership of assest.

CHAPTER : 3.5

INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

In district RATLAM, 08 Educational Administrators including District Primary Education Officer and 02 head teachers of village primary schools, were interviewed. Information was obtained about facilities available in schools and also the position of students/teachers in these institutions, reasons for drop-outs, reasons for non-enrolment utility of girls education and for gender equality were recorded.

TABLE 3.5.1
PHYSICAL FACILITIES IN SCHOOLS (8 SAMPLE SCHOOLS)

S.No.	Facility	Available	Not Available
	(n = 8)		
1.	Playground	8	0
2.	Laboratory	1	7
3.	Library	2	6
4.	Toilets	4	4
5.	Separate Toilets for girls	2	6
6.	Health/medical checkup in the school	5	3

INCENTIVE SCHEMES

Free uniforms, attendance scholarships for SC 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 girl students upto senior secondary level.

TABLE 3.5.2

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

Reasons	Respondents No.	%
1. Better economic standing of households	02	25.00
2. Parental education	07	87.50
3. Parental motivation	06	75.00
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	01	12.50
iv. Creating space and time for studies at home	00	00.00
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	01	12.50
6. Positive attitude of teachers	01	12.50

Major Reasons for Continuance of Girls in Schooling

1. Parental education (87.50%).
2. Parental motivation (75.00%).
3. Better economic standing of households (25.00%).
4. Positive attitude of teachers (12.50%).
5. Self motivation of girl child (12.50%).

TABLE 3.5.3

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

Reasons	Respondents (n = 8)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	04	50.00
2. Inability of parents to provide clothes and shoes	04	50.00
3. Inability of parents to provide books	00	00.00
4. Inability of parents to provide stationery	00	00.00
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	05	62.50
7. Engaged in remunerative employment	03	37.50
8. Domestic work	08	100.00
9. Care of siblings	07	87.50
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	03	37.50
12. Social taboos on onset of puberty	00	00.00
13. Parental lack of motivation	06	75.00
14. Parental illiteracy	07	87.50
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	00	00.00
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	01	12.50
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	01	12.50
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:

- . Domestic work (100%).
- . Parental illiteracy (87.50%).
- . Care of siblings (87.50%).
- . Parental lack of motivation (75.00%).
- . Helping parents in occupation (62.50%).

TABLE 3.5.4

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

Reasons	Respondents (n = 3)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	04	50.00
2. Inability of parents to provide clothes and shoes	04	50.00
3. Inability of parents to provide books	00	00.00
4. Inability of parents to provide stationery	00	00.00
5. Inability of parents to provide food and medicines	00	00.00
6. Helping parents in occupation	02	25.00
7. Engaged in remunerative employment	02	25.00
8. Domestic work	08	100.00
9. Care of siblings	07	87.50
10. Parental lack of motivation	07	87.50
11. Parental illiteracy	06	75.00
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 taboo's and customs, segregation of women, purdah etc.	00	00.00

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

1. Domestic work (100%).
2. Parental lack of motivation (87.50%).
3. Care of siblings (87.50%).
4. Parental illiteracy (75.00%).
5. Inability of parents to provide clothes and shoes (50.00%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARY

Majority of teachers reported domestic work and sibling care are the major reasons for irregular attendance of girls. "As they do not attend classes regularly, they miss out of 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. Increase no. of incentives.

ii. IMPROVE ATTENDANCE OF GIRLS

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

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 to school.

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

75 percent of institutional heads 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 noon - 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=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	01	12.50
5. Will make girls and women aware of their rights	01	12.50
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	03	37.50
8. Will prepare girls for leadership roles in society	03	37.50
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 on utility of girls education:

1. Develops a positive self image and confidence among girls (62.50%).
2. Will prepare girls for leadership roles in society (37.50%).
3. Helps in reducing the family size (37.50%).
4. Prepare girls for economic contribution (25.00%).
5. Will prepare girls for leadership roles in society (12.50%).

TABLE 3.5.6

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n = 8)	
	Agree	%
1. Girls and boys need equal education.	08	100.00
2. Both need to be given equal amount of food.	08	100.00
3. Both need to be given equal health care and medical attention when needed.	08	100.00
4. Both can be assigned same duties/responsibilities.	07	87.50
5. Both should be given the same freedom.	07	87.50
6. Both should be given equal time to play.	07	87.50
7. Both can perform all tasks equally well.	06	75.00
8. Both can have similar occupations.	06	75.00
9. Both have same intelligence and abilities.	06	75.00
10. Men and Women should be paid equal wages for equal work.	07	87.50
11. Husband and wife should take all decisions jointly.	06	75.00
12. Household work must be shared by all members of the household.	06	75.00
13. Assets of the family should be registered in joint names of husband and wife.	06	75.00

Five main perceptions about gender equality:

1. Both need to be given equal health care (100%).
2. Both need the same kind of food (100%).
3. Girls and boys need equal education (83.33%).
4. Men and women should be paid equal wages for equal work (87.50%).
5. Both should be given an equal time to play (87.50%).

Administrators are the most of 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

Category	Total	Female	Female as %
Rural	4032	698	17.31
Urban	453	79	17.44
Total	4485	777	17.32

TABLE 3.5.8

PARTICIPATION OF WOMEN IN EDUCATIONAL ADMINISTRATION AT DISTRICT AND BLOCK LEVEL

Category	Total	Female	Female as %
District Level			
Class I	2	-	00.00
Class II	45	8	17.77
Class III	4367	767	17.56
Class IV	398	62	15.58
Block Level			
Class II	9	3	33.33
Class III	567	79	13.93
Class IV	39	7	17.95

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (8 SAMPLE SCHOOLS)

S.No.	Communities	Girls	Boys	Total
1.	All Communities	561	325	886
2.	Scheduled Caste	239	125	364
3.	Scheduled Tribe	265	101	366
4.	General	57	99	156

ANNEXURE 2

NUMBER OF TEACHERS (8 SAMPLE SCHOOLS)

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

ANNEXURE 3

AVERAGE ATTENDANCE IN PERCENTAGE (8 SAMPLES SCHOOLS) (FEB 1994)

Class	Percentage of attendance	
	Girls	Boys
I	79.92	84.03
II	73.99	87.07
III	69.13	83.68
IV	79.15	84.50
V	87.90	80.14

ANNEXURE 1**NUMBER OF STUDENTS IN SCHOOL (8 SAMPLE SCHOOLS)**

S.No.	Communities	Girls	Boys	Total
1.	All Communities	561	325	886
2.	Scheduled Caste	239	125	364
3.	Scheduled Tribe	265	101	366
4.	General	57	99	156

ANNEXURE 2**NUMBER OF TEACHERS (8 SAMPLE SCHOOLS)**

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

ANNEXURE 3**AVERAGE ATTENDANCE IN PERCENTAGE (8 SAMPLES SCHOOLS) (FEB 1994)**

Class	Percentage of attendance	
	Girls	Boys
I	79.92	84.03
II	73.99	87.07
III	69.13	83.68
IV	79.15	84.50
	87.90	80.14

CHAPTER 3.6

COMMUNITY LEADER

Their age ranged from thirty to sixty years. Only one community leader was below 10 years. 3 community leaders had a education, 1 had post graduate qualification, the rest had primary to matriculation.

03 out of 08 community leaders interviewed were engaged in agriculture, 03 were daily wage earners, 01 were in service and 01 woman community leader was doing unpaid domestic work.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

	Yes	No
(n = 08)		
i) Village Panchayat	02 (25.00%)	06 (75.00%)
ii) Mahila Mandals	03 (37.50%)	05 (62.50%)
iii) Political or Social Organisations	00 (00.00%)	08 (100.00%)

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

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

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

TABLE 3.6.2

STATE OF INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	07 (87.50%)	01 (12.50%)
ii) For Nomadic Tribe Girls	07 (87.50%)	01 (12.50%)
iii) NFE Scheme	07 (87.50%)	01 (12.50%)

Since the NFE scheme was closed down in Madhya Pradesh due to certain complusion, the community leaders appear to have much knowledge about it. They were however very receptive to the idea of starting NFE programme through the 'Community Efforts', VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation, volunteers and other support as far as possible.

Only 06 out of 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 preferbly run by women instructors." Only 02 percent community leaders indicated that they had reservation regarding girls and boys studying in the same institution and about 03 percent had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=8)	
	No.	%
1. Develops a positive self image and confidence among girls	04	50.00
2. Prepares girls for economic contribution	03	37.50
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	01	12.50
5. Will make girls and women aware of their rights	01	12.50
6. Helps raise age of marriage and reduce maternal , infant and child mortality	01	12.50
7. Helps in reducing the family size	05	62.50
8. Will prepare girls for leadership roles in society	03	37.50
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 family size (62.50%).
2. Develops a positive self image and confidence among girls (50.00%).
3. Will prepare girls for leadership roles in society (37.50%).
4. Prepare girls for economic contribution (37.50%)
5. Helping raise age at marriage and reduce maternal , infant and child mortality (12.50%).

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.	08	100.00
3. Both need to be given equal health care and medical attention when needed.	08	100.00
4. Both can be assigned same duties/responsibilities.	08	100.00
5. Both should be given the same freedom.	08	100.00
6. Both should be given equal time to play.	07	87.50
7. Both can perform all tasks equally well.	07	87.50
8. Both can have similar occupations.	07	87.50
9. Both have same intelligence and abilities.	07	87.50
10. Men and Women should be paid equal wages for equal work.	08	100.00
11. Husband and wife should take all decisions jointly.	08	100.00
12. Household work must be shared by all members of the household.	07	87.50
13. Assets of the family should be registered in joint names of husband and wife.	07	87.50

Five main PERCEPTIONS about gender equality:

1. Both need the same kind of food (100.00%).
2. Men and women should be paid equal wages for equal work (100.00%).
3. Both should be given the same freedom (100.00%).
4. Both can be assigned the same duties/responsibilities (100.00%).
5. Both need to be given equal health care (85.71%).

CAUSES FOR NON ENROLMENT OF GIRLS - BARIAM

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (41.85%)	1. Domestic work (100.00%)	1. Domestic work (100.00%)	1. Domestic work (99.89%)
2. Care of siblings (49.60%)	2. Care of siblings (11.67%)	2. Parental illiteracy (100.00%)	2. Parental illiteracy (79.49%)
3. Parental illiteracy (46.07%)	3. Parental illiteracy (57.14%)	3. Care of siblings (97.50%)	3. Care of siblings (97.97%)
4. Parental lack of motivation (40.77%)	4. Parental lack of motivation (40.77%)	4. Parental illiteracy (77.00%)	4. Parental lack of motivation (49.00%)
5. Helping parents in occupation (55.85%)	5. Inability of parents to pay extra tuition fee (57.14%)	5. Inability of parents to provide clothes and shoes (57.00%)	5. Helping parents in occupation (66.00%)
6. Inability of parents to pay extra tuition fee (43.43%)	6. Inability of parents to provide clothes & shoes (13.86%)	7. Inability of parents to pay extra tuition fee (43%)	
7. Non-availability of school / NRE centres close to habitation (11.46%)	7. Inability of parents to provide books (14.29%)	7. Engaged in remunerative employment (20%)	
8. Cultural factors (08.89%)	8. Engaged in remunerative employment (14.29%)	8. Helping parents in occupation (15.00%)	
9. Inability of parents to provide books (28.52%)	9. No female teachers (14.29%)		
10. Inability of parents to provide shoes (70.75%)			

CAUSES FOR DROPOUT AMONG GIRLS - BAZMAN

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (41.81%).	1. Domestic work (33.61%).	1. Domestic work (33.61%).	1. Domestic work (88.10%).
2. Care of Siblings (24.07%).	2. Care of Siblings (25.71%).	2. Parents illiteracy (27.57%).	2. Parental illiteracy (25.00%).
3. Early marriage (20.74%).	3. Parental illiteracy (21.43%).	3. Care of Siblings (27.50%).	3. Early marriage (20.00%).
4. Parental illiteracy (10.00%).	4. Parental lack of Motivation (57.14%).	4. Parental lack of motivation (21.00%).	4. Helping parents in occupation (25.00%).
5. Parental lack of motivation (41.85%).	5. Inability of parents to provide clothes & shoes (27.14%).	5. Helping parents in occupation (22.50%).	5. School far away (24.00%).
6. Helping parents in occupation (27.70%).	6. Inability of parents to pay extra tuition fee (27.14%).	6. Inability of parents to pay extra tuition fee (50.00%).	6. Care of siblings (20.00%).
7. Inability of parents to pay extra tuition fee (18.15%).	7. Early marriage (28.11%).	7. Inability of parents to provide clothes & shoes (50.00%).	
8. School far away (12.96%).		8. Engaged in remunerative employment (27.50%).	
9. Inability of parents to provide clothes & shoes (21.15%).		9. Early marriage (27.50%).	

PERCEPTION OF (MOTHER) OF GIRLS EDUCATION - BANGALUR

PARENTS (170)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADER (1)
1. Will ensure education of future generations (62.35%)	1. Helps in reducing the family future generations (94.47%)	1. Develops a positive self image and confidence among girls (61.67%)	1. Helps in reducing family size (70.00%)
2. Prepare girls for economic contribution (50.00%)	2. Develops a positive self image and confidence among girls (71.05%)	2. Will prepare girls for leadership roles in society (33.33%)	2. Develops a positive self image and confidence among girls (50.00%)
3. Helps in reducing the family size (31.18%)	3. Will ensure education of family size (89.47%)	3. Helps in reduce the family size (33.33%)	3. Will prepare girls for leadership roles in society (33.33%)
4. Develops a positive self image and confidence among girls (10.12%)	4. Will prepare girls for leadership roles in society (14.29%)	4. Prepare girls for economic contribution (33.33%)	4. Prepare girls for economic contribution (40.00%)
5. Will make girls and women aware of their rights (20.00%)	5. Will make girls and women aware of their rights (14.29%)	5. Will ensure education of future generations.	5. Helping raising are at marriage and reduce maternal infant child mortality (10.00%)
6. Will prepare girls for leadership roles in society (36.47%)	6. Prepare girls for economic contribution (14.29%)	6. Will make girls and women aware of their rights (33.33%)	6. Will make girls and women aware of their rights (10.00%)
7. Helps raise are at marriage and reduce maternal infant and child. (10.00%)	7. Can improve health & nutritional status of children & other family (14.29%)		7. Will ensure education of future generations (10.00%)

GENDER EQUALITY : PERCEPTION - BATEMAN

PARENTS (170)	TEACHERS (19)	ADMINISTRATORS (6)	COMMUNITY LEADER (4)
1. Both need to be given equal health care (96.47%).	1. Girls and boys need equal education (100.00%).	1. Both need to be given equal health care (100.00%).	1. Both need the same kind of food (100.00%).
2. Both need to be given equal amount of food (97.67%).	2. Both need the same kind of care (100.00%).	2. Both need the same kind of food (100.00%).	2. Men and women should be paid equal wages for equal work (100.00%).
3. Men and women should be paid equal wages for equal work for equal work (72.96%).	3. Both need to be given equal health care (100.00%).	3. Girls and boys need equal education (100.00%).	3. Both should be given of same freedom (100.00%).
4. Both should be given the same freedom (69.88%).	4. Both can have similar intelligence and abilities (100.00%).	4. Men and women should be paid equal wages for equal work (97.50%).	4. Both need to be given equal health care (100.00%).
5. Girls and boys need equal education (69.10%).	5. Men and women should be paid equal wages for equal work (100.00%).	5. Both should be given an equal time to play (97.50%).	5. Both should be given the same freedom (100.00%).
6. Both should be given same freedom (62.53%).	6. Both should be given the same freedom (85.71%).	6. Both should be given the same freedom (87.50%).	6. Girls and boys need education (37.50%).
7. Both can have similar occupations (66.67%).	7. Both can be assigned the same duties / responsibilities (94.74%).	7. Both should be given an equal time to play (92.50%).	7. Both should be given an equal time to play (87.50%).
8. Both can be assigned the same duties / responsibilities (50.53%).	8. Both should be given equal time to play (69.71%).	8. Both can have similar occupations (83.33%).	8. Both can have similar occupations (87.50%).
9. Both can perform all tasks equally well (49.62%).	9. Husband and wife should take all decisions jointly (84.21%).	9. Household work must be shared by all members of household (83.33%).	9. Both can perform all tasks equally well (87.50%).
10. Husband and wife should take all decisions jointly (49.62%).	10. Household work must be shared by all members of households (84.21%).	10. Both can perform all tasks equally well (83.33%).	10. Both have same intelligence and abilities (87.50%).
11. Assets of the family should be registered (11.11%).	11. Assets of the family should be registered (84.21%).	11. Husband and wife should take all decisions jointly (66.67%).	11. Both need to be given equal amount of food (87.50%).
12. Both have same intelligence and abilities (42.35%).	12. Both can have similar occupation (60.53%).	12. Assets of the family should be registered (66.67%).	12. Household work must be shared by all members of household (87.50%).
13. Household work must be shared by all members of households (77.61%).	13. Both can perform all tasks equally well (58.51%).	13. Both have same intelligence and abilities (75.00%).	13. Assets of the family should be registered (87.50%).

REASONS FOR CONTINUANCE OF GIRLS IS SCHOOLLING

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY 'GROUP DISCUSSION'
1. Parental Motivation (76.67%)	1. Parental motivation (85.71%)	1. Parental education (57.53%)	1. Parental motivation (80.00%)
2. Better economic standing of house hold (65.19%)	2. Parental education (71.43%)	2. Parental motivation (75.30%)	2. Parental education (72.00%)
3. Parental education (46.30%)	3. Provision of books and stationery (42.86%)	3. Better economic standing of household (26.20%)	3. Self motivation of girls (66.00%)
4. Self motivation of girls child (19.19%)	4. Self motivation of the girl child (14.29%)	4. Self motivation of girl child (12.57%)	4. Better economic standing of household (57.00%)
5. Positive attitude of teachers (14.44%)	5. Positive attitude of teachers (14.29%)	5. Positive attitude of teachers (12.57%)	5. Provision of academic support (10%)
6. Payment of fees other than tuition fees (07.41%)	6. Creating space and time for studies (08.26%)	6. Provision of adequate food and clothing (12.50%)	
7. Provision of books stationery (07.04%)			
8. Provision of adequate food and clothing (07.04%)			
9. Creating space and time for studies at home (01.59%)			

CHAPTER IV
DISTRICT RATLAM
Major Findings and Recommendations

Findings

1.0 Mapping out gender disparities in access , enrolment and retention

1.1 There are 121 villages that are unserved in the district.

1.2 55556 (45.11%) of those enrolled at primary level are girls. Scheduled Caste girls form 44.53% of the total number of Scheduled Caste children enrolled. Scheduled Tribe girls form 46.39% of the total number of Scheduled Tribe children enrolled , at this stage indicating positive impact of special incentives for Scheduled Caste & Scheduled Tribe children.

1.3 Dropout rate amongst girl is 59% compared to 47% for boys . For SC girls dropout rate is 55% compared to 40% for SC boys. For ST girls dropout rate is 73% compared to 69% for ST boys. SC & ST children especially girls need to be given necessary support for better retention.

1.4 The problem of access is largely of villages which are schoolless and very large villages where the school is located in one corner and is overcrowded.

1.5 In 270 sample households in Ratlam district , there were the majority of girls in the age group 6-14 years.

1.5.1 Out of 524 girls 206 (39.3%) were attending schools. 12 (32.8%) were never enrolled and 70 (13.4%) had dropped out.

1.5.2 Out of 206 girls 180 were enrolled in primary classes, 129 (83.6%) were in the age group 6-10 years and 49 (24%) were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of one percent at the primary level.

1.5.3 Out of the 70 drop-out girls , 65 dropped out from the primary classes , 05 from the middle stage. Out of 70 girls who dropped out, 20 girls (29%) were of 6-10 years.

1.5.4 Out of 172 never enrolled girls 82 (48%) were from the age group of 6-10 years of age, 68(40%) from age group 11-14 and rest 22 (13%) were from 15 years and above age.

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

2.1 Factors contributing to girls enrolment and retention are.

2.1.1 The parents education level.

2.1.2 The motivation of parents.

2.1.3 The better economic condition enables the parents to offered the extra cost of education.

2.1.4 Parents ability to help with academic work.

2.1.5 Self motivation of girls

2.1.6 Teachers supprot and encouragement.

2.2 Never enrolled girls.

2.2.1 Household chores, adding to the family income, care of sibilings, care of live stock , helping parents in occupation, parents illiteracy and poverty are the major factors.

2.2.2 138 (80%) mothers of the never enrolled girls were illiterate, 108 (63%) fathers had primary education.

2.2.3 Bulk of non enrolled girls belong to families with annual income of less than Rs.20,000 per annum ; 89 (52%) came from Scheduled Caste families and 27 (16%) came from Scheduled Tribe.

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

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

2.2.6 97 of them were involved in work (income saving , income generating).

2.2.7 Majority / Most felt discriminated against in matters of food , play , health care etc.

2.2.8 72 % would like to study and learn.

2.3 Dropout among girls.

2.3.1 The drop out rate was high due to lack of separate school for girls, lesser female teachers , household work and failures.

2.3.2 The discriminatory attitude towards girls, early marriages, lack of time for study were the major causes.

2.3.3 Lack of support services such as Anganwadis, Balwadis and creches is reported.

2.3.4 Majority of parents of dropout girls were illiterate (Mothers 67 % , Fathers 54%) .

2.3.5 Dropout phenomenon was largely found among older/younger children.

2.3.6 Close to 23 percent dropout girls belonged to families with household income of less than Rs. 20,000 per annum . Even from higher income group, nearly 15 percent girls had dropped out of school due to cultural factors such as early marriage , social taboo.

2.3.7 Nearly 46 percent dropout girls were from non-scheduled caste scheduled tribe families.

2.3.8 Dropouts appeared to have liked their teachers and their school, enjoyed learning, liked Hindi the most and disliked Mathematics . The school has not pushed them out in any way.

the pull out effect of extra school factors rooted in caste - poverty - gender - domestic configuration.

2.3.9 Majority / Most would like to go back to school.

Situation of Girls and Women in Ratlam

3.1 Women form 48.67 percent of the population in Ratlam . Women form 48.78 percent of the population in Block Piploda.

3.2 Sex ratio is highly adverse, there are only 949 females per thousand males in Ratlam (1991). Sex ratio in block Piploda is 952. The situation is more alarming in the age group 0-6 years , where sex ratio is 961 girls per thousand boys in district and in block Piploda , sex ratio is 954 girls per thousand boys.

3.3 The phenomenon of sex selective abortions has been reported by some villagers. There is excess of female mortality over male mortality in all age groups upto the age of 35 years.

3.4 Decadal population growth in 1981-91 was 24.09 percent in district Ratlam compared to 26.75 percent for Madhya Pradesh.

3.5 Total fertility rate was 190 in 1981 in Ratlam district.

3.6 IMR (1988) was 143 for females.

3.7 Mean age at marriage for Ratlam was 15.50 (1981), 61.05% of all females in the age group 15-19 were found married in 1981.

3.8 Field observation shows that cultural practices derogatory to status of women abound in Ratlam. There is a total environment of hurling indignities on women. Early marriage, dowry , purdah , strong son preference, unequal rights for girls in parental property etc. are also noticed. Low valuation of female life in general and gross discrimination in matters of distribution of food , health and medical care , provision of supplements like books , stationery , clothes to girls are practiced.

Prosperity has further aggravated the sad plight of women and girls who regardless of economic status of the household are continuously involved in domestic work to include livestock care and providing support in cultivation of cash crops.

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

3.10 The parents were of the opinion that the children should be given equal facilities and opportunities. Nearly two third of the parents perceive boys and girls having similar intelligence and capabilities. Only 63 percent parents agree to giving equal freedom to boys and girls and less than one third would give equal time to play. Majority of the parents thought that they cannot give same duties and responsibilities to the daughters as they can give to sons, nor do they favour joint registration of assets in the names of husbands and wives. more than two third parents agreed that the household work should be shared by both men & women equally. The view expressed by the dropout girls and never enrolled girls was that they never got equal opportunities as their brothers, they were discriminated against in the matters of food clothing, time for play, health care etc.

The empirical data points out that the parents expressed lower educational and occupational aspirations for daughters as compared to sons.

3.11 The views expressed by the teachers were very much egalitarian in the matters of equal food, equal education, equal

wages, equal intelligence and abilities and joint family decision making. By and large they agree that both boys and girls can be assigned same duties and responsibilities and can have same occupation. Majority of teachers were of the opinion that both men and women should share the work equally.

3.12 Community leaders were of the opinion that both girls and boys are equal and they should be given equal amount of food equal opportunities to obtain education, equal clothing, medical facilities etc. They also agreed to the view that girls have equal intelligence and abilities as men. They also agree that both should perform all tasks equally and they should jointly take important decisions. Though quite a few community leaders were not in favour of joint ownership of assets, similar occupations etc.

3.13 Administrators were found to have the most egalitarian views. They agreed to equal food, equal education, equal medical & health care, equal wages, equal time for play, sharing of household work, joint decision making and joint ownership by households and wives. Thus these educated people can bring about a social change with their egalitarian thinking.

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

4.1 Text books should be reviewed to identify the portions which inculcate gender bias among students.

4.2 Gender role perception of teachers and administrators need to be analysed and sensitised.

5. Identification supportive community structures such as women groups VECs, Panchayats, PTAs, Teacher organisation, Youth Clubs supportive of UPE amongst girls.

5.1 There are total no. of about 140 Mahila Mandals covering 1070 villages in Ratlam. These were also functioning / non functioning properly. Panchayats are taking / not taking keen interest in school buildings and need further encouragement. VECs do not exist. They need to be made functional at the earliest.

6. Identification and facilitation of convergence of services of different departments for UPE among girls (focal area ECCE, Health and Support Services).

6.1 At the moment there was near absence of any connection between the department of Human Resources Development and Village Educational Bodies.

6.2 In all there were 307 Anganwadis for a child population of (0 - 6 years) 184123.

6.3 It is proposed that the timing and proximity of Anganwadis to schools must be coordinated. It is also suggested that the non formal education centre for girls must be opened next to the Anganwadis with simultaneous timings.

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

7.1 Incentives like free text books, stationery, uniforms attendance prizes are being given to scheduled caste girls and scheduled tribes girls. These have had a visible impact on enrolment of scheduled caste and scheduled tribe girls at the primary stage. In addition, the children of Nomadic tribes get an allowance of rupee 1.00 per school day and denotified tribes

children get attendance scholarship of rupees 10.00 per month for 95% attendance.

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 Ratlam 31.40% of the total primary teachers (1992-93) were female. However, block wise differences exist, with women forming 21.7% of total teachers in Piproda block.

8.2 Despite this it was found that there were very few woman teachers in remote areas. Without fail, all discussions pointed to the need for at least one woman teacher in every primary school. Parents were reluctant to send their daughters to all male teacher schools as they felt that their daughters were not safe especially if the teacher was absent.

8.3 Both the DPEO of the district and the BEO of the block were male. Out of the 8 head teachers interviewed only 2 were female. Madhya Pradesh is consciously trying to give women equal participation in education. Infact according to the latest policy guidelines 10% of the fresh recruitments amongst teachers have to be female.

9.0 Development of State/ District level Monitoring and Evaluation Frame Work.

On the completion of analysis of data, indicators shall be developed for monitoring the all round growth of girls, their education and women's empowerment (under the MIS).

DISTRICT : RATLAM

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 OBC 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 PEO 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 interest 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 women teachers, where there are no female teachers. Local women who qualify the required norms for teachers should be appointed in schools of their own 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, DE and BEO levels. At least one woman should occupy any of these posts .

8. Teacher_ 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 distributted timely. For this the incentives should reach the respective village at least one month before the begining 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 robes 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 Arganwadis, Balwadis, Khelghars and creches should be started in the villages to motivated the parents to get their daughters enrrolled.

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 nataks 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 stoped. Stricket law is required to enforce legal age of marriage. Effeotive 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 sensetised.

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.

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 Prathamik Shiksha Mission
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SDO	Sub-Divisional Officer
SIEMT	State Council of Educational Management & Training
SK	Shiksha Karmi
SP	State Plan
SPG	State Planning Group
SPO	State Project Office
TRC	Teacher Resource Centre
TE	Teacher Education
TLC	Total Literacy Campaign
TSP	Tribal Sub-Plan
TWD	Scheduled Castes, Scheduled Tribes and Backward Classes Welfare (Deptt.)
UEE	Universalisation of Elementary Education
UNICEF	United Nations Children's Fund
VA	Voluntary Agency
VEC	Village Education Committee
WCD	Women and Child Development (Deptt.)
ZP	Zila Panchayats

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