

DISTRICT PRIMARY EDUCATION PROGRAMME



GENDER STUDIES

MADHYA PRADESH

District

MANDSAUR



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

1994

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DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

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

		INDIA	MADHYA PRADESH	MANDSAUR
1. POPULATION	T. PERSONS	844,324,222	66,135,862	15,55,481
	MALES	437,805,855	34,232,048	8,00,024
	FEMALES	406,518,417	31,903,814	7,55,457
	R. PERSONS	850,251,745	50,787,815	11,96,412
	MALES	627,146,597	26,123,971	6,13,812
	FEMALES	323,105,149	24,663,844	5,82,600
	U. PERSONS	217,177,625	15,348,047	3,59,069
	MALES	114,700,656	8,108,077	1,86,212
	FEMALES	102,476,969	7,239,970	1,72,857
2. DECADENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	23.12
	RURAL	19.71	22.11	18.75
	URBAN	36.19	44.98	40.30
3. AREA (sq, km)		3,287,263	443,446	10271
4. DENSITY OF POPULATION (Per sq, km)		267	149	159
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	944
	RURAL	941	944	949
	URBAN	893	893	928
6. LITERATES	PERSONS	362,174,360	23,491,956	4,05,414
	MALES	230,406,481	16,101,045	3,12,449
	FEMALES	131,767,519	7,390,910	93,965

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. It 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 being largely unachieved 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 centered policies and programmes.

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

MAJOR FEATURES OF DPEP

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

FURTHER EMPHASIES OF DPEP :

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

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

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

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

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

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

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

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

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

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

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

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

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

Following studies were carried out :

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

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

METHODOLOGY

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

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

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

GOALS OF GENDER STUDIES

GOALS (IMMEDIATE)

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

GOALS (LONG TERM)

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

SPECIFIC OBJECTIVES OF THE STUDY

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

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

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

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

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

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

S.NO	Orientation
1.	State Coordinators, Gender Studies 8-9 July, 1993
2.	Assam 6-8 October, 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal Ms. Gauri Srivastava, Dr. S.C.Nuna.
3	Haryana 30 Sept.-3 October 1993 Prof.Usha Nayar, Prof.S.Bisaria, Dr.K.C.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.Jaisrathi Ms.Satpreet Chattrath, Mr.Md.Yunus Mr. Harish Tyagi, Mr.R.Pal
8	Tamil Nadu 13-15 October 1993 Prof.Usha Nayar, Dr. Raj Rani, Mohd. Yunus, Anil kumar
9	Kannataka 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 viz. Sehore, Raisen, Rajgarh, Betul, Guna, Dhar, Ratlam, Mandasaur, Tikamgarh, Chhatarpur, Panna, Rajnanggaon, Rewa, Satna, Sidhi, Shandol, Bilaspur, Raigarh, Surguja were surveyed.

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

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DIIP

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MADHYA PRADESH I

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 (65.18) and Tamil Nadu (55.86).

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

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

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

The population of scheduled castes in the country excluding Jammu & Kashmir is 139.22 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 illiterate 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. Taking into account the estimates for Assam for 1981 and J & K for 1991 increase in population aged 7 years and above during 1981-91 was about 138 million and increase in the number of literates was about 120 million. Increase in the number of illiterates was only 18 million. It shows that increase in population and literates has been substantially high during these decades but the rates of increase in the number of illiterates has declined over the three decades. For the first time in 1991, number of literates has exceeded the number of illiterates thereby taking the literacy rate above 50 percent landmark.

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

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

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

STATE LEVEL

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

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

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

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

Total number of literates increased in all States/Union Territories during 1981-91. Increase in literacy rate varied from 16.05 percentage points in Arunachal Pradesh to 3.00 percentage points in Chandigarh in respect of all persons and from 19.31 percentage points in Sikkim to 3.02 percentage points in Chandigarh in respect of only females. Increase in Literacy rates was over ten percentage points in the States/UTs of Arunachal Pradesh, Sikkim, Lakshadweep, 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 Chandigarh (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 Lakshadweep there was marginal decrease in the number of illiterates during 1981-91. In case of Kerala the decline was of the order of 25 percent from 39.68 lakh in 1981 to 29.74 lakh in 1991. Increase in the number of illiterate during

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

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

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

DISTRICT LEVEL

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

Table 01

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

Literacy Rate All Persons	No. of Districts	
	Total	Rural
0-10	-	-
10-20	1	5
20-30	26	59
30-40	88	108
40-50	121	110
50-60	91	82
60-70	76	48
70-80	28	11
80 and above	21	17
Total	452	446*

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

It is observed that there are 27 districts 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 Gujarat(1), Kerala(14), Maharashtra(1), Mizoram(1), Tamil Nadu(2), Lakshdweep(1) and Pondicherry(1). Position of literacy in Urban areas is better. If we take into account literacy rate of only rural areas, number of districts which fall below 30 percent

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



MADHYA PRADESH

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

1994

MADHYA PRADESH

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

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

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

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

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

Demographic Scenario

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

TABLE 03
TOTAL POPULATION OF ALL AREAS AND RURAL AREAS-1991
INDIA / MADHYA PRADESH

(IN THOUSANDS)

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

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

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

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

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

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

STATE	POPULATION			% AGE TO TOTAL POPULATION		
	TOTAL	SC	ST	TOTAL	SC	ST
INDIA	838584	138223	27758	100.00	16.48	8.08
MADHYA PRADESH	66181	9627	15399	100.00	14.54	23.27

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

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

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

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

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

Decadal Growth rate of population

The decadal growth rate of M.P. is 26.75 percent during 1981-91 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 56.28 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 27.31 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 29.40 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 populitiom as observed in the decade 1971-81 raised hopes of containing the population, but with the trend being reversed in 1981-91, a state of caution has come into play, but it is too early to make any generalisation on the basis of these figures.

Sex-Ratio

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

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

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

Source : Census of India 1991.

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

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

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

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

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

Total Fertility Rate:

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

Infant Mortality Rate:

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

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

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

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

Female Child Deaths by Age 2 years.

Female child deaths are as high as 219 in Tikamgarh District.
Excess of Female Child Deaths over Male Child Deaths by 5 years age.

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

State / District	Infant Mortality Rate	Female child Death by Age 2	Excess of female child death by age 5
GUNA	150	179	14.49
TIKAMGARH	195	219	10.31
CHHATARPUR	182	211	16.13
PANNA	185	204	0.28
SATNA	181	200	08.66
HEWA	173	176	11.00
SHARDOL	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	00.87
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDGAON	132	168	02.91
BILASPUR	115	143	-05.06
BURBUJA	115	132	-05.15
RAIBARH	113	139	-09.41

Source : 1. Census of India 1981
11. Women and Development by SHEEL C. NUNA - 1990

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

State/ districts	% 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
GUWA	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
SHAHDDL	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 41.3% in rural areas.

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

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

Source: National Sample Survey.

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

State	Total	Rural	Urban
Madhya Pradesh	21.0	36.2	9.6
Kerala	16.6	18.2	11.9

Source : Census of India 1981

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

Table 14

The Marginal Workers in M.P. (1991)

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

Source : Census of India 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

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

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

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

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

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

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

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

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

FOR CLASSES I TO V

ENROLMENT IN CLASS IN PRECEDING 4 YEAR (i.e. 1984-85)
DROP-OUT RATES AT ENROLMENT IN CLASS V DURING THE YEAR
PRIMARY STAGE = $\frac{\text{ENROLMENT IN CLASS V DURING THE YEAR}}{\text{ENROLMENT IN CLASS PRECEDING 4 YEAR}} \times 100$
DURING THE YEAR

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

State	All communities	Scheduled Caste	Scheduled Tribes
Kerala	15.60	00.00	34.64
Madhya Pradesh	67.46	66.83	80.39

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

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

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

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

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

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

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

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

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

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

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

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

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

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

Table 29
Primary Schools
Teachers (in thousands)
Madhya Pradesh

	Male	Female	All
Total	138	43	181
Trained	95	26	121

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

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

DPEP : Proposed Coverage in Madhya Pradesh

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

Division	District
1. Bhopal	1. Sehore
	2. Raisen
	3. Rajgarh
	4. Betul
2. Gwalior	5. Guna
	6. Dhar
	7. Ratlam
3. Indore	8. Mandasaur
	9. Tikamgarh
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. Sangli

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

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

BASIC DATA OF 19 DPEP DISTRICTS
Madhya Pradesh

DIVISION NO.	S. NO.	DISTRICT	LITERACY RATE			NO. OF		NO. OF			NO. OF			GER		
			M	F	TOTAL	VILLAGE	HABITATION	GOVT	NON-GOVT	TOTAL	CENTRES	BOYS	GIRL	OVERALL		
Bhopal	1	Sehore	56.9	22.0	40.4	1083	1069	930	120	1050	500	192.01	167.01	180.01		
	2	Raisen	54.0	25.5	40.8	11510	11425	1095	74	1169	584	189.5	195.01	187.5		
	3	Rajgarh	45.7	15.6	31.8	1747	1666	1012	48	1060	585	175.7	159.3	165.8		
	4	Betul	57.4	31.9	45.9	1191	1328	1241	49	1290	502	193.5	186.7	190.2		
Bwalior	5	Guna	48.9	18.0	34.6	2277	2590	1349	84	1433	700	195.01	181.01	188.01		
Indore	6	Dhar	47.6	20.7	34.5	11970	13017	1822	29	1551	689	191.01	140.01	176.01		
Ujjain	7	Ratlam	58.4	29.1	44.2	1070	1308	971	168	1139	575	186.01	172.01	179.01		
	8	Mandsaur	67.9	28.3	48.7	1765	1580	1197	280	1677	685	191.7	190.8	190.4		
Sagar	9	Tikamgarh	47.5	20.0	34.8	1973	1671	1801	82	1983	700	190.7	189.9	190.9		
	10	Dhatarpur	46.9	21.3	35.2	11204	11540	1004	62	1066	596	190.6	194.6	191.8		
	11	Panna	46.3	19.4	33.7	1040	1405	861	51	912	600	181.4	174.8	178.52		
Durg	12	Rajnandgaon	61.3	27.8	44.4	12399	12754	11747	48	11795	1300	186.01	189.01	187.01		
Rewa	13	Rewa	60.7	26.9	44.4	12045		1459	261	1720	749	104.5	109.8	102.6		
	14	Satna	60.0	27.8	44.7	12040		1191	196	1387	70	188.34	162.1	170.7		
	15	Sidhi	43.2	13.6	29.2			1108	71	1179	640	170.80	169.90	171.70		
	16	Shahdol	48.4	20.1	34.8	2112	4118	2029	218	2247	700	166.90	162.60	175.01		
	17	Bilaspur	62.9	27.3	45.3	3028	4841	5004	1129	15133	600	177.99	150.06	164.27		
	18	Hajgarh	56.0	26.5	41.2	2244	5297	2899	158	3057	600	171.57	161.23	164.46		
Sarguja	19	Sarguja	42.1	17.4	30.1	2438	6864	3055	127	3182	600	179.66	159.33	169.49		
			54.3	23.7	39.5	1198	26326	24489	18783	1884	26669	9696				

COVERAGE OF DPEP DISTRICTS UNDER TOTAL LITERACY
CAMPAIGN (TLC), ICDS AND NON-FORMAL EDUCATION (NFE)
AS ON OCT, '83

DIVISION'S NO.	DISTRICT	TOTAL NO. OF BLOCKS	NO. OF BLOCKS UNDER T.L.C.	NO. OF ONGOING PROJECTS				NO. OF BLOCKS UNDER DIST. IN COPE
				ICDS	NFE	EAS	INT JRY	
Bhopal	1 Sehore	5	0	2	5			YES
	2 Raisen	7	7	2	6			YES
	3 Rajgarh	6	0	1	6			YES
	4 Betul	10	1	6	6	10	10	
Gwalior	5 Guna	9	0	3	7			
Indore	6 Dhar	13	0	11	7	12	12	YES
Ujjain	7 Ratlam	6	6	2	6	3		
	8 Mandsaur	8	1	1	7			
Sagar	9 Tikasgarh	6	0	3	7			YES
	10 Chhatarpur	8	0	4	6			
	11 Panna	5	0	2	5			
Durg	12 Rajnandgaon	12	2	3	13	6	6	YES
Rewa	13 Rewa	9	9	3	8			
	14 Satna	8	8	4	7			
	15 Sidhi	8	0	5	6	8	8	
	16 Shahdol	12	0	4	7	12	12	
Bilaspur	17 Bilaspur	25	6	15	11	12	12	
	18 Raigarh	17	0	13	12	13	13	YES
Sarguja	19 Sarguja	24	0	11	20	24	24	(PART-ILLY)
TOTAL		178	56	95	152	100	57	

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

Target Group

The target group for the programme would be

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

Goals

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

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

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

Objectives

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

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

OPERATIONAL DETAILS

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

Identification of Blocks

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

Identification of Villages

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

The villages were selected on the following basis :

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

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

Identification of Households

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

The following 9 schedules were canvassed for collection of data.

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

COLLECTION OF DATA

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

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

LIMITATION OF THE STUDY

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

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

GAINS OF THE STUDY

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

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

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

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

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

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY 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, crèche, 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 instructors and learners.

STATE : MADHYA PRADESH
DISTRICT : MANDSAUR



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

STATE : MADHYA PRADESH
DISTRICT : MANDSAUR
BLOCK WISE POPULATION



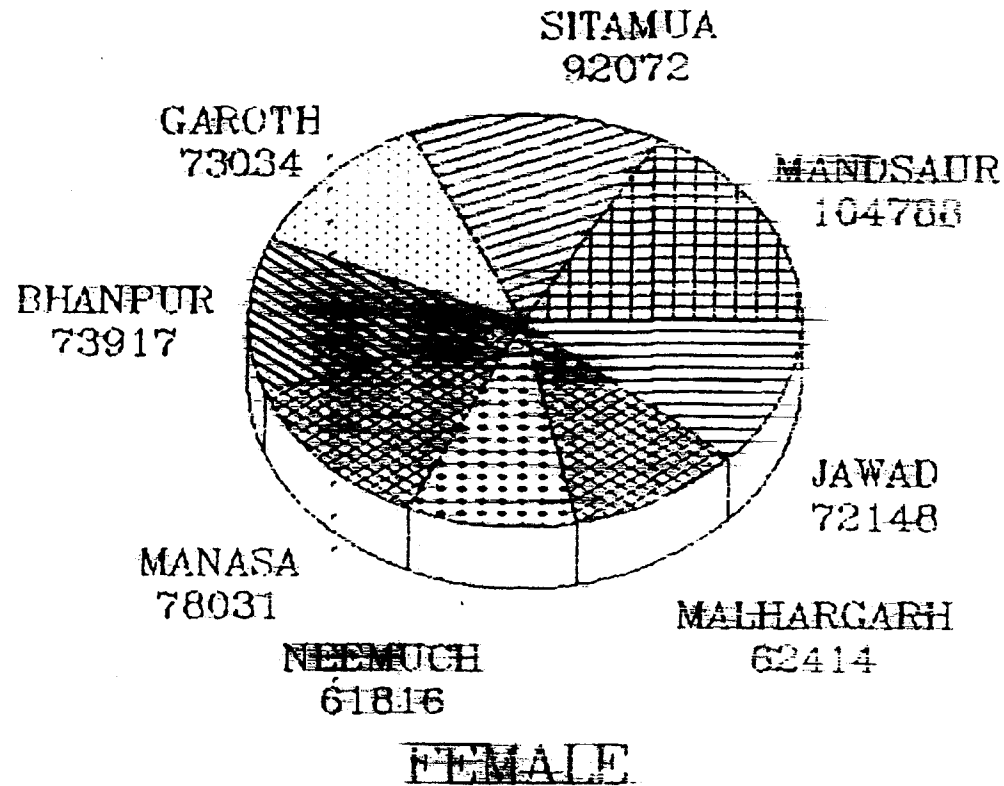
① BLOCK ① POPULATION

① MANDSAUR	- 214977
② SITAMAO	- 188847
③ NEEMACH	- 126560
④ MALHARGARH	- 127607
⑤ JAWAD	- 148699
⑥ MANASA	- 159638
⑦ GAROTH	- 149931
⑧ BHANPURA	- 90987

SOURCE : CENSUS 1991

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

BLOCK WISE FEMALE POPULATION DISTRICT : MANDSAUR



SOURCE : CENSUS OF INDIA 1991

CHAPTER I District Mandasaur ; An overview

Mandasaur district is situated in the north western part of Madhya Pradesh. From the historical point of view, Mandasaur district has been the famous city of Dashpur which was a combination of twin towns of Marh and Dashore, Mandasaur, earlier known as Dashpur is one of the five districts of Ujjain division. It is surrounded by Rajasthan in the west and the north east and it is adjacent to Ratlam district in the south.

The gandhisagar dam is the pride of this district. This district is rich in minerals, specially state pencils. There are two cement factories at Nayagaon and Khor and a sugar factory at Baloda.

There are five revenue sub division in the district, they are Mandasaur, Neemuch, Garoth, Sitaman and Manasa. The district is divided in to eight tehils, they are Mandasaur, Sitaman, Garoth, Bhanpura, Manasa, Jawod, Neemuch and Mahargarh.

Geographical Profile

Mandasaur district lies between 23°45' and 24°58' north latitude and between 74°45' and 75°55' east longitude. The tropic of cancer passes through its southern part. Its maximum and minimum level above sea are 496 and 392 meters respectively. It has a plain surface which is formed of very ancient rocks. Main rivers flowing in the district are chambal, shivna, retm, reva and pujabi. On the north western side of the district are the Aravalli ranges while the Windhyachal mountains stretch on its south eastern side.

The district stretches 133 Kms north to south and 115 Kms east to west. Its total area is 10271 sq Kms. The district can be divided into two geographical regions (a) Mountaneous region of the North (b) The malwa plateau of the South.

Jawad, Manasa, Bhanpura and Neemuch tehsils lie in the mountaneous region of the Aravalis in the north and north western parts. Amidst these mountains there is a wide plateu. The entire Mandasaur, Neemuch, Sitaman, Malhaganj, Garoth Tehsils and the southern part of Jawad Manasa and Bhanpura Tehsils form the black fertile plateau region of the district. The Malwa plateu slopes towards the north east.

The main river Chambal originates from Jana Pau hills of Indore. The well known Gandhi sagar dam and its hydroelectric power station is built on the Chambal river. The Shivna river is the second most important river of the district. The world famous majestic Lord Pashupatinath temple is situated on the bank of river Shivna.

Only one eighth part of the district area is covered by forests and so are vindhya mountains. Trees of sal, shesham, teak, mango, palash, jamun, tendu, mahua and neem are found in these forests.

Demographic Profile

As per the 1991 census the total population of Mandṣaur district is 15,55,481 which include 8,00,024 men and 7,55,457 women. The sex ratio in the district is 944.

Table 1.1

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

State/ District	Males	Females	Sex-Ratio		Decennial G.R.	
			1981	1991	71-81	81-91
Madhya Pradesh	34,232,048	31,903,814	941	932	25.27	26.75
Mandṣaur	800,024	755,457	941	944	31.40	23.12

Source : Census of India - 1991

Table 1.2

PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.

S. No.	STATE / DISTRICT	TOTAL POPULATION	PERCENTAGE TO
		1991	TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	MANDSAUR	1,555,481	2.35

SOURCE : CENSUS OF INDIA - 1991

Table 1.3

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

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION		PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION	
		1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	MANDSAUR	79.74	20.26	76.92	23.08

SOURCE : CENSUS OF INDIA - 1991

Table 1.4

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

STATE / DISTRICT	SEX RATIO (FEMALES PER 1000 MALES)		DENSITY OF POPULATION PER Sq.km.		DECENNIAL GROWTH RATE OF POPULATION	
	1981	1991	1981	1991	1971-81	1981-91
MADHYA PRADESH	941	932	118	149	+25.27	+26.75
MANDSAUR	941	944	129	159	+31.40	+23.12

SOURCE : CENSUS OF INDIA - 1991

The sex ratio in the district as per Census 1991 is 998. The density of population is 133 persons per sq.kms.

Table 1.5
DECADAL VARIATION IN POPULATION SINCE 1901

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	81-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
MANDSAUR	+12.80	+03.47	+13.48	+17.93	+17.03	+23.98	+27.85	+31.40	+23.12

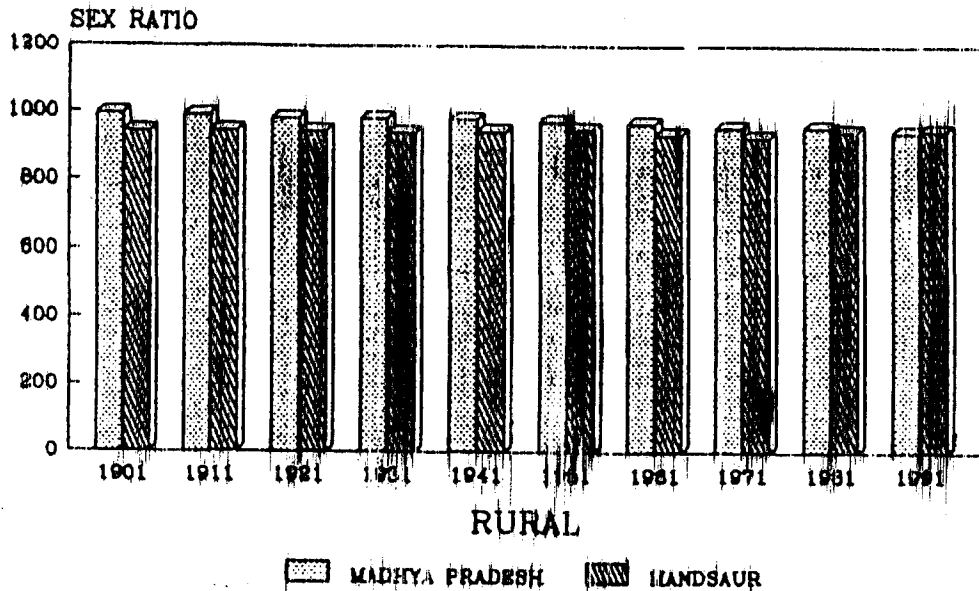
SOURCE : CENSUS OF INDIA - 1991

Table 1.6
SEX-RATIO IN RURAL AND URBAN AREAS OF THE STATE/ DISTRICT
1901-1991

STATE / DISTRICT	RURAL / URBAN	SEX - RATIO									
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944
	U	937	913	878	872	882	907	856	868	884	893
MANDSAUR	R	943	947	947	941	945	951	937	929	947	949
	U	925	947	953	949	931	947	880	901	917	928

SOURCE : CENSUS OF INDIA , 1991

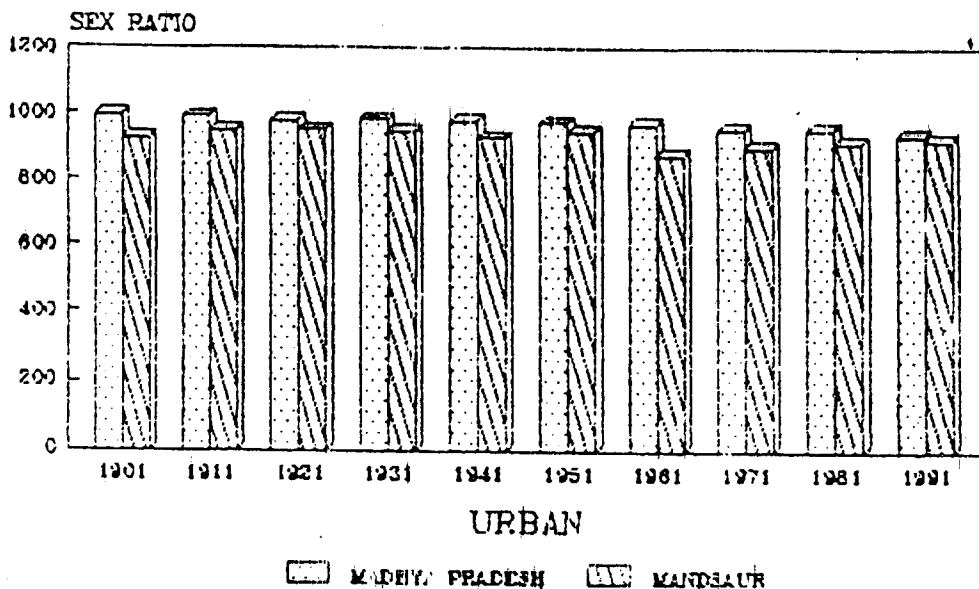
SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT MANDSAUR 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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

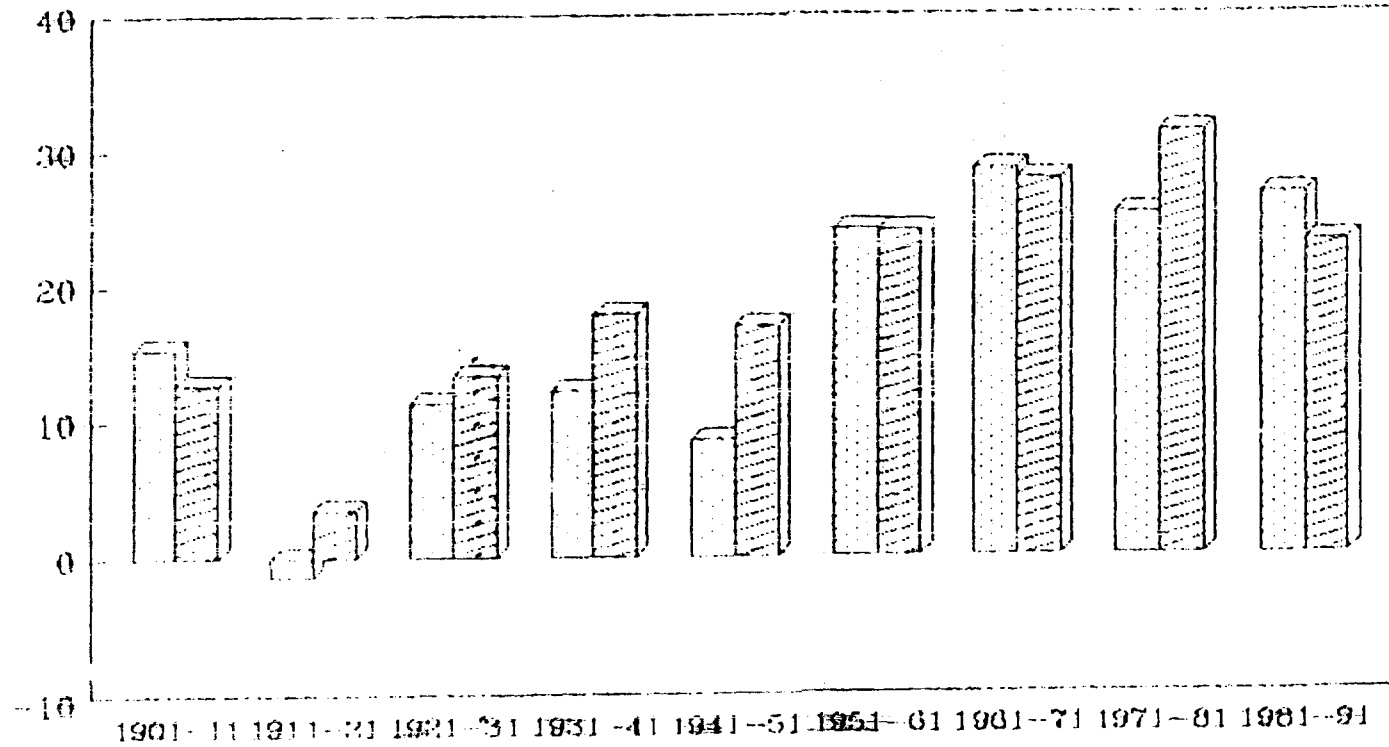
SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT MANDSAUR 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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

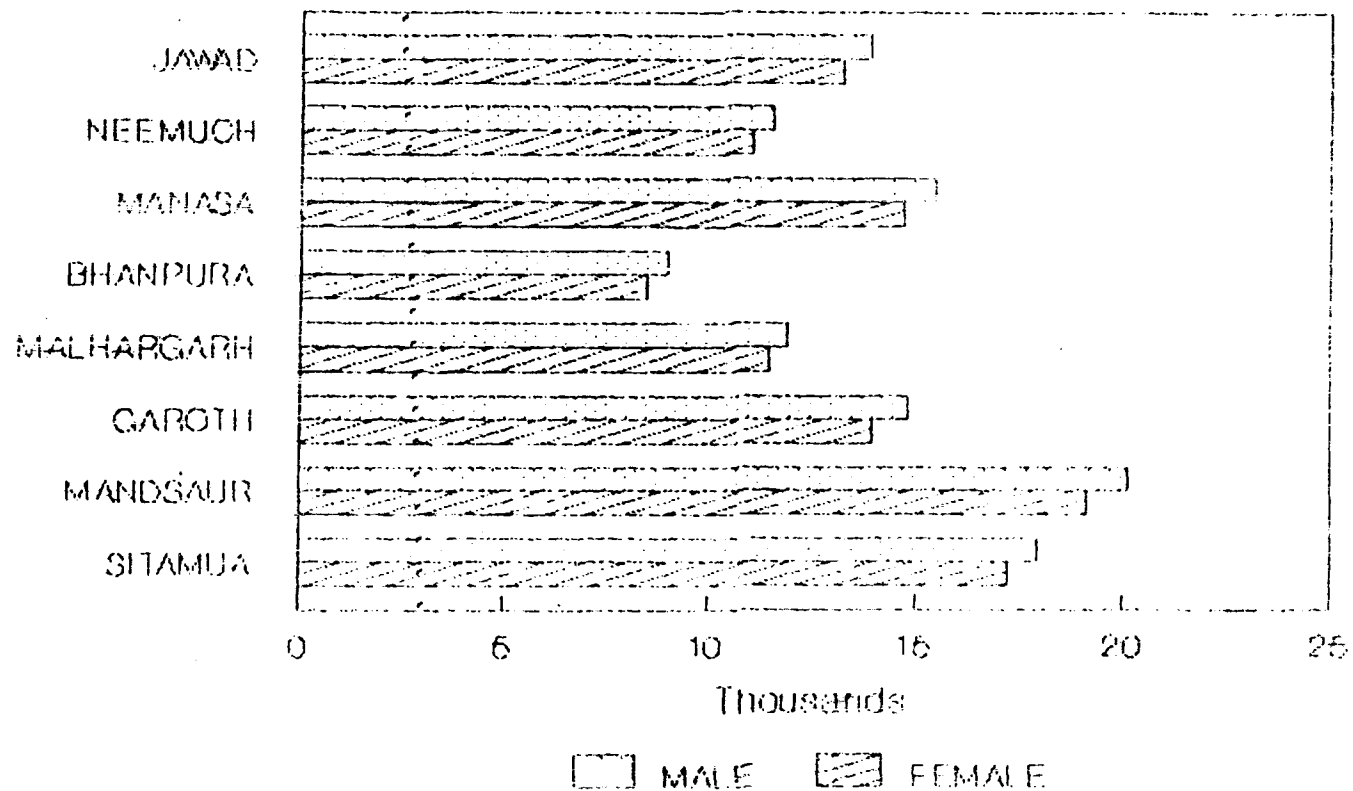
DECADAL VARIATION IN POPULATION MADHYA PRADESH AND DISTRICT MANDSAUR 1901 - 1991



MADHYA PRADESH

 MANDSAUR

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



SOURCE : CENSUS OF INDIA 1991

Table 1.7

**Block wise Population by Broad Age Group
District Mandsaaur**

S. Block No.	0 - 6 years		6 - 11 years		11 - 14 years	
	Male	Female	Male	Female	Male	Female
01. Ehanpura :	10226	9634	7943	7409	4236	3813
02. Garoth :	17492	16487	13481	12582	7189	6471
03. Jawad :	16614	15311	13588	12680	7246	6522
04. Malhangarh:	14225	13695	11572	10800	6172	5554
05. Manasa :	18517	17538	14538	13618	7779	7001
06. Mandsaaur :	28892	27269	23710	22129	12645	11381
07. Neemuch :	19902	18814	16667	15556	8889	8000
08. Sitamua :	18959	19164	15117	14110	8063	7256

Source : Census of India , 1991

Table 1.8

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

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	953
MANDSAUR	23.12	18.75	40.30	944	949	918

SOURCE : CENSUS OF INDIA , 1991

The Sc and St population density of the district is 153 and 185 respectively.

Block wise population trends change and growth in population of the district including rural urban and Sc , St population are as follows.

Table 1.9

**Block wise No. of village & Population
District Mandsaur**

S. No.	Block	No. of villages	Population
01.	Mandsaur	220	214825
02.	Sitamau	232	190122
03.	Garoth	193	148793
04.	Bhanpura	082	084601
05.	Manasa	218	159583
06.	Neemuch	190	122446
07.	Jawad	275	148490
08.	Malhargarh	170	127552

Source : Census of India , 1991

Table 1.10

Trends of Population Growth

Male	Female	Total	Rural	Urban	Male	Female	Total	Rural	Urban
651011	6512388	1263399	1007473	355926	1800024	744457	1555481	1196412	359069

Table 1.11

Block wise population of the district

S. Block No.	Male	Female	Total	Rural	Urban	S.C.	S.T.	Genral
1. Bhanpura	54655	51273	105908	34601	21307	15375	4720	85813
2. Garoth	92390	87356	179746	148793	30953	34919	1816	143011
3. Jawad	93032	86128	181160	148490	32670	21143	27379	132638
4. Malhargarh	78721	75569	154290	127552	26738	27518	5690	121081
5. Mansa	99613	94839	194492	159583	34869	24445	14301	155746
6. Mandsaur	162588	153542	316130	214825	101305	47372	13756	255002
7. Neemuch	114963	107264	222227	122446	99781	33055	12072	177100
8. Sitamua	104062	97506	201568	190122	11446	42362	2244	156922

Total rural population is 188939 and its percentage of growth is 18.75 while the total urban population growth is 103143 and its percentage 40.30. Hindi is the main language of the district, Malwi is the main dialect here as the district lies in the Malwa region, this dialect has some influence of Rajasthan as well. There are many people who speak Punjabi, Marathi, Sindhi, Bengali, Gujrati and Malayalam. In this district Hindus are an overwhelming majority. Others are Jains, Muslim, Christians, Sikhs and they coexist in a spirit of peace and brotherhood.

Economic Status

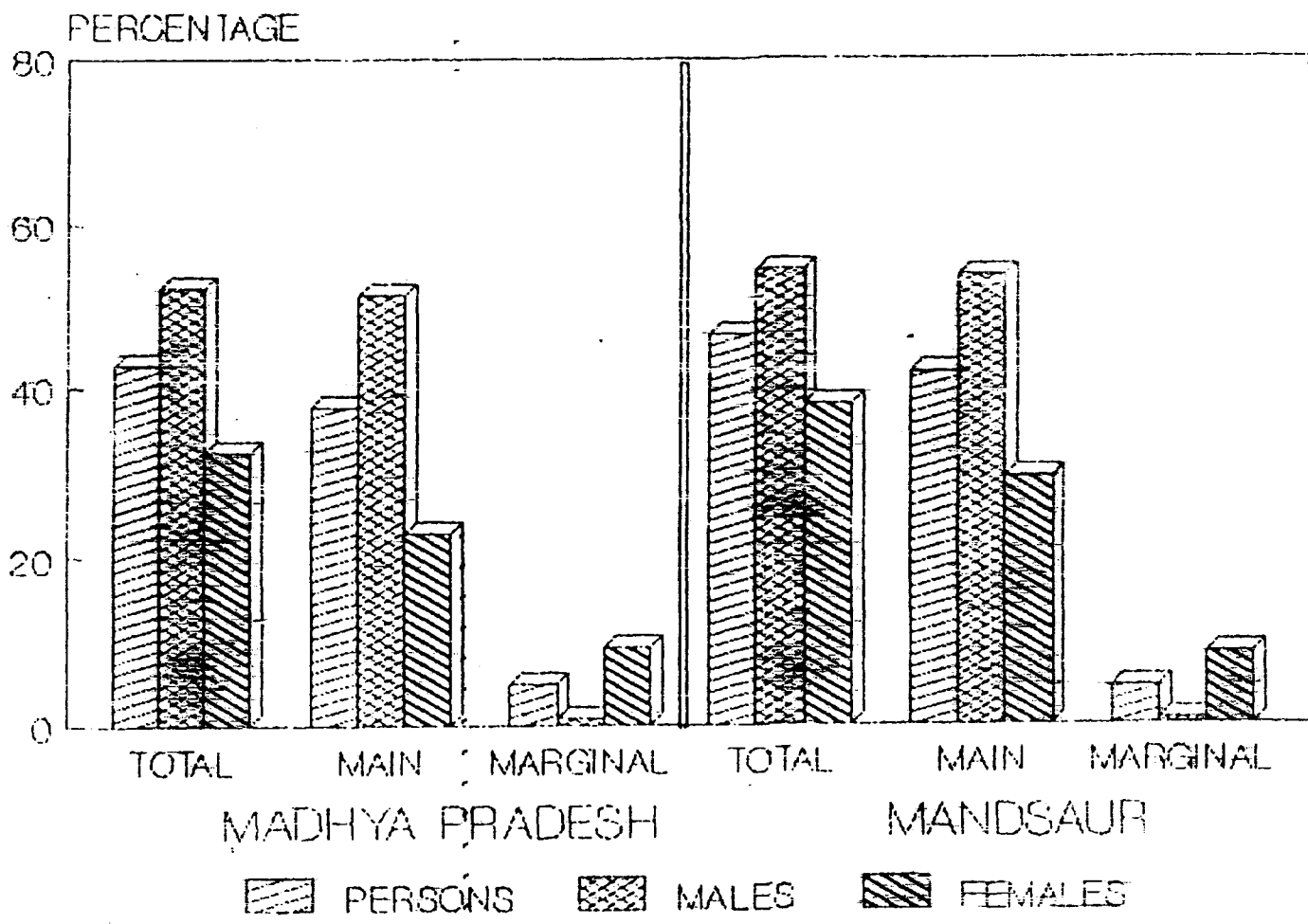
Agriculture is the main occupation of the district. The main industries are textiles, sugar, starch, cement, cement-pipes and poles, steel sheets and utensils, state-pencil, ginning factories, leather and leather articles and potteries etc. Manufacturing of toys furniture, gun, carpets, bamboo articles, wooden goods, bidi, knife cutters, baskets and dying printing materials are among the cottage industries in the district.

Table 1.12
TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .

STATE /DISTRICT	TOTAL RURAL URBAN	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
MADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362995	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
MANDSAUR	TOTAL	P	1555481	723540	652941	70599
		M	800024	435142	429912	5223
		F	755457	288398	223022	65376
	RURAL	P	1196412	607493	541521	65972
		M	612812	343151	338611	4540
		F	582600	264342	202910	61432
	URBAN	P	359069	116047	111420	4627
		M	186212	91991	91308	683
		F	172857	24056	20112	3944

SOURCE : CENSUS OF INDIA - 1991

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Table 1.3
PERCENTAGE TO TOTAL POPULATION OF WORKERS.

STATE /DISTRICT	T R U	P M F	PERCENTAGE TO TOTAL POPULATION OF					
			TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKERS	
			1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.80	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
MANDSAUR	T	P	45.12	46.52	40.07	41.98	5.05	4.54
		M	54.95	54.39	53.94	53.74	1.01	0.65
		F	34.67	38.18	25.33	29.52	9.34	8.66
	R	P	48.81	50.78	42.90	45.26	5.91	5.52
		M	56.75	55.90	55.68	55.16	1.08	0.74
		F	40.41	45.37	29.41	34.83	11.00	10.54
	U	P	30.62	32.32	28.94	31.03	1.68	1.29
		M	47.95	49.40	47.23	49.03	0.72	0.37
		F	11.71	13.92	8.98	11.64	2.73	2.28

SOURCE : CENSUS OF INDIA 1991

The district has number of mines mostly of lime, building stones, cement and state pencil stone. Murrum (red soil) mines are also here. The black rocks formed of the Lava erupted from the earth are found here.

After monsoon the Bhils from Ratlam and Jhabua district migrate to this district for their livelihood. Similarly the Gadliya - Lohar and Banjars community also migrate here with their cattle in search of labour. The inhabitants of the district do not migrate any where.

Educational Scenario

In the district Mandsoar there are 1455 Govt. Primary schools and 297 Private Primary schools, thus in all there are 752 Primary Schools, In which there are 214165 students enrolled.

Table 1.14

Block wise Literacy Rates District Mandsoar

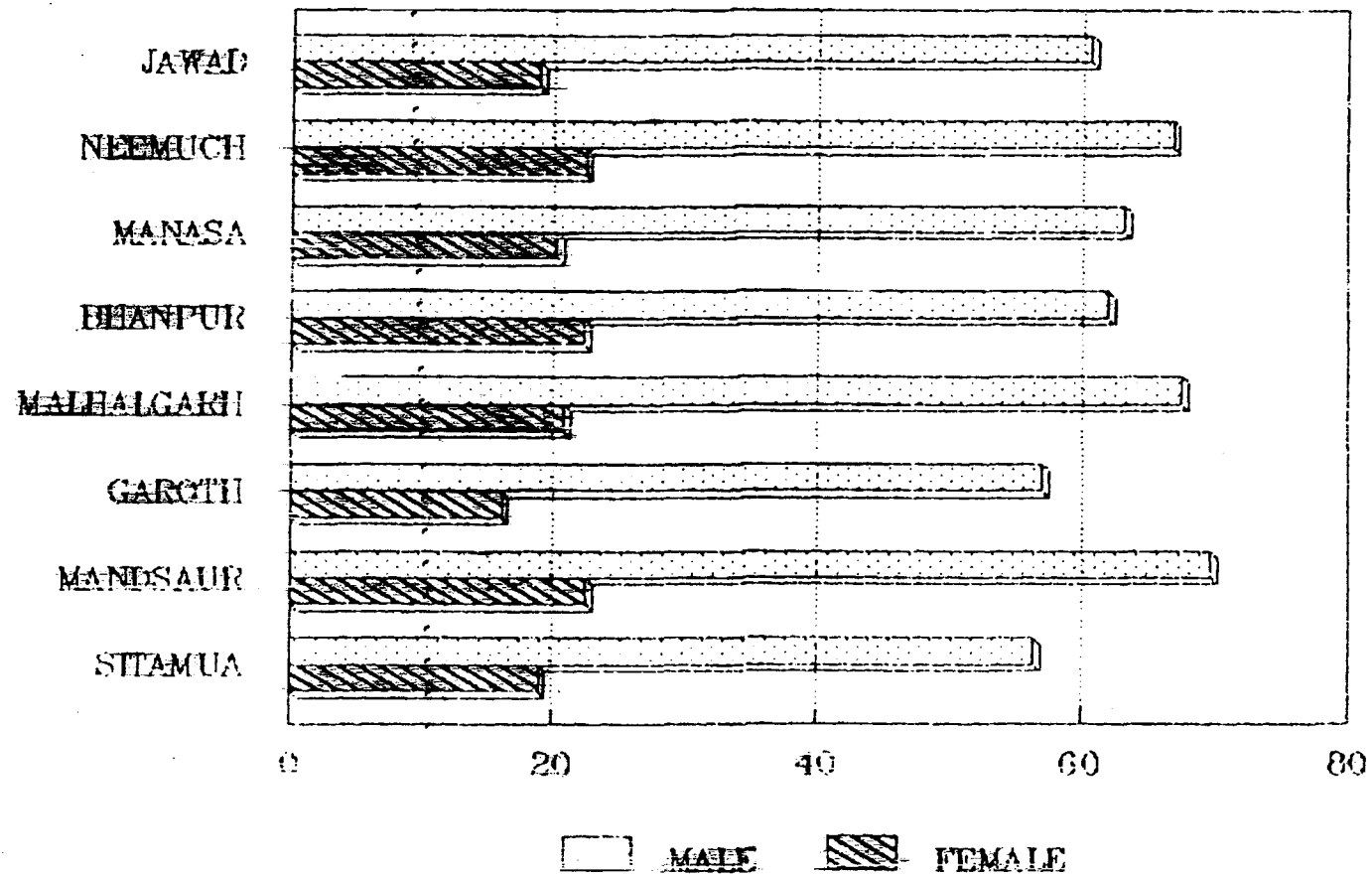
S. No.	Block	Literacy rates		
		Male	Female	Total
01.	Jawad	60.71	18.89	40.44
02.	Neemuch	66.85	22.47	45.20
03.	Manasa	63.28	20.24	42.24
04.	Bhanpur	62.06	22.36	42.92
05.	Malhargarh	67.51	20.75	44.66
06.	Garoth	57.03	16.01	37.03
07.	Mandsoar	69.06	22.57	46.68
08.	Sitamau	56.45	18.95	38.20

Source : Census of India , 1991

The total number of Primary school teachers in Govt. schools are 3607, Private 1219 making a total of 4828 teachers. Single teacher Primary schools in the district are 489. There are 13 Primary schools without a teachers. In 101 primary schools there are attached teachers. There are 3393 male teachers while female teachers are only 1435 in number.

Total school building in the district are 1248 schools without building are 135 and school building having insufficient rooms are 362.

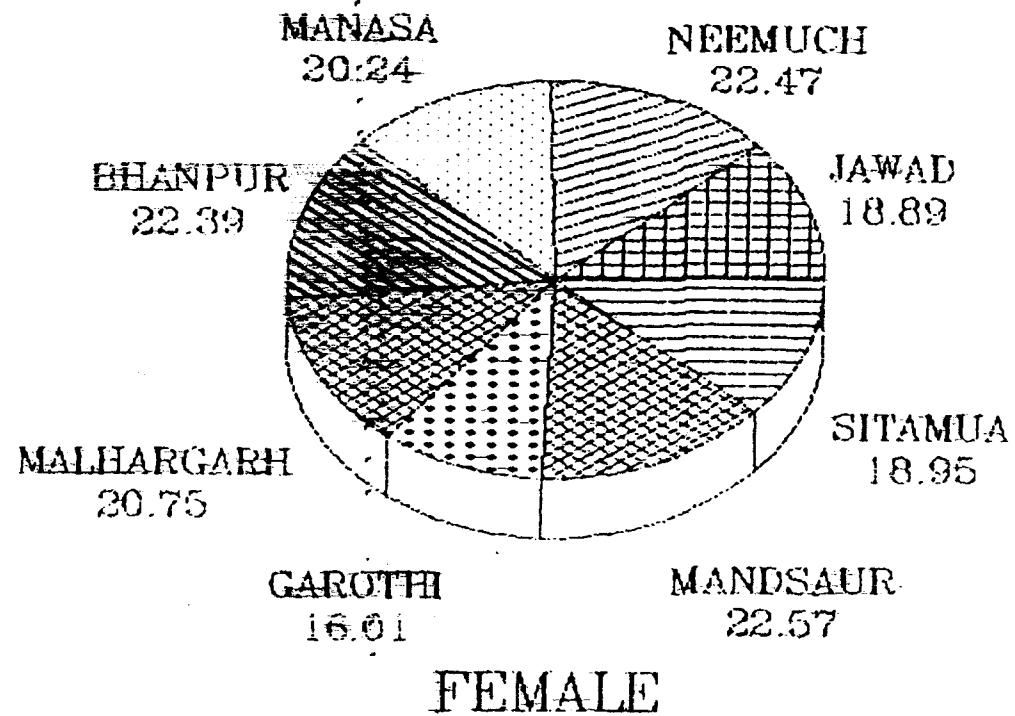
COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : MANDSAUR



SOURCE : CENSUS OF INDIA 1991

BLOCK WISE LITERACY RATE

DISTRICT : MANDSAUR



SOURCE : CENSUS OF INDIA 1991

Present status of schools (upto 30.09.93) in eight education blocks are .

Table 1.15

	Govt	Private	Total
1. Middle School	263	144	407
2. High school	23	22	45
3. Higher secondary	49	15	64
4. Vocational schools	08	--	08
5. Technical schools	01	--	01
6. Higher Education (college)	08	03	11

Table 1.15

COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Mandsaup District	48.67	67.89	28.31

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.17

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.	MANDSAUR	11.96	4.05

SOURCE : CENSUS OF INDIA - 1991

The literacy rate as per 1991 census is 39.73% and that for males being 55.48% females being 23.08%. there are a total of 685 NFE centres in the district of which 274 are wed and 411 for girls only.

CHAPTER - II

THE STUDY LOCALE OBSERVATION AND INTERACTION

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

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

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

(01)
NAME OF VILLAGE / HABITATION - AMARPURA
BLOCK - PMANASA
DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPED	:-	10 Kms.
* Distance from BED	:-	10 Kms.
* Distance from Railway Station	:-	10 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	02 Kms.
* Total No. of Households	:-	39
* Nature of land	:-	Uneven
* Crops grown	:-	Sugar Cane, Rice
* Main Communities	:-	SC, ST, General
* Main occupation	:-	Agriculture
* Health Facilities	:-	Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	02
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Anganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	39
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	12 (7 male & 4 female)

(01)

Village : Amarpur
Block : Manasa
District : Mandasaur

Village Amarpura of block Manasa in Mandasaur district in Madhya Pradesh is a small habitation situated about 2 Kms away from metalled road. The village has 35 households and a population of 350 persons. Nomads (Banjara) reside in this village who also migrate out of the village for 6-7 months in search of job.

There is no school in the village vicinity and only a NFE centre exists in the name of support services. The nearest school is about 5Kms away from Amarpura. The children are denied access to the far off school in distant villages. Absence of any support services like anganwadi, ballwadi, creches etc. further aggravates this problem. This is further accentuated by factors like - illiteracy of parents

- Lack of motivation of parents

- Poor economic condition of parents

The girls are further burdened with household chore, care of livestock etc. that they do not have any time for school. They also add to the family's income in the sense that they work on fields or bring dry things to sell.

The daughters are married off early and they are considered as a burden. The boys are considered to be provider of solvation after death and while they are alive they would bring income to the family.

The problems of dowry, early marriage and superstition prevail in the village.

(07)

Suggested Interventions

The composition of the group discussion gathered for the group discussion included an ecommunity leader, 7 male members, 4 female members and 4 children. The following intervention generated from group discussion.

01. Government must immediately open a school in this village.
02. Support services like anganwadi, balwadi, crechas, khalghane etc must be opened.
03. Adult education centre must be opened in the village.
04. Health centre must be opened in the village. Villagers must be taught about hygiene and sanitation.
05. Family planning must be encouraged in the village. Benefits of small families must be highlighted.
06. Gender inequality must be removed by frequent campaigning. The parents must be made aware of the importance of good health, education of the daughters.
08. Incentives must be given to all girls to attend the school.
09. Mahila mandals must be energised with income generating skills.
10. Bus services must be provided.

(02)
 NAME OF VILLAGE / HABITATION - DODHAR
 BLOCK - MANASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES :	
* Distance from DPEO	:-- 12 Kms.
* Distance from BEO	:-- 12 Kms.
* Distance from Railway Station	:-- 12 Kms.
* Linking Pakka road	:-- 02 Kms.
* Bus service	:-- 02 Kms.
* Total No. of Households	:-- 35
* Nature of land	:-- Uneven
* Crops grown	:-- Sugar cane Wheat
* Main Community	:-- Hindu
* Main occupation	:-- Agriculture
* Health Facilities	:-- Available
* Electricity	:-- Available
* Drinking water facilities:	
No. of Handpump	:-- 01
No. of Tap - water	:-- Not Available
No. of Tube - well	:-- Not Available
No. of well	:-- Not Available
* Educational setup	
Part time school	:-- Not Available
Primary school	:-- Not Available
Middle School	:-- Not Available
Secondary School	:-- Not Available
Higher Secondary School	:-- Not Available
No. of Balwadi	:-- Not Available
No. of Anganwadi	:-- Not Available
Mahila Mandal	:-- Not Available
* No. of Teachers for Primary Class	
Male	:-- No
Female	:-- No
* Households Surveyed	:-- 30
* No of Community leader in Group Discussion	:-- 01
* No. of Participants in Group Discussion	:-- 08 (4 male & 4 female)

(02)

Village : Dhodhar
Block : Mahasa
District : Mandsaar

The village Dhodhar is a small habitation situated about 2 kms from metallic road. This village has 35 households and a population of 300 persons. The main occupants are Banjara and Ehils who are working as agricultural labour.

There is no school in the village and only one NFE centre exists in the vicinity. The nearest school is 4 kms away from Dhodhar. Parents do not want to send their children specially girls to attend such a distant school. They feel that education is a waste of time and prefer teach their daughters some skills and household chores.

As the majority of the population depends on agriculture, they prefer their children to work on fields specially opium fields and add to the family income. If at all the children are sent to school, its the boys who get performance, as they are the future bread winners of the family. Daughters are considered to be someone else's property and hence no under expenditure is made on them.

Suggested Interventions

01. A primary school must be opened in the village immediately.
02. Adult education centre must be opened in the village immediately.
03. Support services like crèches, anganwadis, balwadi must be opened in the village.
04. Women's education must be given top priority at the state level.
05. Parents should be motivated to send their daughters to schools.
06. The girls must be given incentives in cash for regular attendance and in kind like uniforms, shoes, books stationery etc.
07. The girls should not be made to believe that the sole purpose of her life is cooking, cleaning and child rearing. She must be taught to be self reliant and become economically independent.
08. Mid-day meals must be provided to girls in the school. These girls are denied nutrition food at home hence that requirement can be fulfilled at the school.
09. Mahila Mandals must be started in the village and they can be energised with income generating skills.
10. The media can be made good use of Dowry system, early marriages and superstition can be campaigned against.

(03)
 NAME OF VILLAGE / HABITATION - PIPLIYA GHOTA
 BLOCK - MANASA
 DISTRICT - HANDEGAUR

1. INFRASTRUCTURAL FACILITIES :		
* Distance from DPEO	:-	10 Kms.
* Distance from BED	:-	10 Kms.
* Distance from Railway Station	:-	10 Kms.
* Linking Pakka road	:-	09 Kms.
* Bus service	:-	09 Kms.
* Total No. of Households	:-	171
* Nature of land	:-	Tribal
* Crops grown	:-	Wheat
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	05
No. of Tap - waters	:-	00
No. of tube - well	:-	00
No. of well	:-	01
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	01
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Anganwadi	:-	01
Mshila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	05
Female	:-	01
* Households Surveyed	:-	30
* No. of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	8 (5 male & 3 female)

(03)

Village : Piplaya Ghoti
Block : Manasa
District : Mandasaur

The village Piplaya Ghoti, a small habitation has about 185 households and an approximate population of 1200 persons. The economic condition of villagers is not very good. They are mostly occupied as early daily wages labour on agricultural farms.

The village has a government co-educational primary school. There is no middle or high school in this village. The support services present in the village are JRY and Balwadi. The Balwadi was constructed with the help of villagers who contributed financially for its construction.

The parents do not like to send their daughters to co-educational primary school. After the primary level the girls are not permitted to attend middle and high school which are 5 kms away.

Poor economic condition which acts as a hindrance as girls are made to stay at home, whereas their brothers are sent to school. The parents feel that there is no utility of education for girls.

The schools do not have proper facilities which acts as a demotivating factor to the students. The incentives are not distributed in time.

(09)

Suggested Interventions

There were thirteen persons in the group discussion who were one teacher, one community leader, five males four females and two children.

01. A middle school must be opened in the village immediately.
02. The schools should be provided with basic facilities.
03. Early marriages must be discouraged, parents must be made aware to the problem emerging from child marriages.
04. For planning educational system at district level small village should be taken into consideration.
05. Anganwadi, Balwad, Creches and other support services must be started in the village.
06. Vocational skills should be imparted to the students through NFE centres.
07. Hostel facilities and boarding should be provided free of cost for the girls.
08. Adult education centre must be started in the village.
09. Mahila mandals must be energised with income generating skills.
10. Media must work towards gender equality and women's empowerment.

(04)
 NAME OF VILLAGE / HABITATION - RAWATPURA
 BLOCK - MAINASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES :

* Distance from DPEO	:-	04 Kms.
* Distance from BED	:-	04 Kms.
* Distance from Railway Station	:-	04 Kms.
* Linking Pakka road	:-	03 Kms.
* Bus service	:-	03 Kms.
* Total No. of Households	:-	137
* Nature of land	:-	Uneven
* Crops grown	:-	Sugar cane
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	04
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of well	:-	01
* Educational setup		
Part time school	:-	Not available
Primary school	:-	01
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Agarwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	06
Female	:-	03
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (6 male & 4 female)

(04)

Village : Rawatpura

Block : Mahasa

District : Mandasaur

Village Rawatpura, a small habitation is situated near the metallic road. This habitation has about 110 households and a population of 681 persons. The economic condition of villagers is poor as they are mostly engaged as agricultural labour.

The village has one government educational primary school. There is no middle or high school in this village. There is absence of anganwadi, balwadi or crèches in this village. There is just one NFE centre in the village.

In the village the parents are reluctant to send their daughters to coeducational school. It acts as a hindrance of girls education.

The parents feel that the children have no benefit from getting education, and that it is sheer waste of time. The girls in comparison have lesser opportunity to get educated as they are expected to do household chores, take care of siblings while the mother works.

The girls are married off early hence they do not get enough facilities and opportunities to obtain education.

The children do not find school interesting and attractive. Those who finish primary school have to commute about 3 kms on a dusty road to reach the middle school.

The children, specially girls work on the poppy fields with parents.

(105)

Suggested Interventions

There were eleven persons who took part in the group discussion with the study team. They discussion with the study team. They were one community leader, four children.

01. The government must update the school to middle level.
02. Efforts should be made to reduce the burden of household work from the tender shoulder of girls.
03. Support services like anganwadis, balwadis and creches must be started.
04. More female teachers must be appointed.
05. The primary school must have a separate shift for girls and boys or another primary school must be opened for girls.
06. More incentives must be provided to girls and on time.
07. The curriculum must include vocational skills so as to make the school education more beneficial.
08. An awareness campaign is required to make parents understand the importance of girls education. They should also be told about the ill effects of early marriage and early child bearing.
09. Mahila Mandals should be started and village women must be encouraged to participate in their activities.
10. Health and nutrition programmes must be started in the village.

(05)
 NAME OF VILLAGE / HABITATION -- BHATKHEDI
 BLOCK - MANARA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES

* Distance from DPED	:-	04 Kms.
* Distance from BED	:-	04 Kms.
* Distance from Railway Station	:-	04 Kms.
* Linking Pakka road	:-	03 Kms.
* Bus service	:-	03 Kms.
* Total No. of Households	:-	700
* Nature of land	:-	Uneven
* Crops grown	:-	Wheat
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	Not Available
No. of Tap - water	:-	32
No. of Tube - well	:-	Not Available
No. of wells	:-	Not Available
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	01
Middle School	:-	02
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	01
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	03
Female	:-	01
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	12 (7 male & 5 female)

(25)

Village : Bhatkhedi
Block : Manasa
District : Mandasaur

The village Bhatkhedi in block Manasa of Mandasaur district of M.P. is situated nearby metallic road. There are 700 households with a population of 4214 persons. In the village the occupants are working either as farmers or labourers in poppy fields.

In the village there are separate Govt primary schools for girls and boys and a coeducational middle school. Among the support services, NFE and JRY are running satisfactorily. Non-availability of high school in the village results in dropout after middle level education. The nearest high school is 4 km away and thus girls are not permitted to attend it.

The parents illiteracy and their lack of motivation spurs their children's education. They feel that going to school is waste of time. In the case of girls they fear that if girls get educated, they might not find a suitable match for her. Moreover, all the expenses on girls are curtailed, so as to serve for her dowry.

The children are also demotivated by the unattractive schools with hardly any facility like playground, sports & games, toilets etc. The teachers do not pay much attention to the students, whereas in the case of first generation of learners it is imperative that the students get extra time and attention from teachers. Irregular attendance of teachers also makes the students disinterested in studies.

(111)

Suggested Interventions

The group discussion was held in which two teachers, one community leader, four males, four females and seven children took part. Based on this discussion the following interventions are suggested.

01. The village school should be upgraded to middle level.
02. There should be more female teachers in the schools so as to motivate parents to send their daughters to school.
03. The teachers should be committed towards their job and should try to understand and solve the problems.
04. Support services like anganwadis, balwadis, creches etc must be opened.
05. Adult education centre must be started in the village so as to make people literate. This will make them understand the importance of girls' education.
06. The Mahila Mandals can be started and they can work for the betterment of girls and station the society.
07. Parents should be involved in school administration.
08. More incentives should be provided to all girls so as to encourage them to attend school.
09. Early marriage, dowry system should be discouraged. Problems generating from early marriages must be highlighted.
10. The schools must be made more attractive, Games, Sports and other extra curriculum activities must be included.

(05)
 NAME OF VILLAGE - HABITATION - PIPLODA HODI
 BLOCK - MANASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES

* Distance from DPEO	:-	11 Kms.
* Distance from BEO	:-	11 Kms.
* Distance from Railway Station	:-	11 Kms.
* Linking Pakka road	:-	09 Kms.
* Bus service	:-	09 Kms.
* Total No. of Households	:-	189
* Nature of land	:-	Uneven
* Crops grown	:-	Wheat
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	15
No. of tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of wells	:-	01
* Educational setup		
Part time school	:-	Not available
Primary school	:-	02
Middle School	:-	02
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary		
Class		
Males	:-	03
Female	:-	04
* Households Surveyed	:-	30
* No of Community leader in		
Group Discussion	:-	01
* No. of Participants in Group		
Discussion	:-	10 (6 male & 4 female)

(06)

Village : Pipliya Hodi
Block : Mansa
District : Mandsaur

Village Pipliya Hodi in block Manasa of Mandsaur is near metallic road. There are about 175 households with a population of 1455 people. The main occupation of the villagers is agriculture, either as farmers or labourers. In this district mainly poppy (opium) is grown hence the economic condition is not very bad.

The village has coeducational primary and middle school. Among the support services NFE Balwadi are functioning.

The constant fear that lingers in the mind of people is that coeducational schools facilitate the majority and interaction of girls and boys which doesn't conform with the value system of the society.

The parents discriminate between girls and boys in the matters of food, health care, clothing, education and time to play.

The girls are engaged in income earning or saving activities at a very early age hence they are dissuaded from attending schools.

More over the teacher's callous attitude towards students, their irregular attendance further demotivates students.

Suggested Interventions

The villagers who took part in the group discussion were three teachers, one headmaster, one community leader, six males, three females and three children. The following suggestion emerged.

01. There is need for a high school in the village.
02. More female teachers must be appointed.
03. Full security of teachers and residential accommodation must be provided.
04. The parents must be told about the injustice to girls in the form of gender inequality.
05. Awareness campaigns are required so as to bring to parents notice the importance of girls' education.
06. Early marriages must be discouraged. Early child bearing problems must be highlighted.
07. Support services are needed as it will help in girls' education.
08. Income generating skills must be imparted to the students.
09. Incentives must be given to all girls and in time.
10. Adult Education programmes must be started in the village.

(07)
 NAME OF VILLAGE / HABITATION - KUKRESHWAR
 BLOCK - MANASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	15 Kms.
* Distance from BED	:-	15 Kms.
* Distance from Railway Station	:-	15 Kms.
* Linking Pakka road	:-	10 Kms.
* Bus service	:-	10 Kms.
* Total No. of Households	:-	954
* Nature of land	:-	Uneven
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	01
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of wells	:-	07
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	02
Middle School	:-	02
Secondary School	:-	02
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	03
Female	:-	05
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (6 male & 4 female)

(07)

Village : kukreshwar

Block : Manasa

District : Mandsaur

The village kukreshwar Manasa block in mandsaur district is situated nearby a metallic road. There are about 2000 households and the population is 2014. Its a fairy big habitations. Most of the people are engaged in the poppy fields of rich landlord. The villagers are not very poor but they face a lot of exploitation.

In the village there is one Government Primary school, one Government Middle school and one Government High school. Beside there is a private primary school and also a Saraswati Shishu Mandir.

The girls enrolment is very low and the dropout rate is very high in the village as to social norms and values are still abided by. The girls are segregated and kept in purdah and mostly they are busy with household activities.

The boys sent to school and one made to repeat class on failure. They have enough time to play, study and attend school while the girls are mostly engaged cooking, fetching water and care of siblings.

The women do not have a say of their own. They are shy, quite and have low self esteem. They do not have confidence in themselves nor do they have economic independence. The girls are married off early and hence this gets perpetuated.

Suggested Interventions

In the group discussion, sixteen vilages took part. They were one headmaster, four teachers, six males, four females and four children. The following interventions are suggested based on Focus Group Discussion.

01. A higher secondary school must be opened in the village.
02. The school education can have more utility if vocational skills are included in the curriculum.
03. More fames teachers must be appointed in village
04. Residential accommodation and full security must be provided to the female teachers.
05. There should be an Adult education centre in the village to educate the women.
06. Mahila Mandals can play a positive role in enhancing the women's image and make them self reliant.
07. Attendance scholarship to be given to all girls.
08. The parents should be made aware of the importance of education. They should also be told about the problems 'generating' from 'early matriage's.'
09. Health and Nutrition programmes must be started in the village.
10. The educated youths of the village must be employed in the schools.

(07)
 NAME OF VILLAGE / HABITATION - KUKRESHWAR
 BLOCK - MANASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	15 Kms.
* Distance from BEO	:-	15 Kms.
* Distance from Railway Station	:-	15 Kms.
* Linking Pakka road	:-	10 Kms.
* Bus service	:-	10 Kms.
* Total No. of Households	:-	954
* Nature of land	:-	Uneven
* Crops grown	:-	Wheat , Gram
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	01
No. of Tap - water	:-	Not available
No. of Tube - well	:-	Not available
No. of wells	:-	07
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	02
Middle School	:-	02
Secondary School	:-	02
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	01
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	03
Female	:-	05
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (5 male & 4 female)

(07)

Village : kukreshwar
Block : Manasa
District : Mandsaur

The village kukreshwar Manasa block in mandsaar district is situated nearby a metallic road. There are about 2000 households and the population is 2014. Its a fairy big habitations. Most of the people are engaged in the poppy fields of rich landlord. The villagers are not very poor but they face a lot of exploitation.

In the village there is one Government Primary school, one Government Middle school and one Government High school. Beside there is a private primary school and also a Saraswati Shishu Mandir.

The girls enrolment is very low and the dropout rate is very high in the village as to social norms and values are still abided by. The girls are segregated and kept in purdah and mostly they are busy with household activities.

The boys sent to school and one made to repeat class on failure. They have enough time to play, study and attend school while the girls are mostly engaged cooking, fetching water and care of siblings.

The women do not have a say of their own. They are shy, quite and have low self esteem. They do not have coonfidence in themselves nor do they have economic independence. The girls are married off early and hence this gets perpetuated.

Suggested Interventions

In the group discussion, sixteen vilages took part. They were one headmaster, four teachers, six males, four females and four children. The following interventions are suggested based on Focus Group Discussion.

01. A higher secondary school must be opened in the village.
02. The school education can have more utility if vocational skills are included in the curriculum.
03. More fames teachers must be appointed in village
04. Residential accommodation and full security must be provided to the female teachers.
05. There should be an Adult education centre in the village to educate the women.
06. Mahila Mandals can play a positive role in enhancing the women's image and make them self reliant.
07. Attendance scholarship to be given to all girls.
08. The parents should be made aware of the importance of education. They should also be told about the problems generating from early marriages.
09. Health and Nutrition programmes must be started in the village.
10. The educated youths of the village must be employed in the schools.

(08)
NAME OF VILLAGE / HABITATION - PARDA
BLOCK - MANASA
DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPED	:-	15 Kms.
* Distance from BED	:-	15 Kms.
* Distance from Railway Station	:-	15 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	02 Kms.
* Total No. of Households	:-	753
* Nature of land	:-	Uneven
* Crops grown	:-	Wheat , Sugar Cane
* Main Communities	:-	Hindu
* Main occupation	:-	Agriculture, Daily wage
* Health Facilities	:-	01
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	04
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not available
No. of wells	:-	04
* Educational setup		
Part time school	:-	01
Primary schools	:-	02
Middle Schools	:-	02
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadis	:-	Not Available
No. of Aganwadi	:-	01
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Males	:-	06
Females	:-	04
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 (8 male & 7 female)

(08)

Village : Parda
Block : Manasa
District : Mandsaur

The village Parda is situated nearby metallic road. There are about 1000 households and a population of 5000 people. The main occupation of the people here is farming agricultural labour, working on the poppy fields of rich landlords.

There are separate government primary schools for girls and boys and a coeducational middle and high school. There are NFE centre and JRY functional in the village.

Girls are mostly engaged in household and domestic activities also babysit while the parents are busy on fields. Gender discrimination is also felt by the girls. They feel that parents spend more on boys, give that parents spend more on boys, give more attention to them and are interested only in their education.

Girls are also employed in the poppy fields during the harvesting season. The girls are mostly engaged in income saving and earning activities.

The parents are mostly illiterate and this results in their low motivation and enthusiasm for education.

Due to early marriages the girls dropout and thus discontinue their education. They girls have low achievement rates as compared.

The parents are reluctant to send their growing up girls to educational middle school.

Suggested Interventions

The villagers who took part in the group discussion are two headmasters, three teachers, one community leader, six male villagers, eight women and four children. The following interventions are suggested.

01. More teachers should be appointed in the villages specially female teachers.
02. Orientation programmes for teachers must be held regularly so as to sensitise them regarding the gender bias and the problems faced by girls.
03. The school should be upgraded to higher secondary level.
04. The curriculum must include vocational skills so that students can stand on their feet.
05. The girls completing higher secondary level must be awarded and should be provided with avenues for employment in the village. This will motivate other girls.
06. Support services like creches, Anganwadi, Balwadi must be opened in the village so that girls get opportunities to study.
07. Sports accessories and other facilities must be provided in the attract students to attend school.
08. Early marriages must be discouraged parents must be explained the legal implications of performing child marriages.
09. Mahila Mandals must be started in the village.
10. Health and medical centre must be better equipped.
11. Adult education centre must be opened in the village.

(09)
 NAME OF VILLAGE / HABITATION - JABRAN COLONY
 BLOCK - MANASA
 DISTRICT - MANDSAUR

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	05 Kms.
* Distance from BEO	:-	05 Kms.
* Distance from Railway Station	:-	05 Kms.
* Linking Pakka road	:-	04 Kms.
* Bus service	:-	04 Kms.
* Total No. of Households	:-	32
* Nature of land	:-	Plain
* Crops grown	:-	Sugar cane
* Main Communities	:-	General , ST , SC
* Main occupation	:-	Agriculture
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpumps	:-	03
No. of Taps - water	:-	Not available
No. of Tube - wells	:-	Not available
No. of well	:-	01
* Educational setup		
Part time school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	00
Female	:-	00
* Households Surveyed	:-	30
* No of Community leader in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	09 (6 male & 3 female)

(09)

Slum : Jabran colony
Block : Manasa
District : Mandsaur

Jabran colony slum area of Mandsaur is a small habitation with a population of 228 persons living in 45 households. Most of the dwellers work in slate factoring.

There is a coeducational, middle school nearby the slum. There is no support service available in the slum. As the slum dwellers are poor they can not afford the expenses of school education. If at all the child is sent to school, it is the boy who gets preference. The parents feel that boys are to be made economically independent and hence they need the education, while the girls are to be married off and lot of money is saved marriage and dowry.

The girls in the slum area are mostly engaged as maid, cook etc in the affluent urban households. So the girls start working at a very early age.

Another problem in this slum is that regarding the health of the people working in state factories. The lungs get affected by working in such an environment.

The slum also gets very muddy and water puddled form in the rainy season. A lot of diseases spread during.

Suggested Interventions

Nearby twenty one slum dwellers took part in the group discussion. They were one teacher, one community leader, seven males, four females and eight children. The following interventions emerged from the group discussion.

01. There should be a middle school in the vicinity.
02. Support service like anganwadi, creches, khelghar etc. must be opened in the slum to facilitate girls education.
03. Child labour must be strictly stopped.
04. An insurance cover of the weaker section of the society must be the govts responsibility.
05. A health centre must be opened in this slum and lung problems must be checked at very onset.
06. Proper drainage should bne ensured by the municipality.
07. Adult education centre must be opened in the village.
08. The girls must be given incentives in cash and kind both so as to make them attent school instead in of other activities.
09. Social workers and volunteers must work for the betterment of slum dwellers.
10. Health and nutrition camp must be started in the slum.
11. Income generating programmes must be started in the slum.

CHAPTER III

ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

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

TABLE 3.1.1

DESCRIPTION OF SAMPLE HOUSEHOLDS IN

BLOCK : MANASA

DISTRICT : MANDSAUR

* Total Number of Households :	270
* Total Number of Members of Households :	1449
* Average Size of Households :	5.4
* Major Religion:	HINDU
	No. %
	267 98.9
* Mother Tongue:	HINDI
	No. %
	270 100

In all 1449 persons were residing in the sample 270 Households. The average size of the Household was 5.4. Nearly 99 percent of the sample population were Hindu and mother tongue was Hindi.

**TABLE 3.1.2
DRINKING WATER**

* Source of Drinking Water		
	No.	%
Wells	154	57.0
Handpumps	96	35.6
Taps	20	7.4

* Distance of Source of Drinking Water		
	No.	%
Close by	32	11.8
0.5 Km.	112	41.5
1 Km. and above	126	46.7

57 percent of the households take water from wells whereas 36 percent of the households are using handpumps for drinking water.

54 percent of the total households have source of drinking water within 0.5 Km. and 46 percent households have to walk more than a kilometer to fetch drinking water. This task is being done largely by women folk.

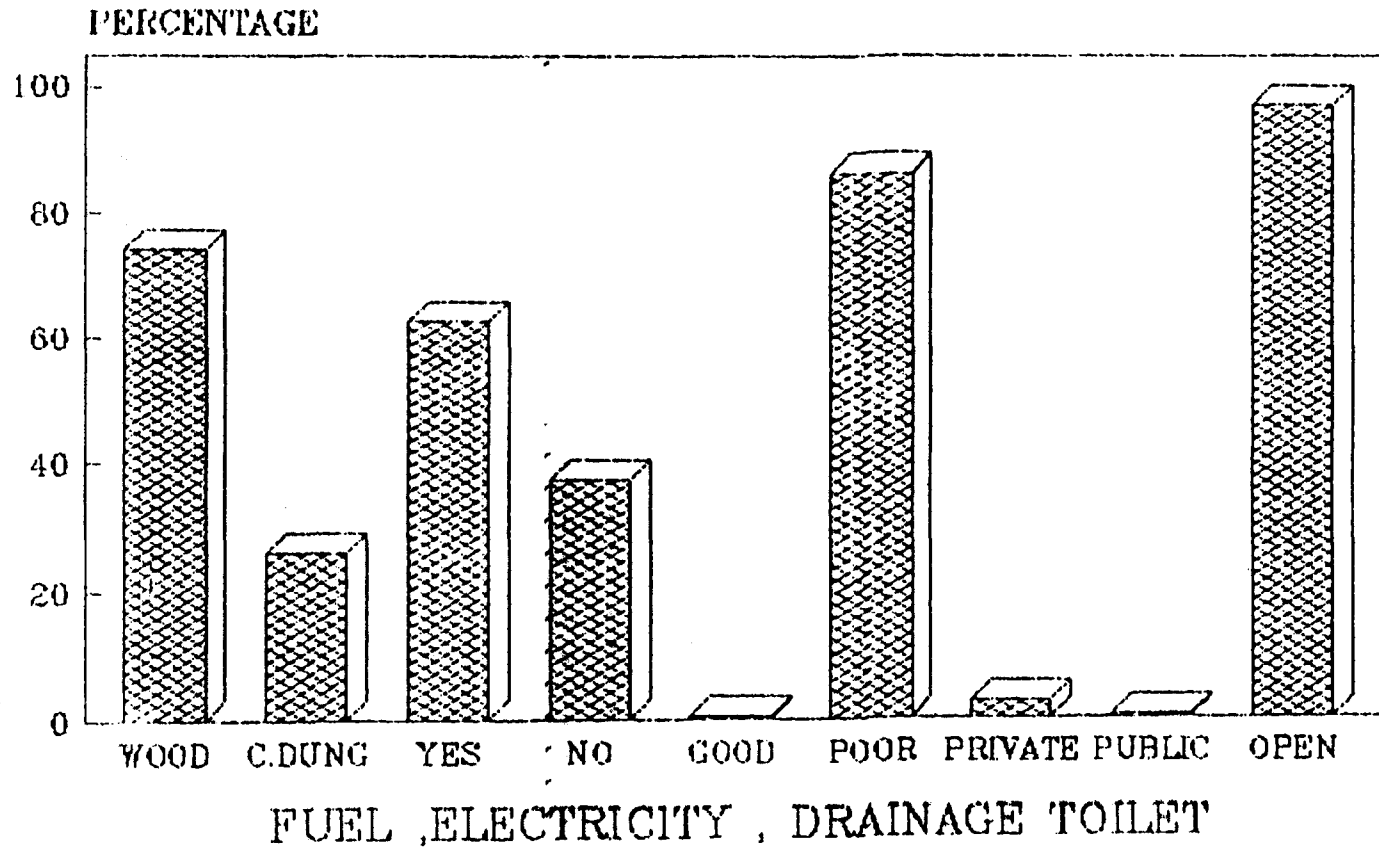
Table 3.1.3

Fuel and Electricity

* Main Sources of Fuel		
	No.	%
Wood	200	74.1
Cow-Dung Cakes	70	25.9

* Availability of Electricity		
	No.	%
	169	62.59

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

74 percent of sample households are using wood as fuel and 26 percent households are using Cow-Dung cakes.

Nearly 63 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation		
	No.	%
Good	01	0.4
Poor	233	86.3
No response	36	13.3

Toilet facilities		
	No.	%
Private	7	2.6
Public	1	0.4
Open	262	97.0

Nearly . One . percent households have good drainage facility and 86 percent have poor drainage leading to waterlogging and poor sanitary conditions. Private toilet is being used in 1 Household only (1 in urban slum). Majority i.e. 262 households (97%) used open spaces for defecation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	148	10.21	076	12.08	072	08.78
6 - 11	436	30.09	165	26.23	271	33.05
12 - 14	222	15.32	051	08.11	171	20.85
15 +	643	44.38	337	53.58	306	37.32
Total	1449	100.00	629	100.00	820	100.00

Close to 45 percent of the household members belong to age group 6 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	987	68.12	497	63.12	590	71.95
Literate below primary	246	16.98	120	19.08	126	15.37
Primary	114	07.87	60	09.54	054	06.59
Middle	078	05.38	32	05.09	046	05.61
High School	004	00.28	02	00.32	002	00.24
Higher Secondary	014	00.97	012	01.91	002	00.24
Degree (Graduate)	006	00.41	006	00.95	000	00.00
Total	1449	100.00	629	100.00	820	100.00

Table 3.1.6 shows that 68 percent of the sample household members were found illiterate, 17 percent were literate below primary level and only 15 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	157	62.55	71	66.36	86	59.72
11 - 14	051	20.32	23	21.50	28	19.45
15 - 18	008	03.19	06	05.61	02	01.39
Middle						
6 - 10	033	13.15	05	04.67	28	19.44
11 - 14	002	00.80	02	01.87	00	00.00
15 - 18	000	00.00	00	00.00	00	00.00
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	000	00.00	00	00.00	00	00.00
15 - 18	000	00.00	00	00.00	00	00.00
Total	251	100.00	107	100.00	144	100.00

In 270 Households' data for age group 6 - 14 years shows 142 girls are going to primary and upper primary classes. Only 28 are in upper primary classes in the age group 15-18 years.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	231	57.04	79	54.48	152	57.92
11 - 14	122	30.12	36	24.83	86	33.20
15 - 18	51	12.59	30	20.69	21	08.11
Total	404	100.00	145	100.00	259	100.00

In 270 households' data for age group 6 - 14 years shows that 239 girls had never been enrolled in school. 21 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	13	15.85	02	15.67	11	15.71
11 - 14	37	45.12	00	00.00	37	52.86
15 - 18	12	14.63	08	66.67	04	05.71
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	14	17.07	00	00.00	14	20.00
15 - 18	06	07.32	02	16.67	04	05.71
Total	82	100.00	12	100.00	70	100.00

In 270 households' data for age group 6 - 18 shows 52 girls had dropped out from primary classes and 18 girls from middle class.

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

Educational Level	Father	%	Mother	%
Illiterate	25	48.08	32	61.54
upto 4	11	21.15	11	21.15
7	05	09.62	04	07.69
10	04	07.69	05	09.62
12	07	13.46	00	00.00
12+	00	00.00	00	00.00
Total	52	100.00	52	100.00

BY BIRTH ORDER

Birth order	No.	%
1	15	28.85
2	19	36.54
3	16	30.76
4	02	03.85
5	00	00.00
Total	52	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	05	09.62
10,000	30	57.69
5,000 and below	17	32.69
Total	52	100.00

BY CASTE

Caste	No.	%
General	21	40.38
Scheduled Caste	20	38.46
Scheduled Tribe	11	21.15
Total	52	100.00

BY FAMILY SIZE

No. of Member	No. of Household	%
1	00	00.00
2	00	00.00
3	16	30.77
4	11	21.15
5	13	25.00
6	07	13.46
7	05	09.61
8	00	00.00
9	00	00.00
Total	52	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	59	33.71	87	49.71
Literate upto 4	20	11.43	76	43.43
7	30	17.14	12	6.86
10	45	25.72	00	00.00
12	21	12.00	00	00.00
12+	00	00.00	00	00.00
Total	175	100.00	175	100.00

BY BIRTH ORDER

Birth order	No.	%
1	39	22.28
2	35	20.00
3	69	39.43
4	25	14.28
5	07	04.00
Total	175	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	64	36.57
10,000	67	38.28
5,000 and below	44	25.14
Total	175	100.00

BY CASTE

Caste	No.	%
General	57	32.57
Scheduled Caste	56	32.00
Scheduled Tribe	62	35.43
Total	175	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	41	23.43
4	53	30.28
5	39	22.28
6	22	12.57
7	09	05.14
8	11	06.28
9	00	00.00
Total	175	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Cultiv.	342	23.60	120	19.07	222	27.07
Service	154	10.62	121	19.23	033	04.02
Casual Labour	450	31.05	078	44.57	372	45.36
House Wife	145	10.06	000	00.00	145	17.68
Others	014	00.96	014	02.23	000	00.00
Non Workers	344	23.74	296	47.05	048	05.85
Total	1449	100.00	629	100.00	820	100.00

Table 3.1.7 shows that 24 percent of the sample household persons are non-workers and 31 percent are working as casual labourers. Only 24 percent are cultivators. Service sector covers even less than 11 percent of sample household population.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	16	05.93
2.	9,000	51	18.89
3.	6,000	97	35.93
4.	3,000	96	35.56
5.	3,000 below	10	03.70
Total		270	100.00

Table 3.1.8 indicates that 36 percent sample households had income between Rs. 3,000 to Rs. 6,000 per annum. Nearly 4 percent households had below Rs. 3,000 per annum. That is to say that people work either as casual labour or agricultural labourers in the district.

Only 06 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	23	08.52	21	07.78
Middle	35	12.96	65	24.07
High school	31	11.48	25	09.26
Hr. Secondary	51	18.89	34	12.59
Graduation General	59	21.85	39	14.44
Graduation Professional	12	04.44	12	04.44
P.G. and above	13	04.81	09	03.33
No Response	46	17.03	74	27.41
Total	270	100.00	270	100.00

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (e.g. what will they get after being educated; No use of education) were lower for boys. 24 percent parents wish their daughters going upto primary middle and secondary levels whereas 32 percent want secondary and post secondary education for their sons. Nearly one fourth parents, want higher education for boys. Only 03 percent aspire for higher education of daughters. This is a noticeable change of attitude towards education of girls.

TABLE 3.1.10
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	32	11.85	21	07.78
Doctor	16	05.93	09	03.33
Police Officer	05	01.85	05	01.85
Tailoring	29	10.74	00	00.00
Nurse	00	00.00	27	10.00
House Wife	00	00.00	39	14.44
Govt. Service	89	32.96	25	09.26
Engineer	00	00.00	00	00.00
No Aspiration	99	36.67	144	53.33
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. Fourteen percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (09%). Only 5 percent parents wish to see them as doctors, police officers.

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

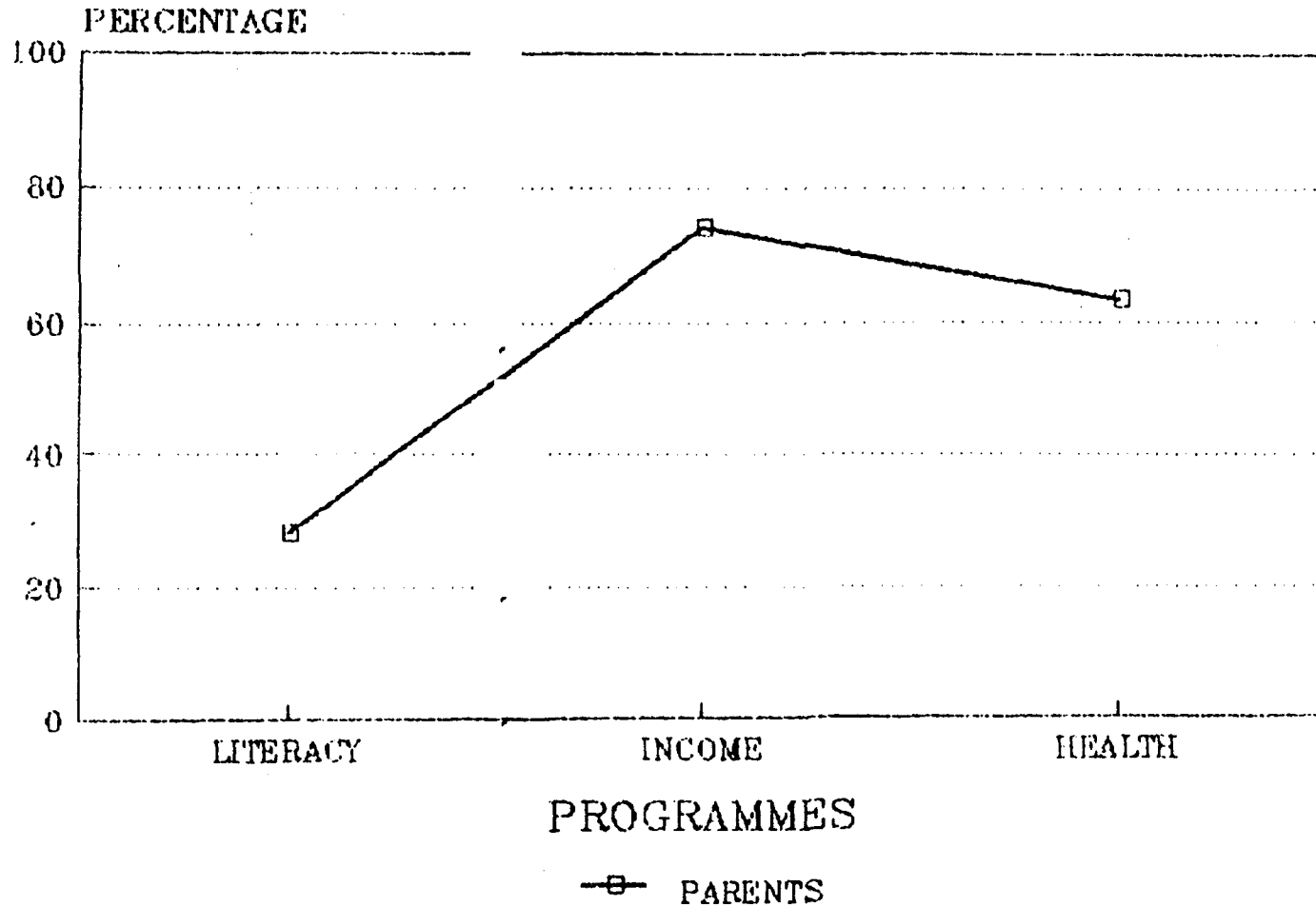
Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	77	28.52
Income generating Programme	200	74.07
Programme on health and Nutrition	171	63.33

Table 3.1.11 shows that interviewed parents desired their preference (74%) for programme on income generating skills for their female wards. Programme on health and nutrition (63%) comes next with lowest preference (28%) for Literacy programme.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	196	72.59
2. Parental education	101	37.41
3. Parental motivation	136	50.37
4. Parental Support like:		
i. Payment of fees other than tuition fees	51	18.89
ii. Provision of books and stationery	66	24.44
iii. Provision of adequate food and clothing	55	20.37
iv. Creating space and time for studies at home	36	13.33
v. Provision of academic Support (themselves or paid)	04	01.48
5. Self motivation of the girl child.	116	42.96
6. Positive attitude of teachers	65	24.07

Five main reasons for continuance of Girls in schooling :-

1. Better economic standing Household (72.59%).
2. Parental motivation (50.37%).
3. Self motivation of girl child (42.96%).
4. Parental education (37.41%).
5. Provision of books and stationery (24.44%).

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents No.	(n=270) %
1. Inability of parents to pay extra tuition fee/fund	76	28.15
2. Inability of parents to provide clothes and shoes	84	31.11
3. Inability of parents to provide books	46	17.04
4. Inability of parents to provide stationery	46	17.04
5. Inability of parents to provide food	11	04.07
6. Helping parents in occupation	121	44.81
7. Engaged in remunerative employment	45	16.67
8. Domestic work	240	88.89
9. Care of siblings	115	42.59
10. Absence of support services viz. Anganwadi, Balwadi, Creches	82	30.37
11. Early marriage	108	40.00
12. Social taboo on onset of poverty	56	20.74
13. Parental lack of motivation	99	36.67
14. Parental illiteracy	150	55.56
15. Lack of academic support/help, from parents/family members, others	14	05.19
16. School far away	59	21.85
17. Un-attractive school environment	56	20.74
18. Un-suitable school timings	21	07.78
19. Lack of relevance of curriculum	18	06.67
20. No women teachers	46	17.04
21. Lack of separate schools	79	29.26
22. Teachers' negative attitude	26	09.63
23. Failure	09	03.33
24. Illness of family members	01	00.37
25. Own illness	02	00.74

Five main reasons for dropping out of girls from school :

1. Domestic Work (88.89%).
2. Parental Illiteracy (55.56%).
3. Helping parents in occupation (44.81%).
4. Care of siblings (42.59%).
5. Early marriage (40.00%).

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	80	29.63
2. Inability of parents to provide clothes and shoes	84	31.11
3. Inability of parents to provide books	112	41.48
4. Inability of parents to provide stationery	63	23.33
5. Inability of parents to provide food and medicines	09	03.33
6. Helping parents in occupation	140	51.85
7. Engaged in remunerative employment	29	10.74
8. Domestic work	234	86.67
9. Care of siblings	113	41.85
10. Parental lack of motivation	89	32.96
11. Parental illiteracy	150	55.56
12. Non-availability of school / NFE centres close to habitation	41	15.19
13. Un-suitable school timings	32	11.85
14. No female teachers	41	15.19
15. No separate school for girls	51	18.89
16. Lack of support services such as anganwadies, balwadies, creches	70	25.93
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	33	12.22

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

1. Domestic Work (86.67%).
2. Parental Illiteracy (55.56%).
3. Helping parents in occupation (51.85%).
4. Care of siblings (41.85%).
5. Inability of parents to provide books (41.48%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents No.	(n=270) %
1. Develops a positive self image and confidence among girls	91	33.70
2. Prepares girls for economic contribution	149	55.19
3. Can improve health and nutritional status of children and other family members	30	11.11
4. Will ensure education of future generations	219	81.11
5. Will make girls and women aware of their rights	102	37.78
6. Helps in raising age of marriage and reduce 26 maternal, infant and child mortality		09.63
7. Helps in reducing the family size	146	54.07
8. Will prepare girls for leadership roles in society	62	22.96
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	57	21.11

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (81.11%).
2. Prepare Girls for economic contribution (55.19%).
3. Helps in reducing the family size (54.07%).
4. Will make girls and women aware of their rights (37.78%).
5. Develops a positive self image & confidence among girls (33.70%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

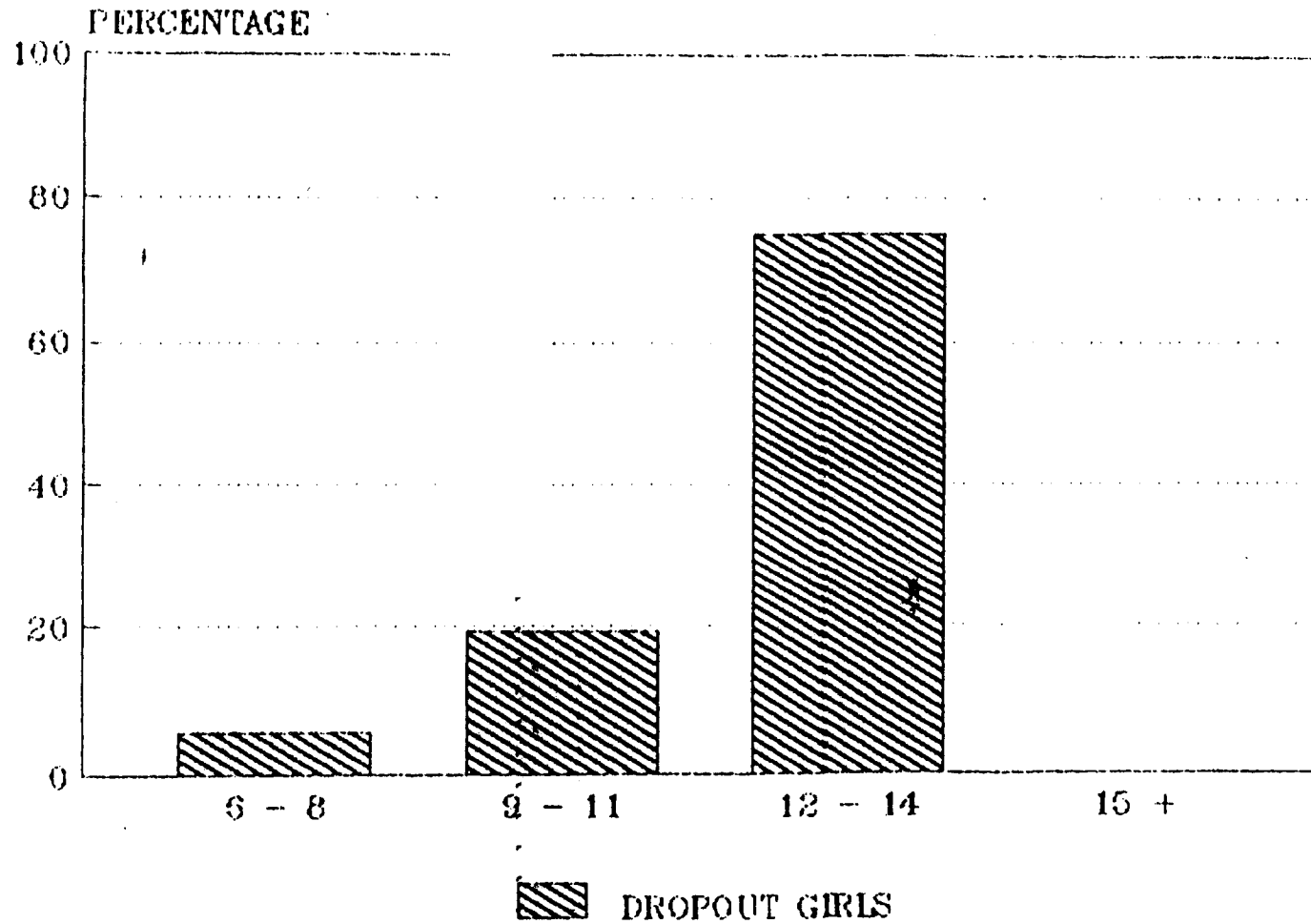
Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	242	89.63
2. Both need to be given equal amount of food	270	100.00
3. Both need to be given equal health care and medical attention when needed	270	100.00
4. Both can be assigned same duties/ responsibilities	148	54.81
5. Both should be given the same freedom	97	35.93
6. Both should be given equal time to play	120	44.44
7. Both can perform all tasks equally well	134	49.63
8. Both can have similar occupations	175	64.81
9. Both have same intelligence and abilities	191	70.74
10. Men and Women should be paid equal wages for equal work	234	86.67
11. Husband and wife should take all decisions jointly	215	79.63
12. Household work must be shared by all members of the household	192	71.11
13. Assets of the family should be registered in joint names of husband and wife	150	55.56

Five main perceptions of parents about gender equality:

1. Both need to be given equal health care (100.0%).
2. Both need the same kind of food (100.0%).
3. Girls and boys need equal education (89.63%).
4. Men and women should be paid equal wages for equal work (86.67%).
5. Husband and wife should take all decisions jointly (79.63%).

Parents appear to favour, equality in food, education, health and medical care for their children. A large number of parents (90%) perceive the boys and girls need equal education but they do not agree to share the house hold work by all members of the household (80%). Same time they do not agree that both boys and girls have same intelligence and abilities (71%). Concept of their ignorance towards girls is very much clear.

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 473 girls were found in age group 6-14 years out of them 52 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming their studies.

TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	03	05.77
2.	9 - 11	10	19.23
3.	12 - 14	39	75.00
4.	15 +	00	00.00
Total		52	100.00

Table 3.2.1 shows that out of total 52 interviewed girls, 75 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 19 percent. It is interesting to note that due to government efforts during last few years for universal access, enrolment and retention is increasing at primary level. Only 03 girls out of 52 girls who were interviewed tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls were between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	05	05.77
2.	IInd	07	13.46
3.	IIInd	10	19.23
4.	IVth	11	21.15
5.	Vth	05	09.62
6.	Vith +	16	30.77
	Total	52	100.00

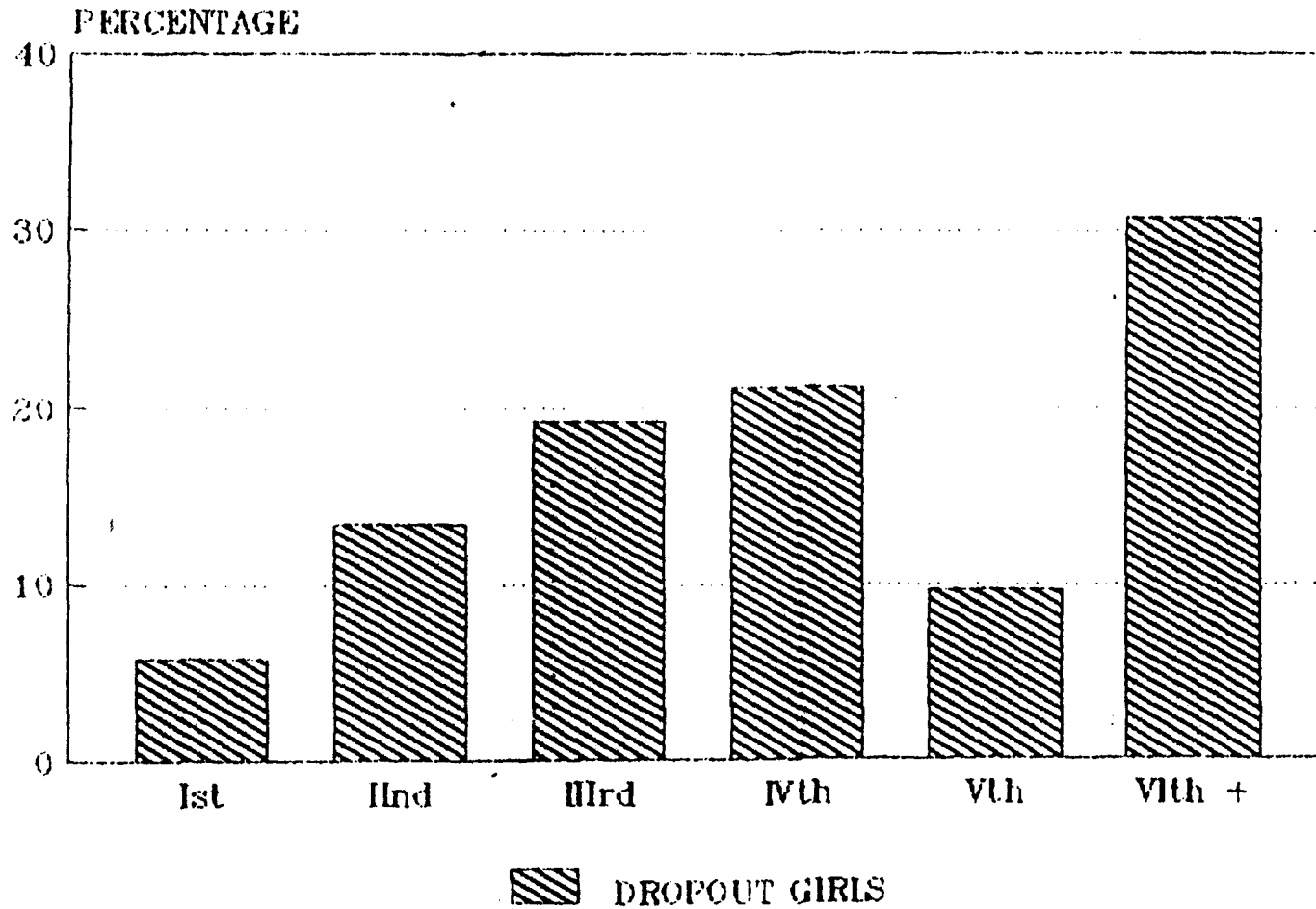
DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respondent	Regularity		Punctuality	
	Yes %	No. %	Yes %	No. %
52	46 88.46	06 11.54	49 94.23	03 05.77

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 19 percent girls of the sample households had dropped out of their school after classes I and II. Only 62 percent of the respondents completed class four of schooling. Forty one percent girls had completed 5 years of schooling. Only 31 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

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

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	12	23.08
2.	Domestic work	11	21.16
3.	Parental Illiteracy	14	26.93
4.	Lack of self motivation	05	09.61
5.	Mother / own illness	05	09.61
6.	Early Marriage	04	07.69
7.	School far away	01	01.92
Total		50	100.00

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

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME THEIR STUDIES

Total	Positive Responses	%	Negative Responses	%
50	46	92.31	04	07.69

Table 3.2.4 clearly shows that 92 percent of the drop-out girls wish to resume their studies and 09 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	25	48.08
2.	Economic Support.	13	25.00
3.	Create self confidence in the girls.	12	23.08
4.	Self motivation	02	03.85
Total		52	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 (48%) and girls will attain self confidence (nearly 23%).

TABLE 3.2.6

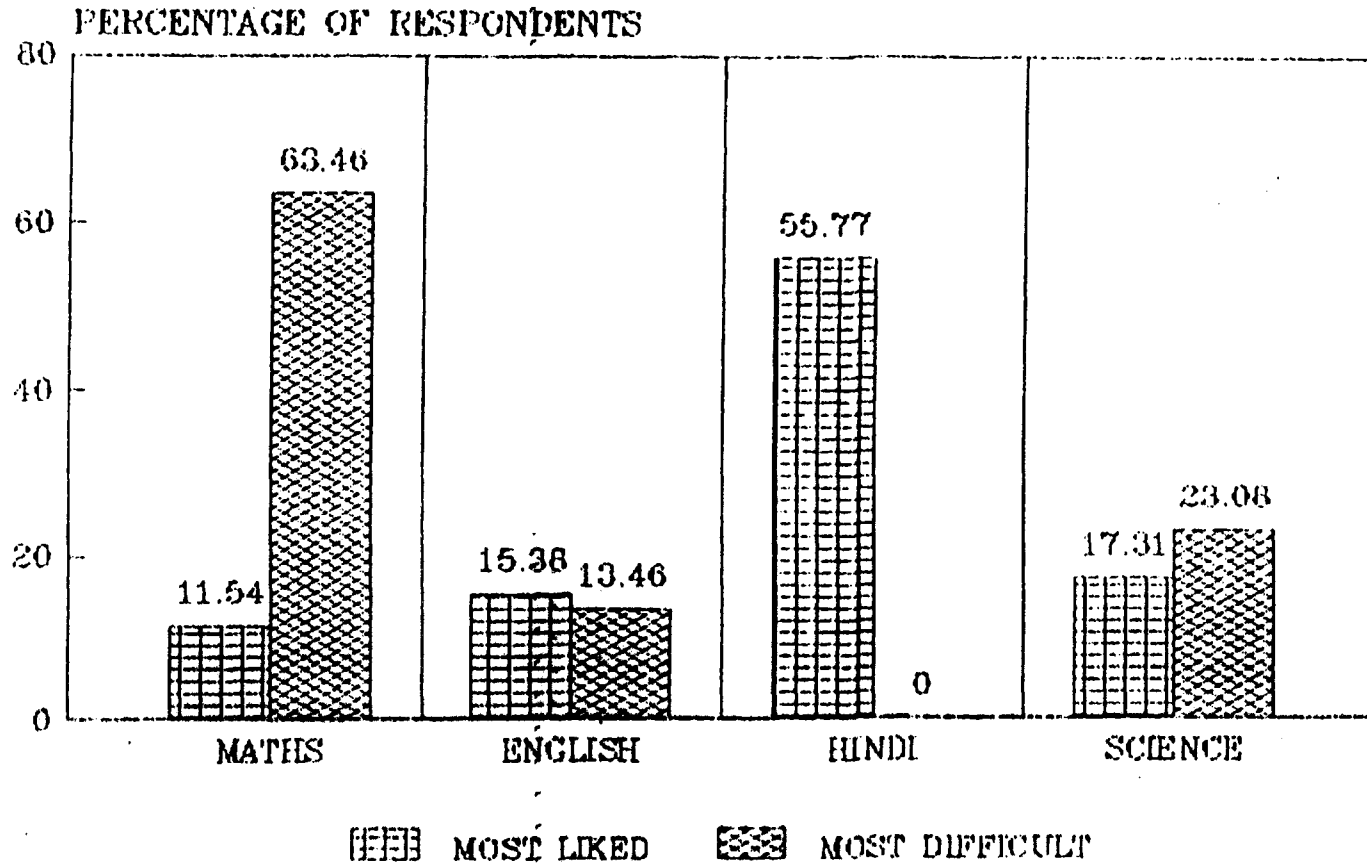
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=69)	No. of Respondents	%
1.	For Teachers	40	76.92
2.	For School	47	90.38
3.	For Learning	47	90.38

The girls show positive liking of the teachers (77%), their school 90 percent and for learning at school 90 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.2.7
DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICULT

S.No.	Subjects	Subjects Most Liked Respondents		Subjects Most Difficult Respondents	
		No.	%	No.	%
1.	Mathematics	06	11.54	33	63.46
2.	English	08	15.38	07	13.46
3.	Hindi	29	55.77	00	00.00
4.	Science	09	17.31	12	23.08
	Total	52	100.00	52	100.00

Table 3.2.7 shows that 56 percent of the total respondents say that they like Hindi the most and 12 percent for Mathematics, 17 percent for science and 15 percent for English. 63 percent of the total respondents say that the most difficult subject is mathematics and 13 percent feel english and rest feel science as the most difficult subject.

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

S.No.	Distance	No. of Respondents	%
1.	Close by	15	28.84
2.	1 Km.	21	40.38
3.	2 Km.	09	17.32
4.	3 Km.	06	11.76
	Total	52	100.00

Table 3.2.8 shows that 71 percent of the total respondents reside with in one kilometer from the school where as 29 percent had to commute 2 to 3 kilometer to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	45	86.54
By Bus	03	05.77
By Cycle	04	07.69
Total	52	100.00

87 percent of the drop-out girls had been commuting to their respective school on foot, only 03 (6%) out of 52 interviewed dropout 4 (8%) girls were using the cycle to go to school.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	44	84.62
Negative	08	15.38
Total	52	100.00

Table 3.2.10 shows that 85 percent of total respondents had received help from their teachers as and when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	No.	Respondents %
Difficulty faced	25	48.08
No Difficulty	27	51.92
Total	52	100.00

Table 3.2.11 shows that 48 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	03	05.77
Negative	49	94.23
Total	52	100.00

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

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

Reasons	Respondents No.	(n=52) %
1. Inability of parents to pay extra tuition fee/fund	10	28.85
2. Inability of parents to Provide clothes and shoes	09	17.31
3. Inability of parents to provide books	07	13.46
4. Inability of parents to Provide stationery	09	09.62
5. Inability of parents to provide food	01	01.92
6. Helping parents in occupation	22	46.15
7. Engaged in remunerative employment	01	03.85
8. Domestic work	45	86.54
9. Care of siblings	17	32.69
10. Absence of support services viz. Aganwadi, Balwadi, Creches	09	15.38
11. Early marriage	11	21.15
12. Social taboo on onset of puberty	09	15.38
13. Parental lack of motivation	14	26.92
14. Parental illiteracy	14	26.92
15. Lack of academic support/help from parents/family members	00	00.00
16. School far away	09	15.38
17. Un-attractive school environment	10	19.23
18. Un-suitable school timings	07	13.46
19. Lack of relevance of curriculum	02	05.77
20. No female teachers	09	09.62
21. Lack of separate schools for girls	07	13.46
22. Teachers negative attitude	04	07.69
23. Failure	07	05.77
24. Illness of family members	00	00.00
25. Own Illness	01	03.85

Main Reasons for Dropping Out :

1. Domestic work (86.54%).
2. Helping parents in occupation (46.15%).
3. Care of sibling (32.69%).
4. Inability of parents to pay extra tuition fee/fund (28.85%).
5. Parental illiteracy (26.92%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=52)	
		No.	%
1.	Food	24	46.15
2.	Clothing	26	50.00
3.	Toys/Games	45	86.54
4.	Books, Magazines, Stationerys	34	65.38
5.	Help in studies	36	69.23
6.	Ritual and Social Visits	33	63.46
7.	Opportunities for play	24	46.15

Parental Discrimination

1. Toys / Games (86.54%).
2. Help in studies (69.23%).
3. Book , Magazines, Stationeries (65.38%).
4. Ritual and Social Visits (63.46%).

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

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

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

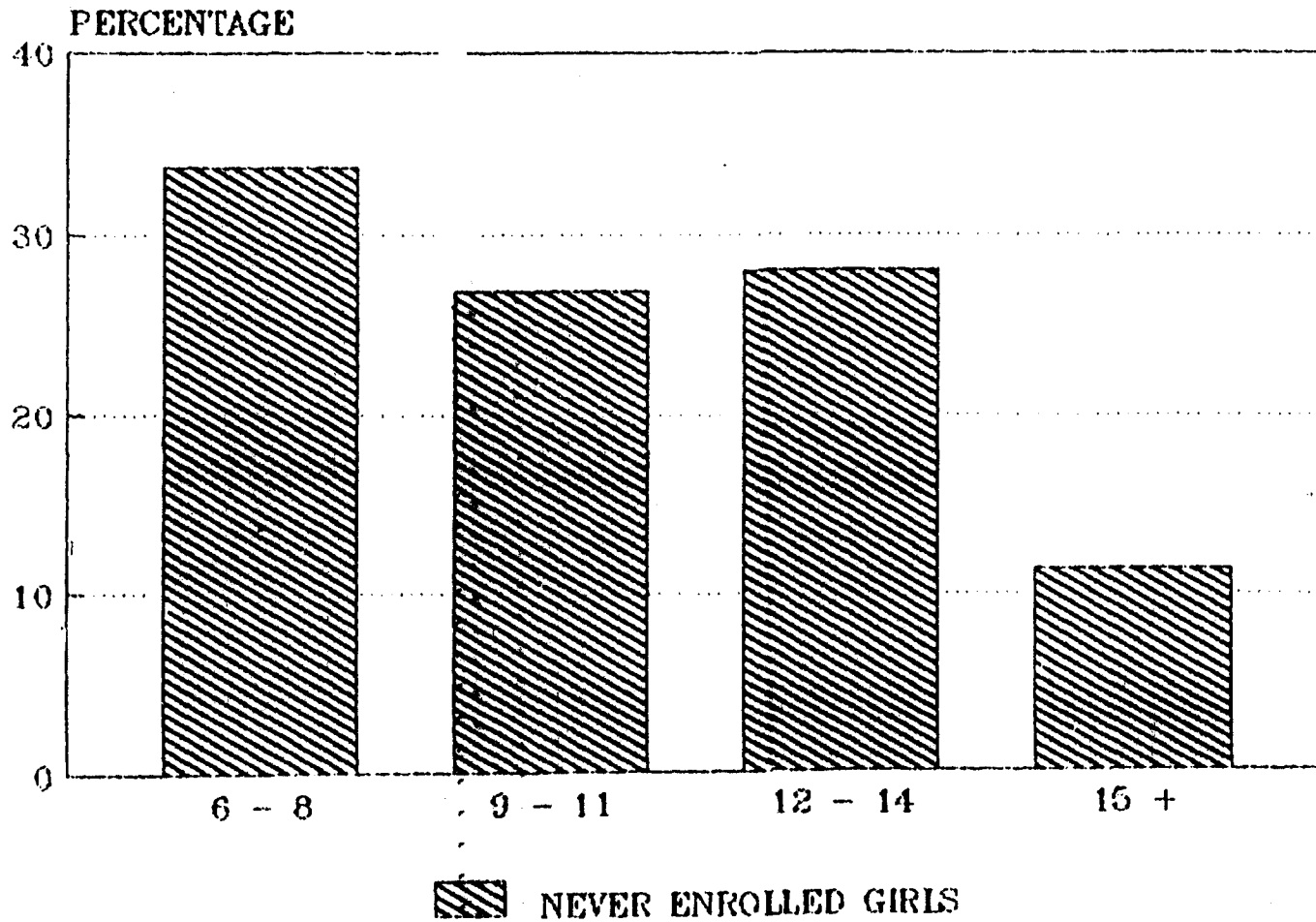
S.No. Activities	Respondents (n=52)	
	No.	%
1. Fetching water	44	84.62
2. Collection fodder & fuel	09	17.31
3. Caring of livestock	12	23.08
4. Making cowdung cakes	24	46.15
5. Caring siblings	20	38.46
6. Cooking	48	92.31
7. Washing / cleaning utensils	46	88.46
8. Grazing cattle	00	00.00
9. Wage earning activities	02	03.85
10. Agricultural operations	05	09.62
11. Home based production	00	00.00

Main works Done by the girls at Home

1. Cooking (92.31%).
2. Washing / Cleaning Utencils (88.46%).
3. Fetching water (84.62%).
4. Making cowdung cakes (46.15%).
5. Care of sibling (38.46%).

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

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP DISTRICT : MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 175 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	59	33.71
2.	9 - 11	47	26.86
3.	12 - 14	49	28.00
4.	15 +	20	11.43
Total		175	100.00

The table indicates the following:

i) 61 percent of the never enrolled girls belong to primary age group 06-11 years and another 28 percent belong to the elementary age group 12-14 years.

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

TABLE 3.3.2
DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=175)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	76	43.43
2.	Inability of parents to provide clothes and shoes	39	26.29
3.	Inability of parents to provide books	46	26.29
4.	Inability of parents to provide stationery	42	24.00
5.	Inability of parents to provide food and medicines	05	02.86
6.	Helping parents in occupation	74	42.89
7.	Engaged in remunerative employment	07	04.00
8.	Domestic work	156	89.14
9.	Care of siblings	77	44.00
10.	Parental lack of motivation	74	42.29
11.	Parental illiteracy	102	58.29
12.	Non-availability of school / NFE centre close to habitation	28	16.00
13.	Un-suitable school timings	10	05.71
14.	No female teachers	10	05.71
15.	No separate school for girls	40	22.86
16.	Lack of support services such as anganwadies, balwadies, creches	87	49.71
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	74	42.29

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

1. Domestic Work (89.14%).
2. Parental Illiteracy (58.29%).
3. Lack of support services such as Anganwadis, Balwadis, creches (49.71%).
4. Care of siblings (44.00%).
5. Inability of parents to pay extra tuition fee/fund (43.43%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
175	171 (97.71%)	04 (02.29%)

Figures in parenthesis show percentages. Majority, 98 percent of the never enrolled girls desired to go to school.

TABLE 3.3.4

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

Total no. of Respondents	Yes	No
175	144 (82.29%)	31 (17.71%)

Figures in parenthesis show percentages. About 82 percent of the girls respondents had talked to their parents about their desire to go to school.

TABLE 3.3.5

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

Total no. of Respondents	Yes	No
165	94 (53.71%)	81 (46.29%)

Figures in parenthesis show percentages. Only about 54 percent girls indicated that their parents may send them to school, if approached.

TABLE 3.3.6

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents (n =175)	
	No.	%
1. Ability to read/write	06	03.43
2. Ability to write name	02	01.14
3. Ability to count	80	45.71
4. Can not read/write	87	52.73

Out of 175 never enrolled girls, only 6 could read and write, 2 could barely write their name and 80 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

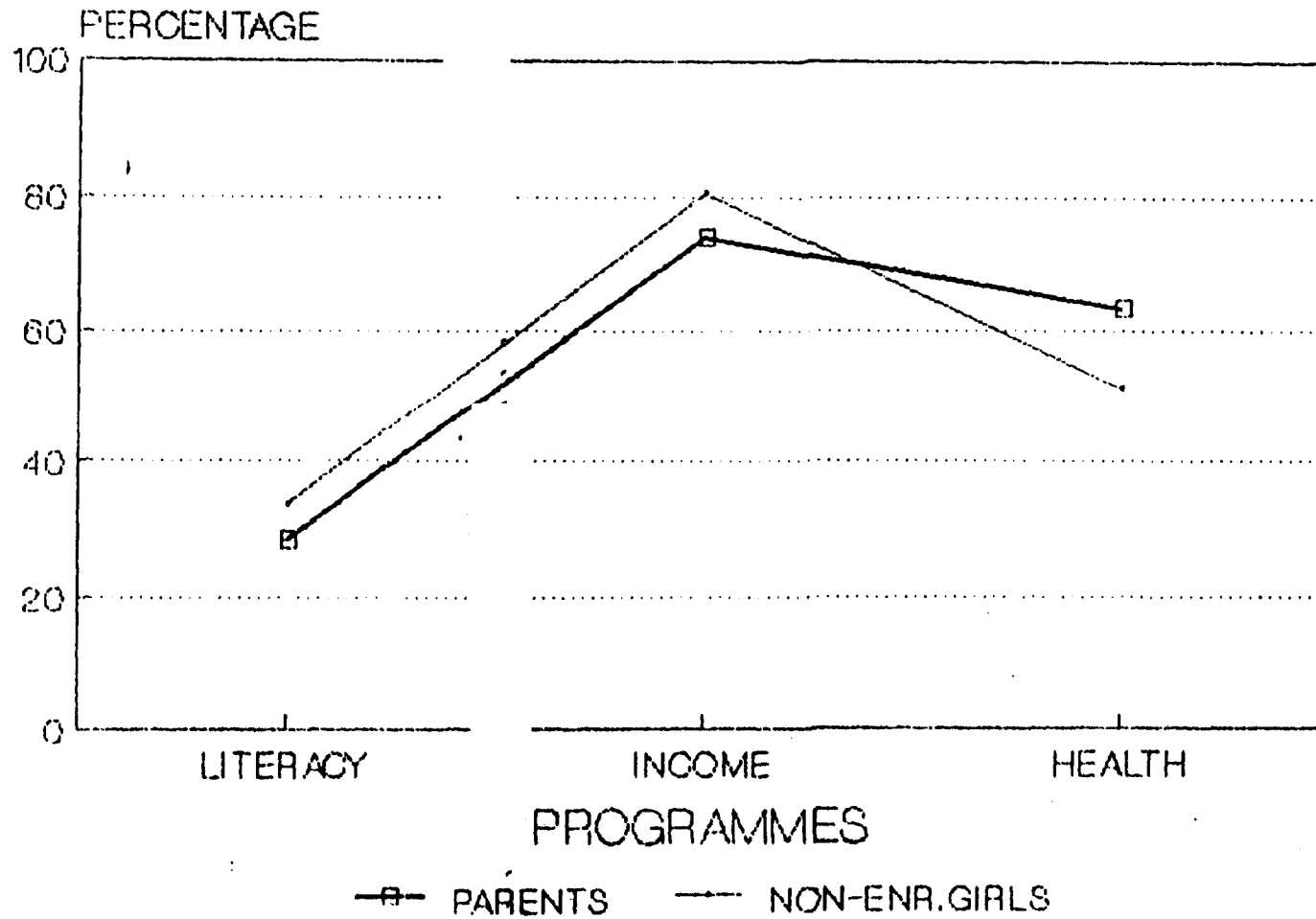
Programme	Respondents (n=165)	
	No.	%
Literacy programme	59	33.71
Income generating programme	141	80.57
Health and Nutrition programme	90	51.43

The girls (81%) expressed their preference for having income generating programmes largely. Fifty one percent are interested in Health and Nutrition programme Thirty four percent for as well as Literacy programme.

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT MANDSAUR



SOURCE : SAMPLED 9 VILLAGE DATA

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

Girls from 06 to 15 years age from Scheduled Castes and Scheduled Tribes were found working as part-time / full-time domestic help in affluent households.

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=175) %
1.	Food	40	24.24
2.	Clothing	68	41.21
3.	Toys/Games/Play	109	66.06
4.	Ritual and Social visits	139	84.24

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 14 teachers were interviewed, out of them one was female. The age of these teachers ranged between 23-43 years with majority of them belonging to age group 30 and below. The service length of these teachers ranged from 02 to 23 years. Only 3 teachers had more than 20 years as length of service. Five male teachers had JBT qualification.

All the teachers were married except 2 male teacher. 3 had three children each, 2 had 4 child and 4 had two children each. Two teachers had no child. Only One teacher had more than 4 children. Average number of children per teacher was around 2. Average household size of teachers was around 4. Out of 14 teachers, only 9 lived at a distance of less than 2 kilometer from the school . Rest 5 teachers lived at a distance of more than 2 to 40 Kms. and were using bus and cycle.

TABLE 3.4.1

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

Reasons	Respondents (n=14)	
	No.	%
1. Better economic standing of households	07	50.00
2. Parental Education	11	78.57
3. Parental motivation	13	92.86
4. Parental Support like:		
i. Payment of fees other than tuition fees	04	28.57
ii. Provision of books and stationery	01	07.14
iii. Provision of adequate food and clothing	05	35.71
iv. Creating space and time for studies at home	05	35.71
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	12	85.71
6. Positive attitude of teachers	10	71.43

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (92.86%).
2. Self motivation of girl child (85.71%).
3. Parental education (78.57%).
4. Positive attitude of teachers (71.43%).
5. Better economic standing of house hold (50.00%).

TABLE 3.4.2

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

Reasons	Respondents No.	(n=14) %
1. Inability of parents to pay extra tuition fee/fund	00	56.25
2. Inability of parents to Provide clothes and shoes	07	50.00
3. Inability of parents to provide books	02	14.29
4. Inability of parents to Provide stationery	05	35.71
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	07	50.00
7. Engaged in remunerative employment	12	85.71
8. Domestic work	14	100.00
9. Care of siblings	14	100.00
10. Absence of support services viz. Anganwadi, Balwadi, Creches	04	28.57
11. Early marriage	01	07.14
12. Social taboos on onset of Puberty	13	92.86
13. Parental lack of motivation	10	71.43
14. Parental illiteracy	14	100.00
15. Lack of academic support/help from parents/family members, others	01	07.14
16. School far away	01	07.14
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	04	28.57
21. Lack of separate schools	05	35.71
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	03	21.43
25. Own Illness	02	14.29

Major reasons for dropping out of girls from school

1. Parental illiteracy (100.00%).
2. Care of Siblings (100.00%).
3. Domestic work (100.00%).
3. Social taboo on onset of puberty (92.86%).
5. Engaged in remunerative employment (92.86%).

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

Reasons	Respondents (n=14)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	00	00.00
2. Inability of parents to provide clothes and shoes	12	85.71
3. Inability of parents to provide books	13	92.86
4. Inability of parents to provide stationery	13	92.86
5. Inability of parents to provide food and medicines	01	07.14
6. Helping parents in occupation	11	78.57
7. Engaged in remunerative employment	13	90.86
8. Domestic work	14	100.00
9. Care of siblings	14	100.00
10. Parental lack of motivation	13	92.86
11. Parental illiteracy	14	100.00
12. Non-availability of school / NFE centre close to habitation	01	07.14
13. Un-suitable school timings	00	00.00
14. No female teachers	02	14.29
15. No separate school for girls	05	35.71
16. Lack of support services such as anganwadies, balwadies, creches	13	92.86
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	03	21.43

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

1. Parental illiteracy (100%).
2. Domestic work (100.0%).
3. Care of siblings (100.0%).
4. Lack of support services such as anganwadis, balwadis, creches (92.86%).
5. Parental lack of motivation (92.86%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

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

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

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

TABLE 3.4.4

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

Utility	Respondents (n=14)	
	No.	%
1. Develops a positive self image and confidence among girls	06	42.86
2. Prepares girls for economic contribution	13	92.86
3. Can improve health and nutritional status of children and other family members	02	14.29
4. Will ensure education of future generations	13	92.86
5. Will make girls and women aware of their rights	09	64.29
6. Helps raise age at marriage and reduces maternal, infant and child mortality	07	50.00
7. Helps in reducing the family size	13	92.86
8. Will prepare girls for leadership roles in society.	06	42.86
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	08	57.14

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (92.86%).
2. Will ensure education of future generations (92.86%).
3. Prepare girls for economic contribution (92.86%).
4. Will make girls and women aware of their rights (64.29%).
5. Will prepare girls for participation and decision process in all works in life (57.14%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=14)	
	Agree	%
1. Girls and boys need equal education.	14	100.00
2. Both need to be given equal amount of food.	14	100.00
3. Both need to be given equal health care and medical attention when needed.	14	100.00
4. Both can be assigned same duties/ responsibilities.	14	100.00
5. Both should be given the same freedom.	13	92.86
6. Both should be given equal time to play.	14	100.00
7. Both can perform all tasks equally well.	09	64.29
8. Both can have similar occupations.	09	64.29
9. Both have same intelligence and abilities.	14	100.00
10. Men and Women should be paid equal wages for equal work.	06	42.86
11. Husband and wife should take all decisions jointly.	14	100.00
12. Household work must be shared by all members of the household.	11	78.57
13. Assets of the family should be registered in joint names of husband and wife.	08	57.14

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decisions jointly (100%).
2. Both need to be given equal health care (100%).
3. Both should be given an equal time to play (100%).
4. Both can be assigned the same duties responsibilities (100%).
5. Both need to be given equal health care (100%).

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

CHAPTER : 3.5

INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

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

TABLE 3.5.1

Physical Facilities In schools (7 Sample Schools)

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

INCENTIVE SCHEMES

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

TABLE 3.5.2

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

Reasons	Respondents (n = 7)	
	No.	%
1. Better economic standing of households	04	57.14
2. Parental education	06	75.71
3. Parental motivation	07	100.00
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	00	00.00
iii. Provision of adequate food and clothing	04	57.14
iv. Creating space and time for studies at home	02	28.57
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	07	100.00
6. Positive attitude of teachers	07	100.00

Major Reasons for Continuance of Girls in Schooling

1. Self motivation of girl child (100.0%).
2. Positive attitude of teachers (100.0%).
3. Parental motivation (100.0%).
4. Parental education (85.71%).
5. Provision of adequate food and clothing (57.14%).

TABLE 3.5.3

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

Reasons	Respondents (n = 7)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	00	00.00
2. Inability of parents to Provide clothes and shoes	07	100.00
3. Inability of parents to provide books	03	42.86
4. Inability of parents to Provide stationery	05	71.43
5. Inability of parents to provide food	01	14.29
6. Helping parents in occupation	00	00.00
7. Engaged in remunerative employment	06	85.71
8. Domestic work	07	100.00
9. Care of siblings	07	100.00
10. Absence of support services viz. Anganwadi, Balwadi, Creches	01	14.29
11. Early marriage	02	28.57
12. Social taboos on onset of puberty	06	85.71
13. Parental lack of motivation	07	100.00
14. Parental illiteracy	07	100.00
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	01	14.29
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	04	57.14
21. Lack of separate schools	04	57.14
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	00	00.00
25. Own Illness	00	00.00

Major reasons for dropping out of girls from school

1. Parental illiteracy (100.0%).
2. Parental lack of motivation (100.0%).
3. Care of siblings (100.0%).
3. Domestic work (100.0%).
4. Inability of parents to pay clothes and shoes (100.0%).

TABLE 3.5.4

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	01	14.29
2. Inability of parents to provide clothes and shoes	02	28.57
3. Inability of parents to provide books	06	85.71
4. Inability of parents to provide stationery	06	85.71
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	05	71.43
8. Domestic work	07	100.00
9. Care of siblings	07	100.00
10. Parental lack of motivation	06	85.71
11. Parental illiteracy	07	100.00
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	00	00.00
14. No female teachers	03	42.86
15. No separate school for girls	02	28.57
16. Lack of support services such as anganwadies, balwadies, creches	04	57.14
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	05	71.43

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

1. Parental illiteracy (100.0%).
2. Care of siblings (100.0%).
3. Domestic work (100.0%).
4. Parental lack of motivation (85.71%).
5. Inability of parents to provide stationery (85.71%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

ADMINISTRATORS EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROPOUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

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

TABLE 3.5.5

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

Utility	Respondents (n=7)	
	No.	%
1. Develops a positive self image and confidence among girls	03	42.86
2. Prepares girls for economic contribution	06	85.71
3. Can improve health and nutritional status of children and other family members	04	57.14
4. Will ensure education of future generations	06	85.71
5. Will make girls and women aware of their rights	01	14.29
6. Helps raise age of marriage and reduce maternal , infant and child mortality	04	57.14
7. Helps in reducing the family size	06	85.71
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	05	71.43

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (85.71%).
2. Will ensure education of future generations (85.71%).
3. Prepare girls for economic contribution (85.71%).
4. Will prepare girls for participation and decision process in all works in life (71.43%).
5. Helps raise age at marriage and reduce maternal, infant and child mortality (57.14%).

TABLE 3.5.6
DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n = 7)	
	Agree	%
1. Girls and boys need equal education.	07	100.00
2. Both need to be given equal amount of food.	07	100.00
3. Both need to be given equal health care and medical attention when needed.	07	100.00
4. Both can be assigned same duties/ responsibilities.	07	100.00
5. Both should be given the same freedom.	06	85.71
6. Both should be given equal time to play.	07	100.00
7. Both can perform all tasks equally well.	04	57.14
8. Both can have similar occupations.	05	71.43
9. Both have same intelligence and abilities.	07	100.00
10. Men and Women should be paid equal wages for equal work.	00	00.00
11. Husband and wife should take all decisions jointly.	07	100.00
12. Household work must be shared by all members of the household.	05	71.43
13. Assets of the family should be registered in joint names of husband and wife.	02	28.57

Five main perceptions of parents about gender equality:

1. Husband and wife should take all decision jointly (100.0%).
2. Both can have similar intelligence and abilities (100.0%).
3. Both should be given an equal time to play (100.0%)
4. Both can be assigned the same duties/responsibilities (100.0%).
5. Both need to given equal health care (100.0%)

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

These responses are heartening in that the educational leaders, who are amongst the most educated lot of the communities. They can become agents of change.

TABLE 3.5.7

PARTICIPATION OF WOMEN IN TEACHING IN DISTRICT MANDSAUR

Category	Total	Female	Female as %
Rural	2543	387	15.22
Urban	3614	495	13.70
Total	6157	882	14.33

Source: Based on Report of District Education Department, Mandsaaur

It is very unhappy position that out of 6157 teachers there are only 882 (14%) female teachers and in rural area it is more below (15.2%). This position is also a main reason for non-enrolment & dropping - out of girls of schooling.

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (6 SAMPLE SCHOOLS)

S.No.	Communities	Girls	Boys	Total
1.	All Communities	320	415	735
2.	Scheduled Caste	135	140	275
3.	Scheduled Tribe	123	145	268
4.	General	70	130	200

ANNEXURE 2

NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)

S.No.	Communities	Male	Female
1.	All Communities	11	3
2.	Scheduled Caste	4	2
3.	Scheduled Tribe	5	1
4.	General	2	0

ANNEXURE 3

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

Class	Percentage of attendance	
	Girls	Boys
I	69.97	88.10
II	68.34	80.03
III	74.39	95.19
IV	71.67	81.11
V	84.65	79.06

CHAPTER 3.6

COMMUNITY LEADER

All of the 09 community leaders who were interviewed, were engaged in agriculture.

Their age ranged from Thirty five to Sixty One years. Only two community leaders were below 39 years. 3 community leader had no education, 1 had higher secondary qualification, the rest had primary to matriculation.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

(n = 08)	Yes	No
i) Village Panchayat	05 (55.56%)	04 (44.44%)
ii) Mahila Mandals	00 (00.00%)	09 (100%)
iii) Political or Social Organisations	00 (00.00%)	09 (100%)

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

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

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

TABLE 3.6.2

INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	06 (66.67%)	03 (33.33%)
ii) For Nomadic Tribe Girls	01 (66.67%)	07 (33.33%)
iii) NFE Scheme	08 (88.89%)	01 (11.11%)

The community leaders were however very receptive to the idea of starting NFE programme through the 'Community Efforts', VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation,volunteers and other support as much as possible. Only 06 out of 09 community leaders expressed the need of separate NFE centres for girls . Further discussion revealed that as most of the girls who would go to NFE would be overage (post pubertal) . "It may be advisable to have separate NFE centres preferbly run by women instructors". Only 02 community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=9)	
	No.	%
1. Develops a positive self image and confidence among girls	03	33.33
2. Prepares girls for economic contribution	07	77.78
3. Can improve health and nutritional status of children and other family members	03	33.33
4. Will ensure education of future generations	06	66.67
5. Will make girls and women aware of their rights	02	22.22
6. Helps raise age of marriage and reduce maternal , infant and child mortality	03	33.33
7. Helps in reducing the family size	08	88.89
8. Will prepare girls for leadership roles in society	04	44.44
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	07	77.78

Five main PERCEPTIONS about utility of girls education:

1. Helps in reducing the family size (88.89%).
2. Will prepare girls for participation and decision process in all works in life (77.78%).
3. Prepare girls for economic contribution (77.78%).
4. Will ensure education of future generations (66.67%).
5. Will prepare girls for leadership roles in society(44.44%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=9)	
	Agree	%
1. Girls and boys need equal education.	09	100.00
2. Both need to be given equal amount of food.	09	100.00
3. Both need to be given equal health care and medical attention when needed.	09	100.00
4. Both can be assigned same duties/ responsibilities.	07	77.78
5. Both should be given the same freedom.	03	33.33
6. Both should be given equal time to play.	06	66.67
7. Both can perform all tasks equally well.	01	11.11
8. Both can have similar occupations.	01	11.11
9. Both have same intelligence and abilities.	09	100.00
10. Men and Women should be paid equal wages for equal work.	01	11.11
11. Husband and wife should take all decisions jointly.	07	77.78
12. Household work must be shared by all members of the household.	03	33.33
13. Assets of the family should be registered in joint names of husband and wife.	02	22.22

Five main PERCEPTIONS about gender equality:

1. Both can have similar intelligence (100.0%).
2. Both need the same kind of food (100.0%).
3. Both need to be given equal health care (100.0%).
4. Girls and boys need equal education (100%).
5. Husband and wife should take all decisions jointly (77.78%).

CAUSES FOR NON ENROLMENT OF GIRLS - DISTRICT PANDSAR

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (4)	COMMUNITY GROUP DISCUSSION
1. Domestic work (90%).	1. Parental illiteracy (100%).	1. Parental illiteracy (81.33%).	1. Domestic work (81.12%).
2. Parental lack of motivation (80.74%).	2. Parental lack of motivation (93.75%).	2. Parental lack of motivation (83.33%).	2. Care of siblings (80%).
3. Parental illiteracy (75.19%).	3. Domestic work (93.75%).	3. Care of siblings (50.00%).	3. Parental illiteracy (80%).
4. Inability of parents to pay extra tuition fee/fund (71.11%).	4. Care of sibli (62.75%).	4. Domestic work (50.00%).	4. Early marriage (80%).
5. Inability of parents to providee books and sstationery (39.63%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. Inability of parents to pay extra tuition fee/fund (33.33%).	5. No female teachers (76%).
6. Helping parents in occupation (27.41%).	6. Inability of parents to provide clothes (12.50%).	6. Inability of parents to provide clothes and shoes (16.67%).	6. Helping parents in occupation (65%).
7. Care of siblings (25.19%).	7. No female teachers (12.50%).	7. Helping parents in occupation (16.67%).	7. No seperate schools for girls (60%).
8. No female teachers (24.81%).	8. Helping parents in occupation	8. Engaged in remunerative employment (16.67%).	
9. Inability of parents to provide books (20.37%).		9. No female teachers (16.67%).	
10. Inability of parents to provide stationery (18.15%).			

CAUSES FOR DROP-OUT AMONG GIRLS - DISTRICT NARMSAUR

PARENTS (230)	TEACHERS (12)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (87.41%).	1. Parental illiteracy (93.75%).	1. Parental illiteracy (83.33%).	1. Parental illiteracy (96%).
2. Parental lack of motivation (83.70%).	2. Domestic work (93.75%).	2. Parental lack of motivation (83.33%).	2. Early marriage (95%).
3. Parental illiteracy (83.33%).	3. Parental lack of motivation (81.25%).	3. Domestic work (50.00%).	3. Domestic work (94%).
4. Inability of parents to pay extra tuition fee/fund (43.7%).	4. Care of siblings (48.75%).	4. Inability of parents to pay extra tuition fee/fund (33.33%).	4. Care of siblings (84%).
5. Inability of parents to provide clothes and shoes (37.41%).	5. Inability of parents to pay extra tuition fee/fund (6.75%).	5. Early marriage (16.67%).	5. No female teachers (16.67%).
6. No women teachers (37.04%).	6. Inability of parents to provide clothes and shoes (12.50%).	6. School far away (16.67%).	6. No female teachers (16%).
7. Care of siblings (35.93%).	7. No female teachers (12.50%).	7. Care of siblings (16.67%).	7. Own illness (15%).
8. Helping parents in occupation (34.81%).	8. Early marriage (46.75%).	8. Helping parents in occupation (16.67%).	
9. Inability of parents to provide books (29.74%).			
10. Inability of parents to provide stationery (17.78%).			

PERCEPTION OF UTILITY OF GIRLS EDUCATION - DISTRICT RAMBSAUR

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY LEADER (6)
1. Develops a positive self image & confidence among girls (59.63%).	1. Develops a positive self image and confidence among girls. (100%).	1. Will ensure education of future generations (63.33%).	1. Develops a positive self image and confidence among girls (87.50%).
2. Prepare girls for economic contribution (59.26%).	2. Helps in reducing the family size (75.00%).	2. Helps in reducing the family size (83.33%).	2. Will prepare girls for participation and decision in all works in life (62.50%).
3. Will prepare girls for participation and decision process in all works in life (59.26%).	3. Will ensure education of future generations (31.25%).	3. Will make girls and women aware of their rights (33.33%).	3. Helps in reducing the family size (62.50%).
4. Helps in reducing the family size (35.93%).	4. Will prepare girls for participation and decision process in all works in life (12.50%).	4. Prepare girls for economic contribution (16.74%).	4. Prepare girls for economic contribution (62.50%).
5. Will make girls and women aware of their rights (18.52%).	5. Helps raise age at marriage and reduce maternal, infant and child mortality (12.50%).	5. Will make girls and women aware of their rights (12.50%).	5. Will make girls and women aware of their rights (12.50%).
6. Will make girls and women aware of their rights (11.85%).	6. Prepares girls for economic contribution (12.50%).		
7. Helps in raising age of marriage and reduce maternal, infant child mortality (11.85%).			
8. Can improve health and nutritional status of children and other family members.			

GENDER EQUALITY : PERCEPTION DISTRICT NARASIPUR

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY LEADERS (8)
1. Both need the same kind of food (96.67%).	1. Girls and boys need equal education (100%).	1. Girls and boys need equal education (100.0%).	1. Both need the same kind of food (100%).
2. Girls and boys need equal education (87.78%).	2. Both can be assigned the same duties/responsibility (100%).	2. Both need to be given equal amount of food (83.33%).	2. Girls and boys need equal education (100.0%).
3. Both need to be given equal health care (85.19%).	3. Both need to be given equal health care (100%).	3. Both need the same kind of food (100.0%).	3. Both need to be given equal health care (87.50%).
4. Assets of the family should be registered (41.85).	4. Both need the same kind of food (100%).	4. Girls and boys need equal education (100.0%).	4. Household work must be shared by all members of household (75.00%).
5. Husband and wife should take all decisions jointly (58.15%).	5. Household work must be shared by the all members of household (93.75%).	5. Assets of the family should be registered in joint names of husband and wife (100.0%).	5. Both can be assigned the same duties/responsibility (75.00%).
6. Both can be assigned same duties/responsibility (35.56%).	6. Husband and wife should take all decisions jointly (93.75%).	6. Both have same intelligence and abilities (100.0%).	
7. Both should be equal time to play.	7. Men and women should be paid equal wages for equal work (93.75%).	7. Both can have similar occupation (100.0%).	
8. Household work must be shared by all members of household (32.59%).	8. Both should be given the same freedom. (87.50%).		
9. Both should be given the same freedom (23.33%).			

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING DISTRICT BANSWAR

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Parental motivation (29.26%).	1. Parental motivation (87.50%).	1. Parental motivation (66.67%).	1. Parental motivation (75%).
2. Better economic standing of household (81.85%).	2. Parental education (56.25%).	2. Parental education (66.67%).	2. Parental education (66%).
3. Parental education (68.89%).	3. Better economic standing of household (56.25%).	3. Self motivation of girl child (50.00%).	3. Positive attitude of teachers (66%).
4. Self motivation of girl child (36.67%).	4. Positive attitude of teachers (2.50%).	4. Positive attitude of teachers (16.67%).	4. Better economic standing of households (55%).
5. Payment of fees other than tuition fees (29.26%).	5. Self motivation of girl child (06.25%).	5. Better economic standing of households (16.67%).	5. Provision of books and stationery (54%).
6. Provision of books and stationery (06.30%).			6. Payment of fees other than tuition fees (50%).
7. Provision of adequate food and clothing (03.33).			
8. Positive attitude of teachers (02.12%).			

CHAPTER IV
DISTRICT - MANDSAUR
MAJOR FINDING AND RECOMMENDATION

FINDINGS

- 1.0 Mapping out gender disparities in access, enrollment and retention.
- 1.1 There are 195 schoolless / totally unserved habitations in the district Mandsaaur
- 1.2 Forty two percent (41.96) of those enrolled at primary level are girls. SC girls form 43.07% and ST girls form 35.78% of the total number of SC and ST children enrolled at the stage indicating positive impact of special incentives for SC and ST children.
- 1.3 Dropout rate amongst girls is 58.86% compared to 44.99% for boys. For SC girls dropout rate is 59.45% compared to 47.12% for boys while the dropout rate of ST girls is 56.76% compared to 46.23% for boys. SC and ST children especially girls need to be given necessary support for better retention.
- 1.4 The problem of access is largely of villages / habitations which are schoolless and very large villages where the school is located in one corner and is over crowded.
- 1.5 In 270 sample household in Mandsaaur District there were 442 girls in the age group 6-14 years.
 - 1.5.1 Out of these 142 were attending school; 359 were never enrolled and 70 had dropped out.

- 1.5.2 Out of the 144 enrolled girls, there were 65 girls in primary classes, out of which 38 percent were in the age group 6-10 years and 42 percent were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of 254 percent at the primary level.
- 1.5.3 Out of the 259 never enrolled girls, 58.7 percent belong to age group 6-10 years and 33.2 percent were between 10-14 years.
- 1.5.4 Out of 70 dropout girls, 40 percent dropped-out from the primary classes, 26 percent from middle stage. Of the 70 who dropped-out 11 girls (15.7%) were of age group 6-10 years and the rest 37 girls (53%) were in 11-14 years of age group.

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

2.1 Factors contributing to girls' enrolment and retention are:

2.1.1 Parental education

2.1.2 Motivation of parents

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

2.1.4 Parental support for academic work.

2.1.5 Self motivation of girls.

2.1.6 Positive attitude of the teachers.

2.2 Never Enrolled girls.

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

2.2.2 Mostly mothers (12%) of the never enrolled girls were illiterate, 20 percent fathers had only primary education.

2.2.3 Bulk of non-enrolled girls belong to families with annual income of less than Rs. 10000/- per annum, 32 percent came from scheduled caste families and 35 percent came from scheduled tribe families.

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

- 2.2.5 Mostly were from medium and large sized families households.
 - 2.2.6 Mostly girls were involved in income generating works.
 - 2.2.7 Majority of girls felt discriminated against in matters of food, play and health care etc.
 - 2.2.8 83 percent would like to study and learn.
- 2.3 Dropout among girls.
- 2.3.1 Domestic work and engagement in remunerative work like wood picking, parental illiteracy, lack of parental motivation and inability to pay extra tuition costs, books, stationery and clothing lead to dropout amongst girls. Care of siblings has emerged as a very strong factor for drop out of girls in Mandsaur district.
 - 2.3.2 Cultural factors such as early marriage and discriminatory attitude towards girls are noticed in matters of distribution of food health and medical care and provision of time for studying and play.
 - 2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.
 - 2.3.4 Majority of parents of dropout girls were illiterate (Mothers 64 percent, Fathers 43 percent)
 - 2.3.5 Dropout phenomenon was largely found among older children.
 - 2.3.6 Close to 95 percent dropout girls belonged to families with household income of less than rupees 10,000 per annum. Even from higher income groups, nearly 5 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.

- 2.3.7 Nearly 38 percent dropout girls were from non-scheduled caste families.
- 2.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.
- 2.3.9 Majority (85 %) among dropouts would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN MANDSAUR

- 3.1 Women form 48.59 percent of the total population in Mandosaur district.
- 3.2 Sex ratio is adverse in Mandosaur district. There are 945 females per thousand males. In 1981 sex ratio was 981. Sex ratio ranges from 956 in Mandosaur block to 1029 in Duldula block. In the age group 0-6 years, where sex ratio is 933 girls per thousand boys in district.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This excess of female mortality over male mortality in all age groups upto the age of 39 years.
- 3.4 Decadal population growth in 1981-1991 was 23.36 compared to 14.32 in 1971-81.
- 3.5 Total fertility rates in 1981 was 186 in Mandosaur district.
- 3.6 Infant Mortality Rate was 138 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Mandosaur district was 72.38 in year 1981. Percentage of all females in the age group of 15 -19 years were found 14.80 percent in 1981.
- 3.8 It was found in Mandosaur district that girls and women do not have a good social standing. There is a total environment of hurling indignation on women. There is prevalence of early marriages, dowry system, pundah system. It was observed that there is strong son preference, girls get a second grade treatment. Due to

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

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

3.10 The parents by and large agreed that there should be equality in the matters of food, education, health care and time to play. Nearly 13 percent percieve that the boys and girls are having similar intelligence and abilities. Only 23 percent parents agreed to give equal freedom to boys and girls and 34 percent would give equal time to both to play. Nearly 64 percent parents do not perceive that both boys and girls can be given same duties and responsibilities and that they can perform all tasks equally well nor do they favour joint registration of assets in the name of husband and wife. More than 33 percent parents agree that household work should be shared by both. The study also depicts that parents had lower educational and occupational aspirations for daughters than for sons.

3.11 Teachers expressed highly egalitarian views regarding equal food, education, wages. They opined that girls have equal abilities and intelligence as boys and that they should be given same freedom, equal time to play, can be

assigned same responsibilities and can have same occupation. Majority of teachers also agreed that household work should be shared by both men and women. 12 teachers out of 16 interviewed favour joint ownership of family assets.

3.12 All interviewed community leaders agreed that girls and boys should be given equal education, equal food and equal health care. They were of the opinion that both have equal intelligence and abilities (13 %) and can perform all tasks equally well (13 %) and decisions should be taken jointly by husband and wife (50 %). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 38 percent of community leaders.

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

- 4.0 Collection of information on gender bias in (a) text books (b) teachers' training, (c) teachers' attitude (d) curriculum transaction and (e) administrators' attitude.
- 4.1 It is necessary that the text books are scanned and reviewed to identify gender bias in the text and the supporting pictorial presentation along with it.
- 4.2 There is a need for sensitization of teachers and administrators.
- 5.0 Identification of supportive community structures such as women groups, VECs, Panchayats, PTAs, Teacher organisations, Youth clubs supportive of UPE among girls.
- 5.1 There are a number of 11 Mahila Mandals covering 165 villages in Mandsaur district. Mostly these were not functioning properly. Panchayats were dissolved at the time of survey that's why school buildings were quite dilapidated. VECs' need to be started and made functional at the earliest.
- 6.0 Identification and facilitation of convergence of services of different departments for UPE amongst girls (Focal areas ECCE Health and Support Services).
- 6.1 At the time of survey, there was a little connection between the Department of Health and the school system. It is only once in a year when medical team visits to village schools for medical check ups. Also there is no coordination between anganwadis and the school although at the state level the two departments have decided to work together.

- 6.2 In all there are 180 Anganwadis for a child population of 282239 (0-6 age group).
- 6.3 Block wise position of sex ratio shows coverage of 0-6 age group ranges from 19.17 percent in Bhanpura Lendha block to 18.24 in Mandsoar block.
- 6.4 It is proposed that the timings and proximity of Anganwadis to schools must be co-ordinated. It is also suggested that the non-formal education centre for girls be opened next to the anganwadis with similar timings.

- 7.0 Availability of educational material (books, stationery, Uniforms) and other incentives (mid-day meals, attendance prizes, etc.)
- 7.1 Incentives like free text books , stationery, uniforms, attendance scholarship / prizes should be given to scheduled caste and scheduled tribe girls. This will have a little visible impact on enrolment of both scheduled caste and scheduled tribe girls at the primary stage.
- 7.2 Maximum number of respondents (parents, teachers, educational administrators and community leaders) have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.
- 8.0 Participation of women in Teaching and Administration.
- 8.1 In Mandasaur 14.94 percent of the total primary teachers (1993-94) were female.
- 8.2 It was found that there were very few women teachers in remote areas. All discussions pointed to the need for atleast one woman teacher in every primary school. Parents were reluctant to send their daughters to all Male teachers' schools as they felt that their daughters were not safe especially when teacher is absence.
- 8.3 All the BEO of the block were males. Out of 6 head teachers interviewed all were males. In the district out of 8 class II block level officers and 571 class III Head Teachers level, there were 79 females. At the school level, out of 571 class III officers 13.3 % were women and at class IV, 9 out of 39 were female.

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

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

DISTRICT MANDSAUR
SUGGESTED INTERVENTIONS
ADMINISTRATIVE MEASURES

01. It is important that schools should be opened in the underserved villages and habitation.
02. Middle and high school education be made available for all villages through formal/non-formal/distance education.
03. It is necessary to open day boarding schools where the population is scattered.
04. Wherever there is demand for separate school for girls it must be opened immediately.
05. All single teacher schools should be replaced by multiple teacher schools immediately.
06. Change in school timing in the harvesting and planting season may be made for better attendance among children.
07. To maintain the phenomenon of gender equality, data related to disparities should be analysed and evaluated timely.
08. A 'new atmosphere' should be created by the education administration towards the upliftment of primary education in the district.
09. Compulsory primary Education. At must be rigourously implemented for girls.
10. Hostel facilities to Sc girls and girls of economically weaker sections should be provided at middle and high school level so that rural women emerge as teachers and development workers.

11. Parents should be involved in school administration. All parents should be invited to school functions and informed regularly about the progress of their ward.
12. Local corporate body should be established in the district for implementing of primary educations A/c.
13. To reduce the dropout rates among girls, schools should be upgraded from primary to middle and middle to high school sufficient staff & school facilities should be provided.
14. Administration should award those panchayats and teachers that work for cent percent enrolment of girls.
15. Government should be set up Management information system at district level. Gender disaggregated data on all education indicators will help monitoring programmes towards gender equality.
16. Formal/Non formal/Distance education should be provided for middle schools and High schools level. There should be continuity in education through one or the other means.
17. Slum areas in the urban vicinity required special attention where the parents compel their daughters to work as a servant thus depriving them of education.

TEACHERS

01. There is need for more teachers in the rural areas specially for female teachers.
02. Orientation programmes of teachers must be conducted so as to sensitize them regarding the problems of girls in rural areas.

03. At District / Block / School due representation should be given to women in administration.
04. Rural women teachers should be encouraged to enhance their qualifications.
05. Teachers should be asked to Find out reasons for absence of girls from schools.
06. Teachers organisations should include UPE of girls in their action programmes.
07. The female teachers must be provided with full security and residential accommodation in the village.
08. Teachers and teachers organisation should be involved to ensure success of girls in primary education by achieving enrolment targets.

INCENTIVES

01. There should be more funds allocated for incentives.
02. Incentives should be given to all needy children irrespective of caste and level.
03. To bring all girls to school, incentives should be provided to them at par with scheduled caste girls.
04. Quality and Quantity of incentives should be increased to attract the girls of poor families.
05. To improve enrolment of girls to schools incentives should be provided to them at par with sc and st students.
06. Transport facilities should be provided for girls, free of cost, so that girls can go to nearby high school to continue their education.
07. Mid-day meals must be provided to children in school so as to provide the girls with nutrition.

09. The girls can be given cash awards on good performance in school. They can be presented with a bicycle after middle level so as to enable them to attend high school.

CURRICULUM

01. There is need for proper scrutiny and identification of gender bias in the course material. It should be eliminated at the earliest.
02. There should be inclusion of sports, games and adventure in the curriculum.
03. The girls and boys both should be taught vocational skills and household activities.
04. The text books and work books must include the local examples of women's bravery.
05. The teachers must pay special attention to girls so that they can make up for their deficiencies.
06. Income generating programmes and vocational education should be included in school curriculum.

SUPPORT SERVICES

01. It should be strived that girls are relieved from the burden of household work. The parents must be encouraged to make use of support services so that girls are free to study.
02. Support services like creches, anganwadis, balwadis, khelghars must be opened in all the un-served areas so that parents are encouraged to send their daughters to school.

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

01. The foremost factor that will contribute to girls education is mothers literacy. The parents must be educated. So that they understand the importance of education.
02. A sincere effort should be made to bring about awareness regarding the utility of education for girls.
03. To create an awareness in the community regarding the importance of girls education through media, local meetings, involvement of public relation department health department, social welfare department.
04. To encourage UPE, local volunteers specially the women folk as daughters and daughter inlaws should be encouraged in the process in the UPE.
05. Legal help should be made available to women in the villages.
06. Parents should be involved in solving the problems of the girl child.
07. Efforts should be made to remove customs like dowry, child marriage, which are detrimental to women's status.
08. Parents must be made aware of the health problems that emerge from early marriage and early child bearing. The legal implication of child marriage must also be highlighted.
09. Volunteers specially daughters and daughter in law of the village should be encouraged for launching Universal Primary Education in the village and for working for women's empowerment.

10. It is important that education authorities must be work in cooperation with the villagers, social workers, village education committees, village panchayats and other social agencies in the village for solving the problem of dropout and non-enrolment of girls.
11. Youth—clubs, nehru yuvak kendra should open its branches in every village and this organisation can play of vital role in universal primary education framework in the village.
12. Village education communities should be made functional. women should be actively involved in solving the problems of non-enrolment, retention and achievement. UPE issues should be discussed in the village panchayats.
13. District administration should adopt villages as "ideal village" for removing gender bias in education and for womens empowerments.
14. Mahila mandals should be given enough poewer to superwise primary education. Mahila mandal should be energised with some income and awareness generating schemes. Members of mahila mandals should involve themselves in organasing learious programme of girls education.
15. Mahila Mandals, NFE centres should be provided with accommodation by the community for the education of girls the volunteers should be provided for the same.
16. Posters abd advertisements regarding sex determination should be banned.

17. Nukkad natak and puppet shows can be made use of in making women aware of their rights and duties, they can be enlightened about the awareness open for them, thus leading to their empowerment.

PROGRAMME AREAS

Following major programme areas have emerged out of the study.

SOCIAL MOBILISATION ON ISSUE OF THE GIRL CHILD AND WOMENS EMPOWERMENT.

01. Campaigns are needed to create awareness and motivation of parents and to social community support.
02. Orientation programmes for members of VEC's, Panchayats and NYK's be organised.
03. Strengthening and preparing Mahila Mandals for playing key role in UPE.

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

01. Girl to be provided with free books and stationery.
02. Uniforms and winter wear to be provided to all girls.
03. Community support managed noon meals to provide girls with nutrition.
04. On completion of primary education the girls must be given a cycle so that they can attend middle schools in nearby villages.
05. Awards and prizes to be given to girls performing well in school.

SERVING OUT OF SCHOOL GIRLS

01. Non Formal Education Centres can prove to be a big boon to out of school girls.
02. Distance Education Mode.
03. Balika Yojna (scheme for Adolescent Girls, Department of women and child Development.)

TOTAL LITERACY CAMPAIGN

01. For combating adult illiteracy especially mothers illiteracy, TLLs should focus on women's literacy and empowerment.
02. Development of gender sensitive materials focusing on women's achievements, contribution and their rights.

CONVERGENCE OF SERVICES

01. The support services like creches, khalghars and anganwadis should be provided to facilitate girls education.
02. Anganwadis and NFE centre for girls to function at some timings.
03. Anganwadi walks need to be gender sensitized.

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

01. Materials to be prepared for teacher training, curriculum development and transaction.
02. Teachers and teacher educators to be oriented.
03. Educational planners and administrators to be oriented.
04. Preparation of gender inclusive materials 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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