

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

DISTRICT

GUNA



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. GUNA

		INDIA	MADHYA PRADESH	GUNA
1. POPULATION	T. PERSONS	844,324,222	66,135,862	13,09,451
	MALES	437,805,805	34,232,048	6,97,955
	FEMALES	406,518,417	31,903,814	6,11,496
	R. PERSONS	950,251,746	50,787,815	10,54,005
	MALES	627,146,597	26,123,971	5,62,040
	FEMALES	323,105,149	24,663,844	4,91,965
	U. PERSONS	217,177,625	15,348,047	2,55,446
	MALES	114,700,656	8,108,077	1,35,915
	FEMALES	102,476,969	7,239,970	1,19,531
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	36.69
	RURAL	19.71	22.11	22.50
	URBAN	36.19	44.98	80.40
3. AREA (sq, km)		3,287,263	443,446	11,065
4. DENSITY OF POPULATION (Per sq, km)		267	149	118
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	876
	RURAL	941	944	875
	URBAN	893	893	879
6. LITERATES	PERSONS	362,174,360	23,491,956	3,57,866
	MALES	230,406,481	16,101,046	2,71,294
	FEMALES	131,767,519	7,390,910	86,582

SOURCE : CENSUS OF INDIA - 1991

INTRODUCTION

DPEP GENDER STUDIES

An Overview

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

(Article 45).

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

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

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

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

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

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

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

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

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

MAJOR FEATURES OF DPEP

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

FURTHER EMPHASIES OF DPEP :

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

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

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

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

"All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by 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. (VEC)
10. Supportive structures such as ECCE (Anganwadi, Balawadi, Pre schools) Women's Groups (Mahila Mandals, Mahila Samakhya, NGO's etc.), Village Education Committees, Parent Teacher Association, Panchayat Education Sub-Committees, Teacher Organisations and Nehru Yuvak Kendras (Youth Clubs).

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

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

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

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

FIELD WORK

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

MADHYA PRADESH

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

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

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

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

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

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

DISTRICT PRIMARY EDUCATION PROGRAMME

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INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

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

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

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

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

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

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

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

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

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

POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

According to census definition, a person is deemed as literate if he or she read and write with understanding in any language. Recognizing that ability to read and write with understanding is not ordinarily achieved until one had some schooling or had at least some time to develop these skills, Deptt. of Education, Ministry of HRD and Planning Commission felt that the population of seven years and above only should be classified as literate or illiterate. 1991 census for the first time adopted age group 7 and above for canvassing the literacy question. 0-6 age group population which is excluded from the 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 29.44 percent in Rajasthan. Among the states, highest literacy rate of 95.58 was in case of Kerala urban male population and the lowest rate of 11.59 was in case of Rajasthan's rural female population.

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

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

(35)

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

Statewise analysis of literacy situation indicates wide disparity in literacy among States/UTs. While Kerala, Mizoram and Lakshdweep have achieved the distinction of crossing the 90 percent mark which is considered a stage of self reliance, states like Bihar and Rajasthan which are still below 40 percent level of literacy and Dadar & Nagar Haveli, Arunachal Pradesh, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Orissa, Meghalaya and J & K are struggling to cross the take off point of 50 percent.

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

DISTRICT LEVEL

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

Table 01

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

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

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

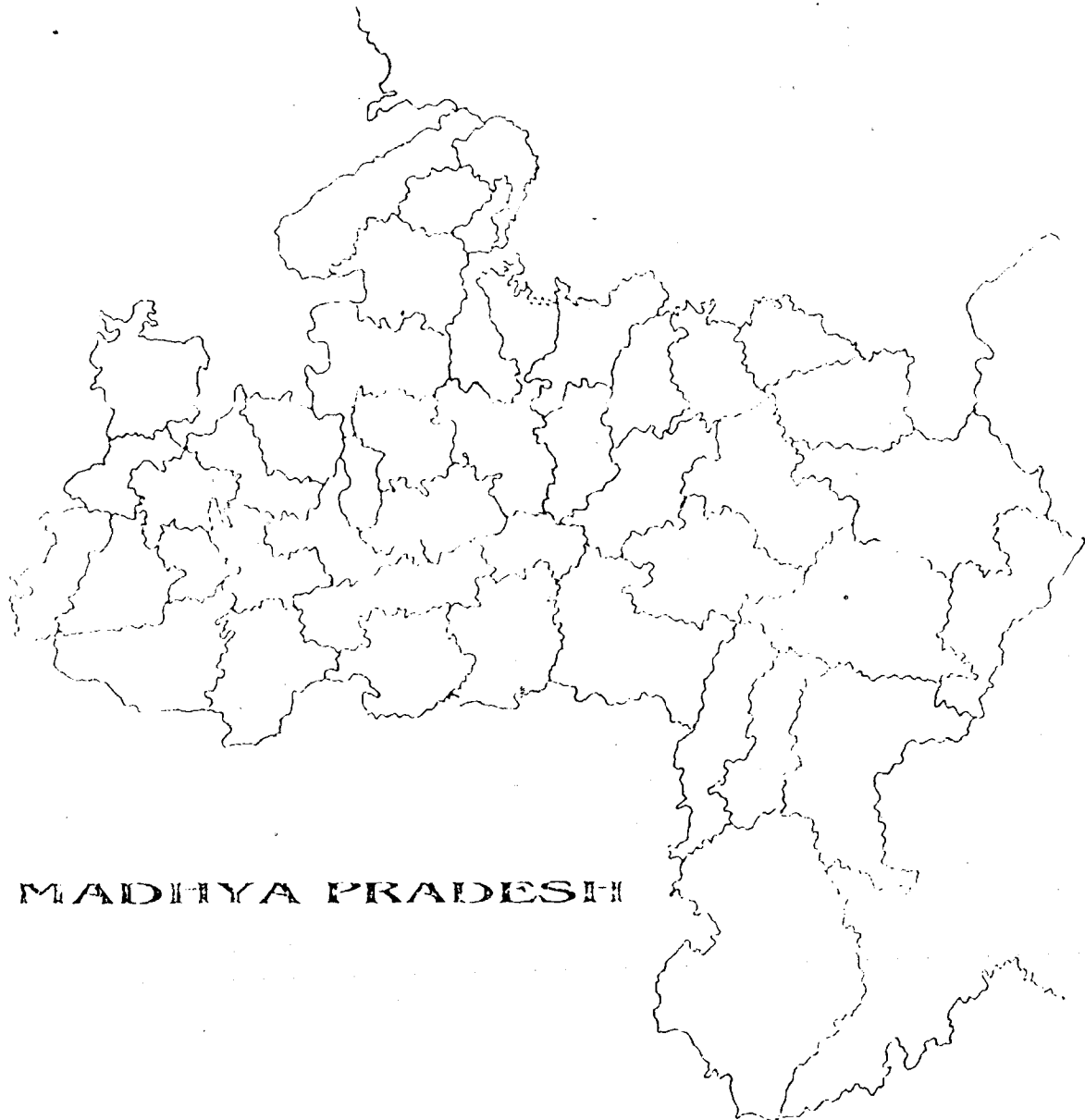
There are 73 districts in the country which still have female literacy rate of below 20 percent including 2 districts of Rajasthan having literacy rate of below 10 percent. Of these 66 viz. 90.4 percent are located in the four low literacy Hindi speaking states of Madhya Pradesh (10), Bihar (18), Rajasthan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

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



MADHYA PRADESH

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

1994

MADHYA PRADESH

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

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

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

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

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

Demographic Scenario

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

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

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

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

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

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

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

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

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

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

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

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

Decadal Variation in Populatiaon:

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

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

Sex-Ratio

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

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

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

Source : Census of India 1991.

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

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

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

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

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

Total Fertility Rate:

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

Infant Mortality Rate:

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

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

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

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

Female Child Deaths by Age 2 years.

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

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

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

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

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

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

State/ distr- icts	% Married Fem- ales in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertili- ty rate	1988 couple protect ion rate
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 : 1. Census of India - 1981
11. Women and Development by SHEEL C. NUNA - 1990

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

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

Economic Scenario

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

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

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

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

Source: National Sample Survey.

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

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

Source : Census of India 1981

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

Table 14

The Marginal Workers in M.P. (1991)

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

Source : Census of india 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

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

(ii) National Sample Survey , 43rd Round.

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

DROP-OUT RATES AT ENROLMENT IN CLASS V DURING THE YEAR
PRIMARY STAGE = $\frac{\text{ENROLMENT IN CLASS V DURING THE YEAR}}{\text{ENROLMENT IN CLASS PRECEDING 4 YEAR}} \times 100$
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	38.95

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

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

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

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

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

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

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

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

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

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

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

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

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

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

Table 29
Primary Schools
Teachers (in thousands)
Madhya Pradesh

	Male	Female	All
Total	138	43	181
Trained	95	26	121

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

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

DPEP : Proposed Coverage in Madhya Pradesh

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

Division	District
1. Bhopal	1. Sehore
	2. Raisen
	3. Rajgarh
	4. Betul
2. Gwalior	5. Guna
	6. Dhar
	7. Ratlam
3. Indore	8. Mandsaur
	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. Surguja

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

DIVISIONS.	DISTRICT NO.	LITERACY RATE			NO. OF		NO. OF		NO. OF N.F.E. CENTRES	GER 30.09.92					
		M	F	TOTAL	VILLAGE	HABITATION	GOVT	NON-GOVT		TOTAL	BOYS	GIRL	OVER ALL		
Bhopal	1	Sehore	56.9	22.0	40.4	5	1083	1069	1930	120	1050	500	192.01	167.01	180.01
	2	Raisen	54.0	25.5	40.8	7	1518	1425	1095	74	1169	584	189.5	185.01	187.5
	3	Rajgarh	46.7	15.6	31.8	6	1747	1666	1012	46	1060	585	175.7	159.3	165.9
	4	Betul	57.4	33.9	45.9	10	1391	1328	1241	49	1290	502	193.5	186.7	190.2
Gwalior	5	Suna	48.9	18.0	34.6	9	2277	2590	1349	184	1433	700	195.01	181.01	188.01
Indore	6	Dhar	47.6	20.7	34.5	13	1570	3017	1522	129	1551	689	191.01	160.01	176.01
Ujjain	7	Ratlam	58.4	29.1	44.2	6	1070	1308	1971	168	1139	575	186.01	172.01	179.01
	8	Mandsaur	67.9	28.3	48.7	8	1765	1580	1397	260	1677	685	191.7	190.8	190.4
Sagar	9	Tikamgarh	47.5	20.0	34.8	6	1973	1671	1901	182	1983	700	190.7	189.9	190.9
	10	Dhatrapur	46.9	21.3	35.2	8	1204	1540	1004	162	1066	586	190.6	194.6	191.8
	11	Panna	46.3	19.4	33.7	5	1048	1405	961	151	1912	600	181.4	174.8	178.52
Durg	12	Rajnandgaon	61.3	27.8	44.4	12	2399	2754	1747	148	1795	1300	185.01	189.01	187.01
Rewa	13	Rewa	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	179.8	192.6
	14	Satna	60.0	27.8	44.7	9		2040	1191	196	1327	70	186.34	162.1	170.7
	15	Sidhi	43.2	13.6	29.2	8			1208	171	1279	640	170.80	169.90	171.70
	16	Shahdol	48.4	20.1	34.8	12	2112	1418	2029	218	2247	700	186.90	162.60	175.01
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	177.99	150.06	164.27
	18	Raigarh	56.0	26.5	41.2	17	2244	5297	2899	158	3057	600	171.57	161.23	166.46
Sarguja	19	Sarguja	42.1	17.4	30.1	24	2438	1884	3055	127	3182	600	179.66	159.33	169.69
			54.3	23.7	39.5	198	24326	34489	24783	1866	26669	9696			

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

DIVISION(S)	NO. OF DISTRICTS	DISTRICT	TOTAL NO. OF BLOCKS	NO. OF BLOCKS UNDER T.L.C.	NO. OF ONGOING PROJECTS				WHETHER UNDER SCOPE
					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	Tikangarh	6	0	3	7			YES
	10	Chhatarpur	8	8	4	6			
	11	Panna	5	0	2	5			
Durg	12	Rajnandgaon	12	2	3	13	6	6	YES
Rewa	13	Rewa	9	9	3	8			
	14	Satna	8	8	4	7			
	15	Sidhi	6	0	5	6	8	8	
	16	Shahdol	12	0	4	7	12	12	
Bilaspur	17	Bilaspur	25	6	15	11	12	12	
	18	Raigarh	17	8	13	12	13	13	YES
Sarguja	19	Sarguja	24	0	11	20	24	24	(PART-ILLY)
TOTAL			199	56	95	152	100	97	

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

Target Group

The target group for the programme would be

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

Goals

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

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

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

Objectives

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

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

OPERATIONAL DETAILS

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

Identification of Blocks

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

Identification of Villages

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

The villages were selected on the following basis :

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

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

Identification of Households

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

The following 9 schedules were canvassed for collection of data.

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

COLLECTION OF DATA

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

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

LIMITATION OF THE STUDY

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

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

GAINS OF THE STUDY

- * The study has made the State Government aware of the dire need to collect gender segregated data and to undertake special programmes for UPE of girls and their empowerment.
- * State Education department has been sensitized to a great extent to take up intensive studies at the grass-root level for the upliftment and empowerment of girls and women.
- * The study has been helpful in doing spade work for gender related implementation of DPEP at least in 152 villages and 19 slum locations.
- * In sum the study has been able to build State level capabilities in gender studies.

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

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY CAMPAGIGN

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

CONVERGENCE OF SERVICES

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

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

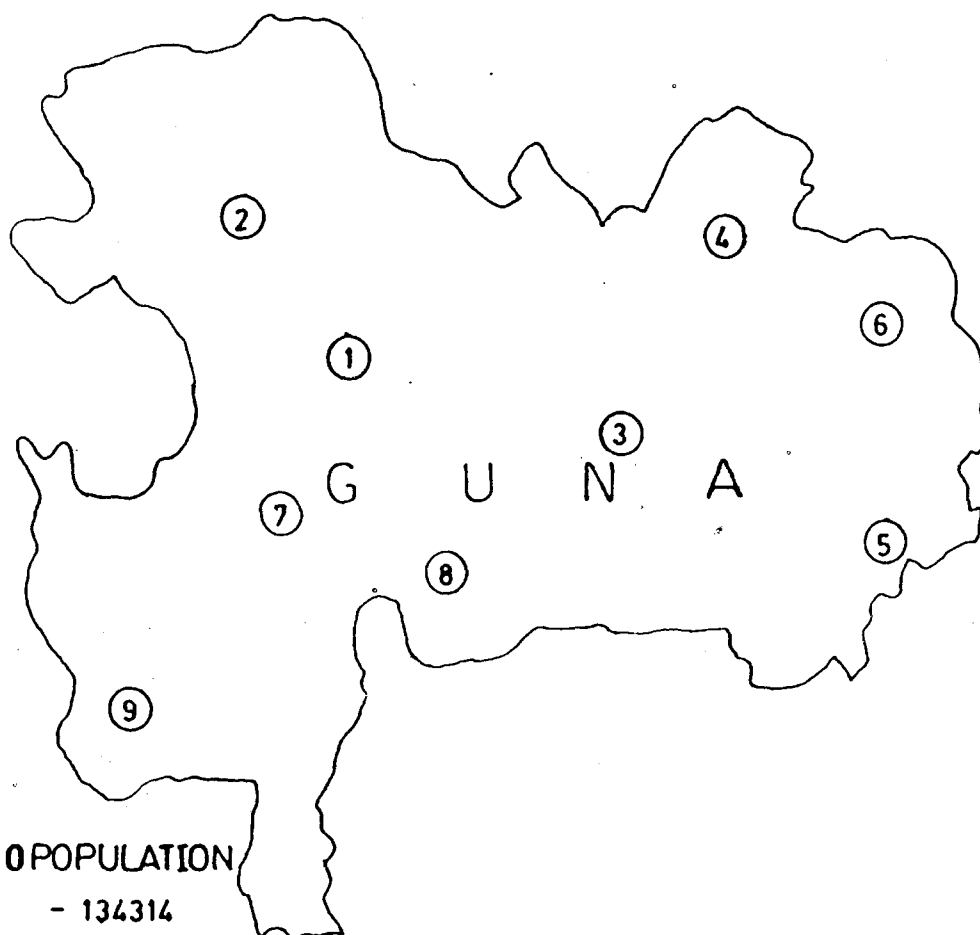
STATE : MADHYA PRADESH

DISTRICT : GUNA



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

STATE : MADHYA PRADESH
DISTRICT : GUNA
BLOCK WISE POPULATION



BLOCK POPULATION

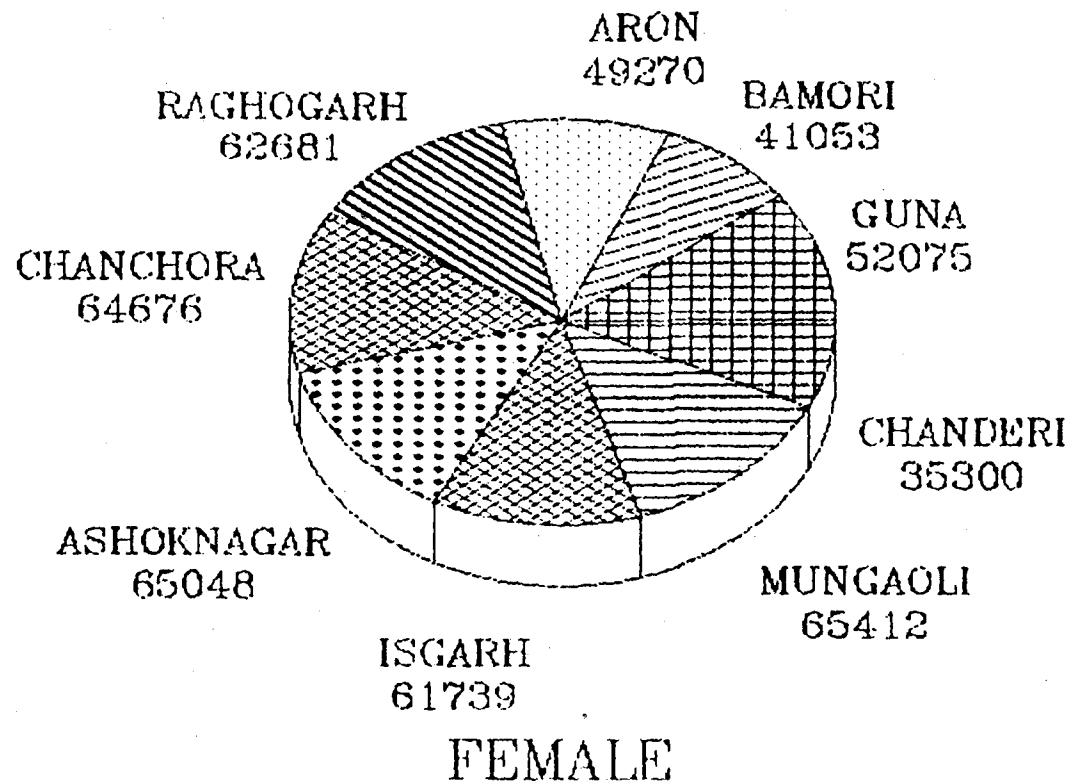
- ① GUNA - 134314
- ② BAMORI - 10462
- ③ ASHOK NAGAR-138983
- ④ EESAGARH - 110719
- ⑤ MUNGAWALI-133574
- ⑥ CHANDERI - 88115
- ⑦ RAGHOGARH-140047
- ⑧ ARONE - 76520
- ⑨ CHACHAUDA-139955

SOURCE: CENSUS 1991

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

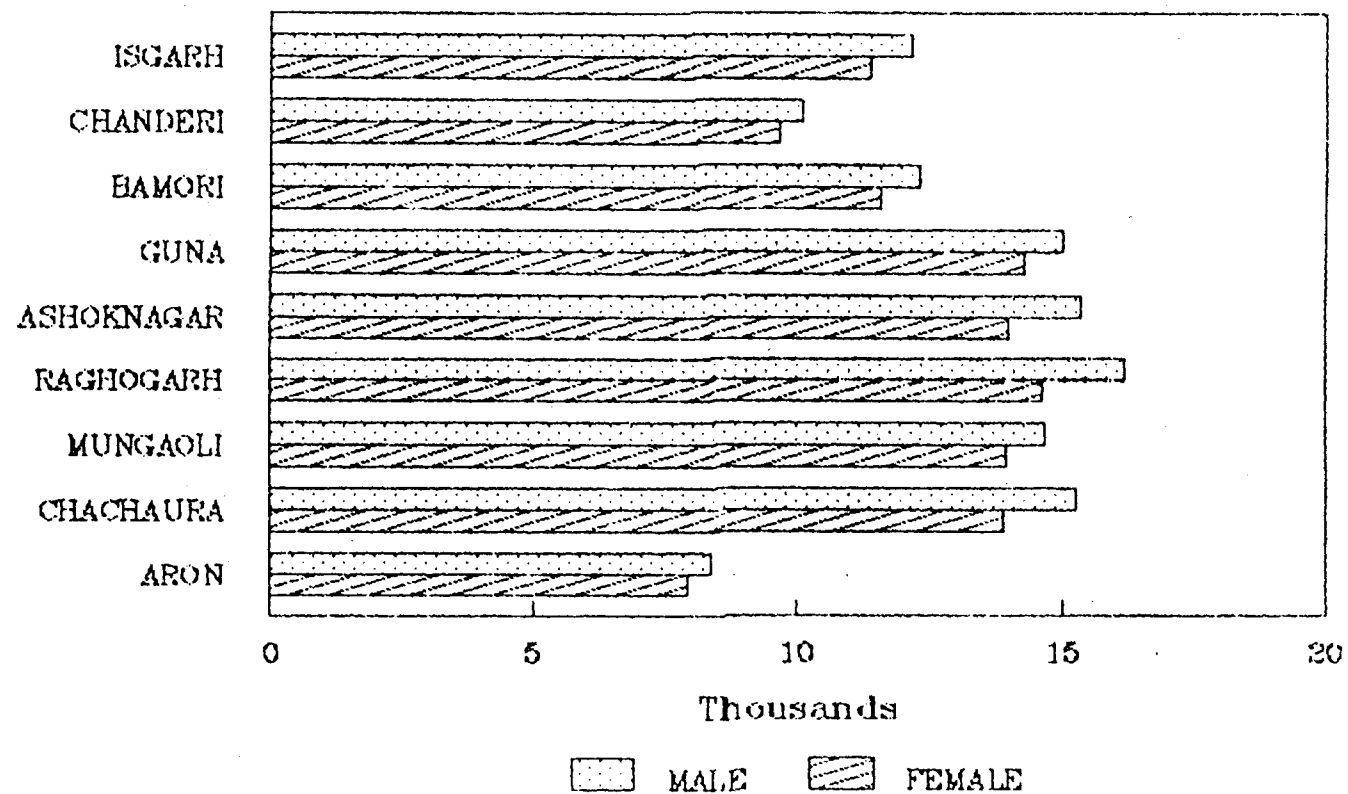
BLOCK WISE FEMALE POPULATION

DISTRICT : GUNA



SOURCE : CENSUS OF INDIA 1991

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



SOURCE : CENSUS OF INDIA - 1991

Figure at Glance (in percentage)

Name of District	:	GUNA
Total area	:	11065 Sq.km.
	:	2.5 % Area of M.P.
Distribution of Occupied Residential	:	80.1 % in Rural area
	:	19.9 % in Urban area
Distribution of Household	:	79.46 % in Rural area
	:	20.54 % in Urban area
Distribution of Population (reference to M.P.)	:	1.98 % in Total to M.P.
	:	80.5 % in Rural
	:	19.5 % in Urban
	:	53.32 % Male in Total area
	:	46.68 % Female in Total area
	:	53.33 % Male in Rural area
	:	46.67 % Female in Rural area
	:	53.31 % Male in Urban area
	:	46.69 % Female in Urban area

POPULATION 1991 CENSUS Distt. GUNA. 13,09,451

1. SEX RATIO

a) MALE	6,98,000	53.33%
b) FEMALE	6,11,000	46.67%

2. AREAS RATIO

a) RURAL	80.50%
b) URBAN	19.50%

Source : Census of India, 1991

District GUNA : An overview

The district Guna lies in the North Western corners of Malwa in Southern Gwalior Division. It is bounded on the north by Shivpuri district and on its eastern boundary lies Lalitpur district of U.P. and Sagar and Vidisha districts of M.P. . It is surrounded by the territory of Rajasthan state in the west while Rajgarh Vidisha and Sehore district of M.P. lie on its southern boundary.

For administrative purposes the district is divided into nine Tehsils and nine blocks. The interesting feature in Guna district is that Guna Tehsil comprises of Guna and Bamori block while the Chachauda block comprises of Chachauda and Khumbhraj Tehsil. There are six revenue subdivisions i.e. Guna, Ashoknagar, Mongavli, Chanderi, Raghogarh and Chachauda. The Guna district has 570 Gram Panchayats, municipal areas and two SADAS i.e. Chanderi and Raghogarh. The DRDA and DUDA are working in the district with the object of uplifting economically weaker sections of the society, specially in the rural and urban area.

The Rajghat inter state project is under construction. 3095 hectares of Chanderi Tehsil land is proposed under the project for irrigation facilities.

GEOGRAPHICAL PROFILE

Guna district lies between latitudes 23°30' and 25°15' north and 76°35' to 78°20' east towards north western corners of Malwa in Southern Gwalior Division. Most parts of the district lies in the north eastern part of the great Malwa plateau. Most of it is

covered by the Deccan trap rocks. The underlying Vindhyan sand stores crop in belts in the east and north west of the district. The district is 500 meters above the sea level.

The whole district has an undulating topography in general but is interspersed with low rounded hills except those on the east and north west side, there are narrow ridges of Bundelkhand granites.

The district can be divided into the following six divisions succeeding from east to west,

01. The Betwa valley and the Bundelkhand region,
02. The eastern Vindhyan (off shoot) range,
03. The Sind valley and the wider Malwa Plateau,
04. The western Vindhyan (off shoot) range,
05. The Parbati valley, and
06. The Binaganj Chachauda Hills.

The total area of the district is 11065 sq.kms.

The rivers flowing in the district are Parbati, Sindh, Betwa and Kuno. These rivers are perennial and are used for irrigation. The forests are spread over an area of 151842 hectares and consist mainly of dry deciduous trees.

DEMOGRAPHIC PROFILE

Guna district has a total population of 13,09,451 persons comprising of 10.54 lac rural population and 2.55 lac urban population. There are 5.62 lac males and 4.92 lac females in the rural area while 1.36 lac males and 1.19 lac females in urban area.

Table 1.1.

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

State/ District	Males	Females	Sex-Ratio		Decennial G.R.	
			1981	1991	71-81	81-91
Madhya Pradesh	34232048	31903814	941	932	25.27	26.75
Guna	697955	611496	882	876	27.85	36.69

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.	GUNA	1,309,451	1.98

SOURCE : CENSUS OF INDIA - 1991

Table 1.3

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

S. No.	STATE/DISTRICT	PROPORTION OF RURAL AND URBAN POPULATION TO TOTAL POPULATION			
		1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	GUNA	85.87	14.13	80.49	10.51

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
GUNA	882	876	91	118	+27.85	+36.69

SOURCE : CENSUS OF INDIA - 1991

Table 1.5

DECADAL VARIATION IN POPULATION SINCE 1901

STATE / DIST.	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
GUNA	+18.23	-02.94	+11.35	+12.07	+01.07	+23.64	+31.54	+27.85	+30.69

SOURCE : CENSUS OF INDIA - 1991

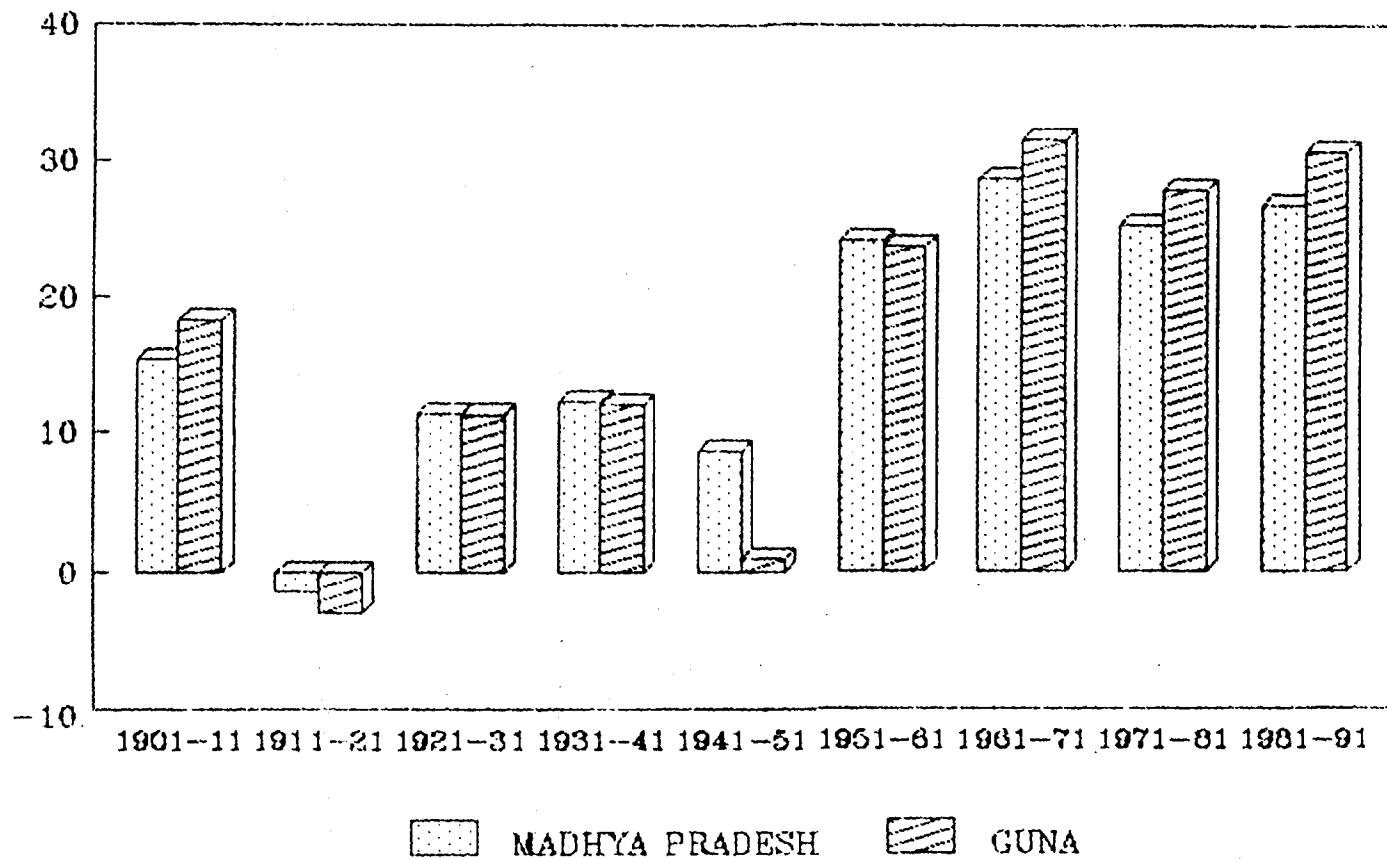
Table 1.6

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
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
MADHYA PRADESH	R U	995 937	991 913	982 878	983 872	980 882	975 907	970 856	956 868	956 884	944 893
GUNA	R U	N.A. 858	920 876	906 950	903 881	903 928	917 933	901 862	886 871	882 882	868 879

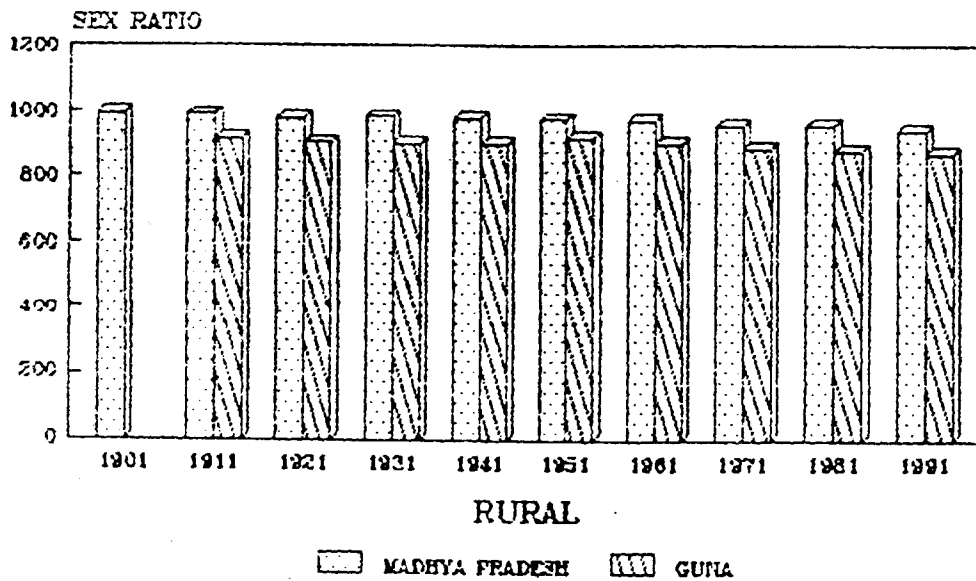
SOURCE : CENSUS OF INDIA , 1991

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



SOURCE : CENSUS OF INDIA - 1991

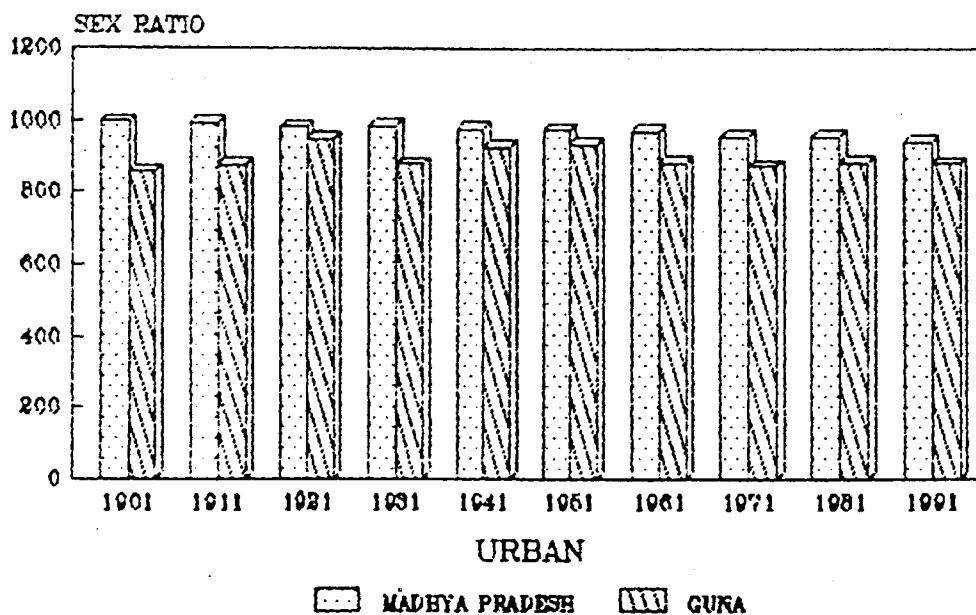
**SEX RATIO - COMPARATIVE
MADHYA PRADESH AND DISTRICT GUNA
1901-1991**



SOURCE : CENSUS OF INDIA - 1991

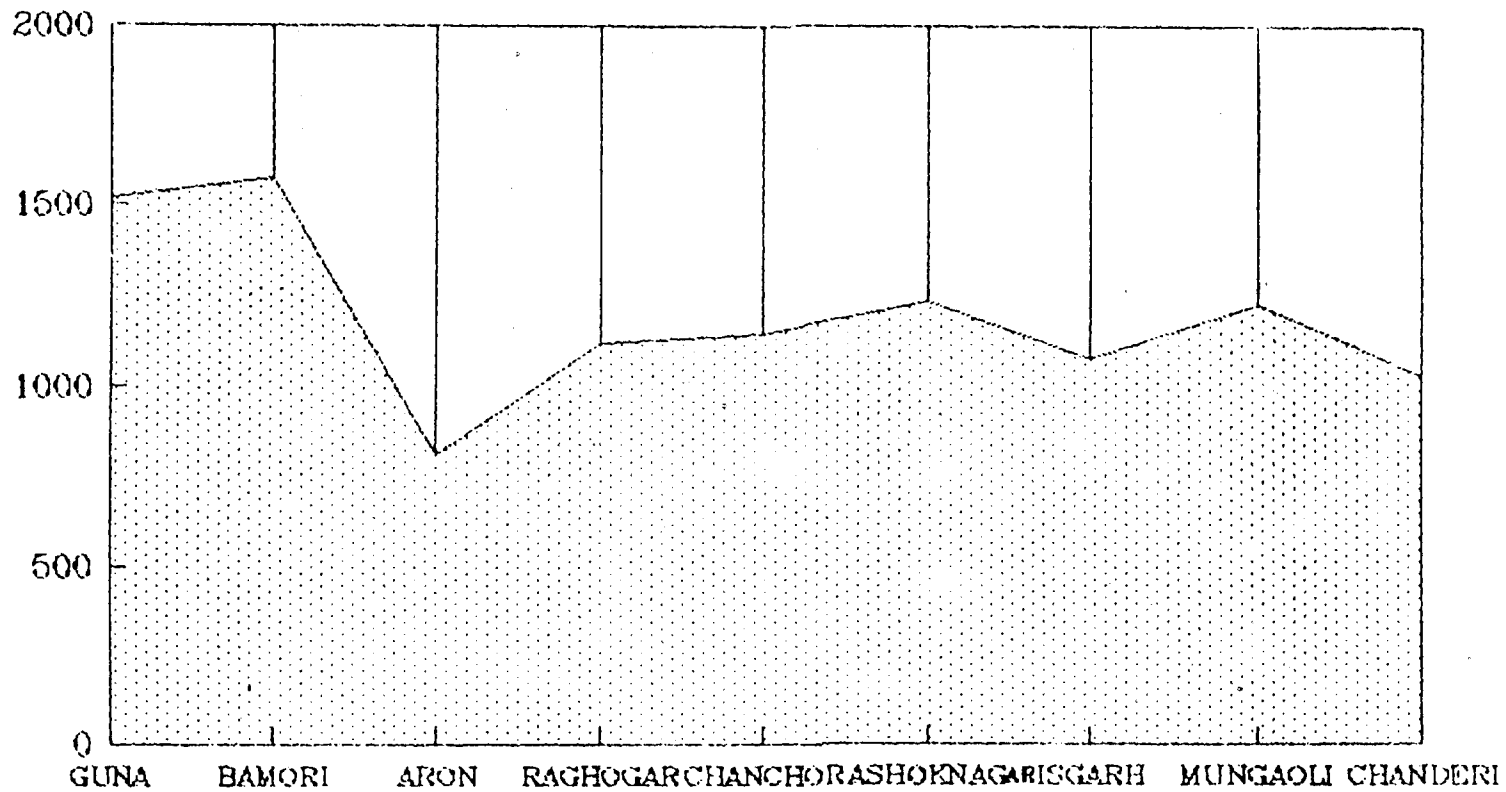
NOTE : DIST. SEX RATIO FIGURE NOT AVAILABLE FOR THE YEAR OF 1901

**SEX RATIO - COMPARATIVE
MADHYA PRADESH AND DISTRICT GUNA
1901-1991**



SOURCE : CENSUS OF INDIA - 1991

BLOCK WISE AREA (in Sq Km.) DISTRICT : GUNA



Series A

SOURCE : CENSUS OF INDIA 1991

Sex ratio of the district is 876.

There are 2,38,373 persons belonging to scheduled caste out of which 84 percent live in rural areas. They constitute 18.2 percent of the total population. The scheduled tribes number 1,43,572 and are 10.96 percent of the total population out of which 93 percent live in rural area. The decennial population growth rate in 1971-81 was 27.85 which went up to 30.69 percent in the decade 1981-91. The density of population is 118 persons per sq.km.

Table 1.7

Blockwise Distribution of Population, 1991

S. No.	Name of District/Block	Area in sq. km.	Population Male	Population Female	Density of popu. per sq.km.	Sex Ratio	% age of rural Population
1.	2.	3.	4.	5.	6.	7.	8.
	District						
	Guna	11065	698747	611570	118	875	80.50
	Blocks						
01.	Isagarh	1078	58644	52075	103	888	100.00
02.	Chanderi	1035	47062	41053	85	872	98.05
03.	Bamoni	1575	54778	49270	66	899	100.00
04.	Guna	1520	71633	62681	88	875	100.00
05.	Ashoknagar	1237	74307	64676	112	870	100.00
06.	Raghogarh	1123	74999	65048	125	867	95.41
07.	Mungaoli	1229	71835	61739	109	859	98.44
08.	Chachauda	1149	74543	65412	122	878	98.62
09.	Aron	812.75	41220	35300	94.15	856	100.00

Source :1. Consus of India, 1991

11. District Statistical Handbook, (latest issue)

Table 1.8
Distribution of SC\ST Population - 1991

S. No.	Name of District\ Blocks	Scheduled Castes		Scheduled Tribes		% to total population	
		Male	Female	Male	Female	SC	ST
01.	Guna	126417	110406	81672	75754	18.20	10.96
Blocks							
01.	Isagarh	12388	10750	6662	6448	20.90	11.84
02.	Chanderi	7304	6158	7632	7177	15.28	16.81
03.	Bamori	6758	6009	14821	13956	12.27	27.66
04.	Guna	13441	11555	14243	15440	18.61	22.10
05.	Ashoknager	20679	18068	2372	2186	27.88	3.28
06.	Raghogarh	13013	11516	10350	9467	17.51	14.15
07.	Mungaoli	14606	12471	7773	7208	20.27	11.22
08.	Chachauda	9865	8802	9280	8532	13.34	12.73
09.	Aron	9438	8153	2596	2250	22.99	6.27

Source : 1. Census of India, 1991
11. District Statistical Handbook, (latest issue)

Hindi is the main dialect spoken by the occupants. Other languages spoken in the district are Urdu, Punjabi, Marathi and Gujrati. The district comprises of Hindus, Muslim, Jain, Sikhs, Christians and Budhists.

The village Champal is the place where all the people assemble after the days work. Local Keertan and Bhajan Mandlies entertain the assemblage. There is naturally an impact of the vicinity of Bundelkhand, Malwa and Rajasthan on such village programmes.

ECONOMIC STATUS

The economy of the district is based on agriculture. The rural population is 80 percent of the total population and it is mostly engaged in agriculture and allied activities. There are 4,14,717 main workers in the district. They, comprise of 2,44,097 cultivators, 78,250 agriculture labour 12,795 working in household industries and 79,575 other workers. Apart from these 70,054 marginal workers also.

Table 1.9
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	66135852	28228537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
BUNA	TOTAL	P	1309451	484771	414717	70054
		M	697955	358646	653735	4911
		F	611496	126125	60982	65143
	RURAL	P	1054005	412567	344206	68361
		M	562040	297304	293006	4298
		F	491965	115263	51200	64063
	URBAN	P	100389	28185	27653	1693
		M	135915	61342	60729	613
		F	119531	10862	9782	1080

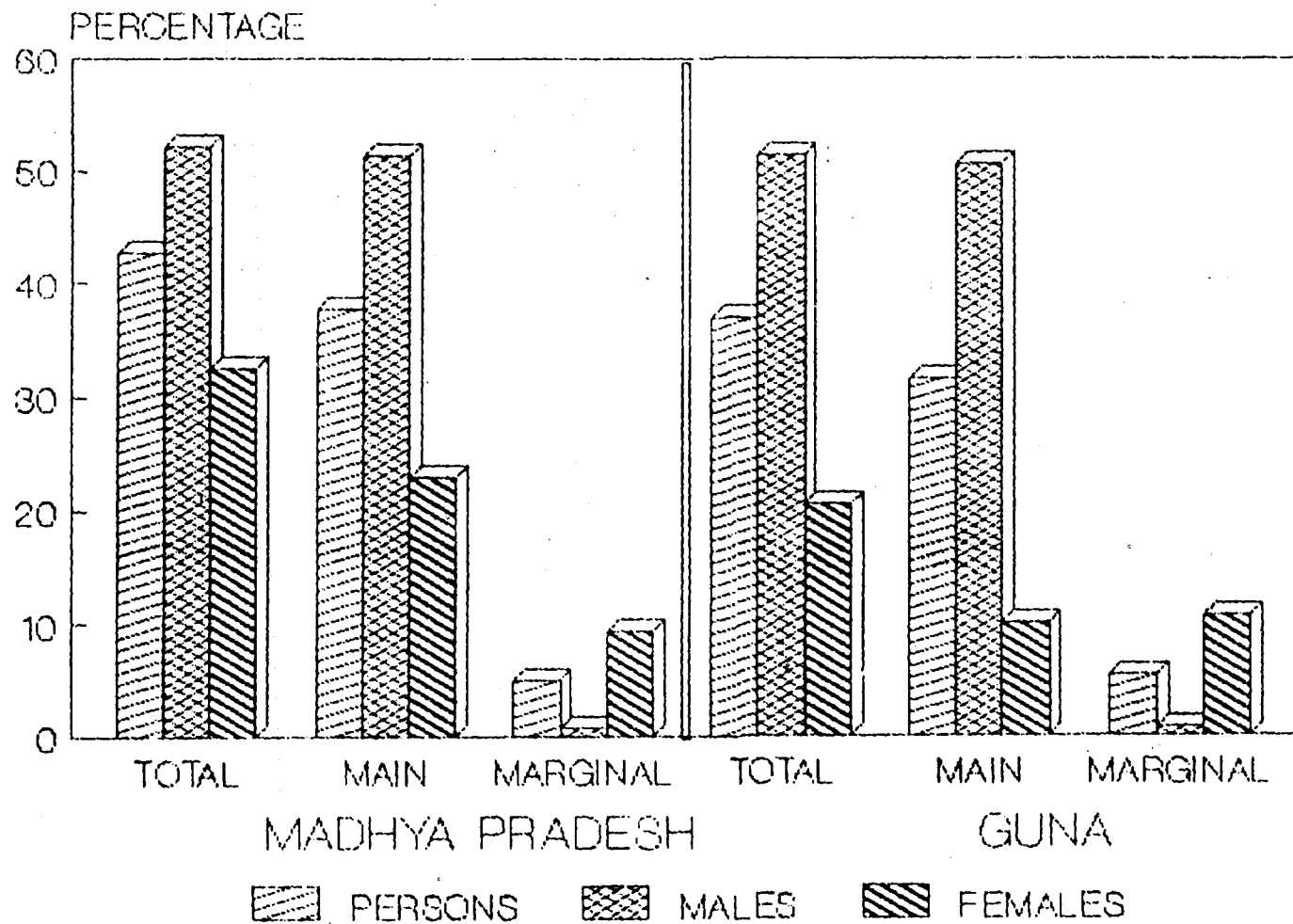
SOURCE : CENSUS OF INDIA - 1991

Table 1.10
PERCENTAGE TO TOTAL POPULATION OF WORKERS.

STATE /DISTRICT	T	P	PERCENTAGE TO TOTAL POPULATION OF					
			TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKERS	
	R	M	1981	1991	1981	1991	1981	1991
	U	F						
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
GUJARA	T	P	36.31	37.02	32.71	31.67	3.60	5.35
		M	53.99	51.39	53.30	50.68	0.69	0.71
		F	16.27	20.63	09.37	09.97	6.90	10.66
	R	P	37.56	39.14	33.58	32.66	3.98	6.48
		M	55.26	52.90	54.55	52.13	0.71	0.77
		F	08.90	09.09	06.74	08.19	2.16	0.90
	U	P	28.77	28.27	27.45	27.61	1.32	0.66
		M	46.30	45.13	45.72	44.68	0.58	0.45
		F	08.90	09.09	06.74	08.19	2.16	0.90

SOURCE : CENSUS OF INDIA 1991

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Table 1.11
Distribution of Main Workers as
Cultivators, Agricultural and Labourers in District

District	Persons Total	Cultivat	Agricultural	Household	Other	
	Males	Main	-ors	Labourers	Industry	
	Females	Workers			Workers	
1.	2.	3.	4.	5.	6.	7.
Guna District	Persons	414,717	244,097	78,250	12,795	79,575
	Males	353,735	223,282	50,446	9,600	70,407
	Females	60,982	20,815	27,804	3,195	9,168

The district has enough infrastructure for the industrialisation. The following table gives the classification of industries and the employment provided by them.

Table 1.12
CLASSIFICATION OF INDUSTRIES & EMPLOYMENT PROVIDED
1991

Small Industries		:	Medium Industries		:	Major Industries	
No.	Employment	:	No.	Employment	:	No.	Employment
1659	3695	:	2	339	:	2	1223

The important major industries in the district are National Fertilizers Limited, Gas Authority of India Limited, Deepak Spinners Limited.

Although no mineral of importance was found in guna. Quarrying of lime kankar, sand stone, shale and slate, building stone, pottery and clay are done.

Seasonal migration happens in the district every time in the month of March and April. The major part of the migrants belong to SC/ST and other backward classes.

In the district there are 85,712 families (32.83%) living below poverty line. This comprises 20,663 scheduled caste and 15,254 scheduled tribe families.

EDUCATIONAL SCENARIO

In Guna district the school education department together with the Tribal Welfare department is running 89 Junior Primary schools, 1315 Primary schools, 14 Ashram schools and 693 Non Formal centres for imparting education to the children of age group 6-11. In addition to these, they are in existence 119 recognised and 14 aided primary schools run by private registered bodies and one primary school run by local body at Chanderi.

These institutions are imparting primary education to 22,586 boys and 17,176 girls in urban area and to 86,538 boys and 51,890 girls in rural area.

Out of 1,09,134 boys and 69,066 girls enrolled in above institutions, there are 18,512 boys and 12,916 girls totalling 31,428 belonging to scheduled caste and 9,321 boys and 4,377 girls totalling to 14,698 belonging to scheduled tribes. But still 17,038 boys and 42,137 girls are unable to get access to the primary education due to sundry reasons. There are 772 habitations devoid of any kind of educational facilities.

Table 1.13

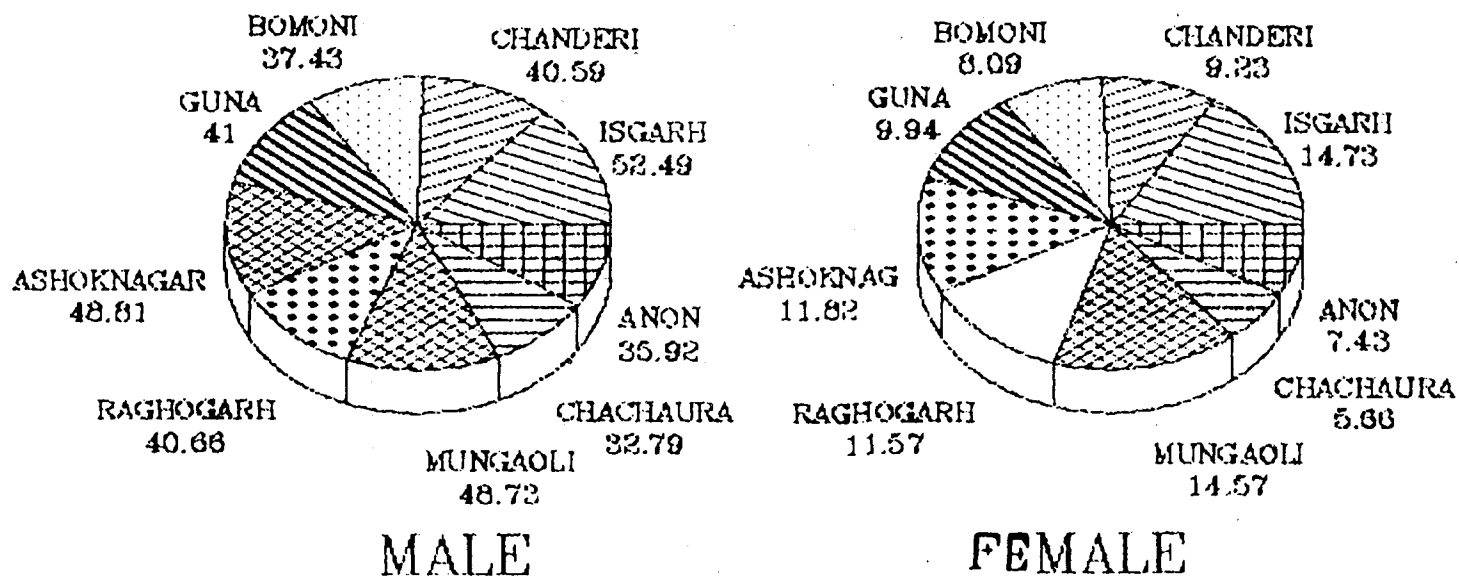
Block wise Literacy Rates District Guna

S. No.	Block	Literacy rates		
		Male	Female	Total
01.	Isagarh	52.49	14.73	34.85
02.	Chanderi	40.59	09.23	26.18
03.	Bomoni	37.43	08.09	23.63
04.	Guna	41.00	09.94	26.49
05.	Ashoknagar	48.81	11.82	31.71
06.	Rajhogarh	40.66	11.57	27.24
07.	Mungaoli	48.73	14.57	33.17
08.	Chachaura	32.79	05.66	20.17
09.	Aron	35.92	07.43	22.96

Source : Census of India , 1991

BLOCK WISE LITERACY RATE

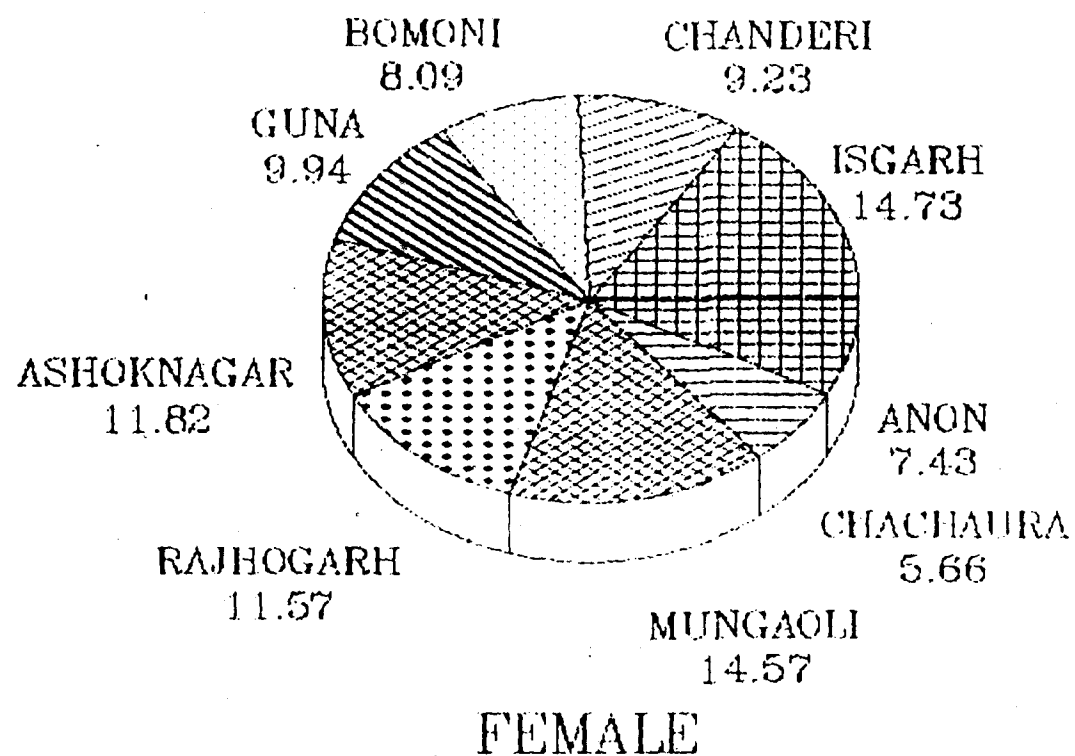
DISTRICT : GUNA



SOURCE : CENSUS OF INDIA 1991

BLOCK WISE LITERACY RATE

DISTRICT : GUNA



SOURCE : CENSUS OF INDIA 1991

The teacher pupil ratio in Guna district is 1:51 comprising 1:59 in rural areas and 1:35 in urban areas.

Besides the primary schools there are 20 middle schools for girls only and 256 for coeducation totalling to 276 schools in which 26,983 boys and 8,609 girls are getting their education. The ratio of primary and middle school is that of 1:6.

Table 1.14

COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Guna District	17.99	34.58	48.86

Source : Statistical Department, Govt. of Madhya Pradesh

Table 1.15

RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	GUNA	10.54	2.25

SOURCE : CENSUS OF INDIA - 1991

Table 1.16
Blockwise Population, No of Habitations and Literacy Rate

Block	Population (1981 Census)	Number of Villages		Literacy Rate		
		Inhabited	Un-Inhabited	Male	Female	Total
1.	2.	3.	4.	5.	6.	7.
1. GUNA	134314	270	38	40.75	17.74	30.53
2. BAMORI	104048	216	35	29.0	6.00	18.00
3. ARON	76520	164	06	28.67	5.84	18.14
4. RAGHOGARH	133612	305	34	30.67	7.42	19.84
5. CHANCHORA	138030	293	08	25.47	4.26	15.56
6. ASHOKNAGAR	138983	272	23	38.90	9.17	25.60
7. ISAGARH	111000	174	14	41.68	11.71	27.42
8. MUNGAOLI	131000	235	21	38.47	11.50	25.79
9. CHANDERI	96744	134	31	30.91	6.18	19.37
Total for rural	1054251	2063	210	33.13	7.82	21.32
Aggregate for Urban areas	255200	10	-	62.59	40.20	52.11
Grand Total for the District	1309451	2073	210	38.86	14.15	27.32

There are 28 High schools and 25 Higher Secondary schools running in the district out of which 5 High schools and 4 Higher Secondary schools are running by private bodies. The rest are run by school education department. Out of these 3 High schools and 6 Higher secondary schools are for girls only.

All blocks have degree colleges except Isanagar and Bamori. Guna has in addition a p.G.college and one girls degree college.

There is one Government Polytechnic situated at Ashokanagar and one ITI situated at Raghogarh.

UNIVERSAL PARTICIPATION:

The following table shows the break up of Gross enrolment ratio and retention rate caste wise and sex wise for district Guna and its blocks.

**Table 1.17
GROSS ENROLMENT RATIO**

NAME OF BLOCK	G E R								
	Total			SC			ST		
	B	G	T	B	G	T	B	G	T
GUNA	101	70	89	90	89	90	63	34	49
BAMDRI	97	56	77	94	46	69	61	32	43
ARDN	104	61	83	108	63	88	90	55	75
RAGHOGARH	95	50	73	97	45	72	76	36	57
CHANCHODA	108	77	92	105	77	91	85	72	78
A.NAGAR	103	74	92	106	70	88	87	85	80
ISAGARH	106	82	95	105	93	99	85	66	71
MUNGANLI	99	87	82	97	90	92	87	72	75
CHANDERI	108	69	89	98	79	89	79	36	58
DISTT.	104	71.5	88.5	97	73	86	87	41	64

**Table 1.18
RETENTION RATE**

NAME OF BLOCK	R . R .								
	Total			SC			ST		
	B	G	T	B	C	T	B	G	T
GUNA	66	47	58	60	32	49	31	11	24
BAMDRI	53	19	41	22	11	19	23	13	20
ARDN	58	33	47	39	18	31	41	20	30
RAGHOGARH	64	38	56	57	37	51	27	20	26
CHACHODA	47	33	42	39	28	35	47	21	39
ASHOK NAGAR	67	56	63	54	37	48	52	39	48
ISAGARH	57	33	47	39	22	32	25	11	21
MUNGANLI	64	47	57	49	34	41	34	18	29
CHANDERI	58	31	49	34	22	29	22	15	19
DISTT.	64	41	52	61	35	48	45	31	38

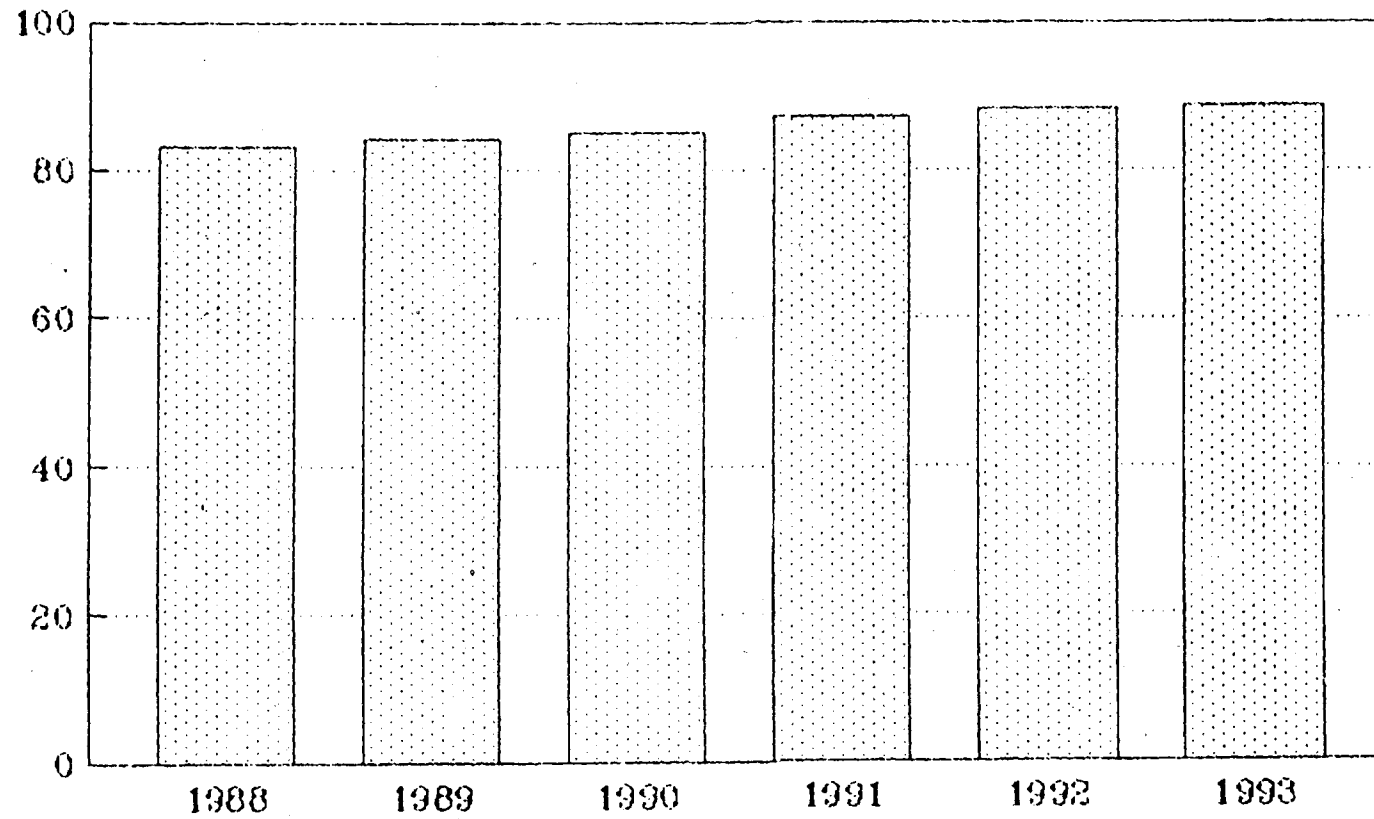
Table 1.19
Trend of GER and RR over 1988-93

		As on 30th Sept of					
Indicator	Group	1988	1989	1990	1991	1992	1993
1. GER	1.Over-all	83	84	85	87	88	88.5
	2.Boys	84	86	89	90	95	104
	3.Girls	65	68	68	70	71	71.5
	4.SC						
	a) Over-all	64	63	65	70	73	86
	b) Boys	80	83	83	85	90	97
	c) Girls	23	22	26	24	29	41
	5.ST						
	a) Over-all	40	45	43	45	49	64
	b) Boys	62	65	72	75	79	87
c) Girls	23	22	26	24	29	41	
2. RR	1.Over-all	38	41	40	45	48	52
	2.Boys	42	45	48	50	58	63
	3.Girls	30	33	32	36	38	41
	4.SC						
	a)Over-all	29	32	31	35	38	48
	b)Boys	40	43	41	45	50	61
	c)Girls	19	23	22	24	26	35
	5.ST						
	a)Over-all	14	16	15	18	21	38
	b)Boys	20	23	25	26	29	45
c)Girls	12	14	14	16	23	31	

Table 1.20
BLOCK WISE POSITION
G. E. R. Retention Ratio

		Retention Ratio			
		All	SC	ST	
1.	GUNA	72.2	58	49	24
2.	BAMDRI	71	41	19	20
3.	ARON	76	47	31	30
4.	RAGHOGARH	70	56	48	26
5.	CHACHODIA	78	42	35	39
6.	ASHOK NAGAR	77	63	48	48
7.	ISABARH	83	47	32	21
8.	MUNGABLI	75	57	41	29
9.	CHANDERT	74	49	29	19

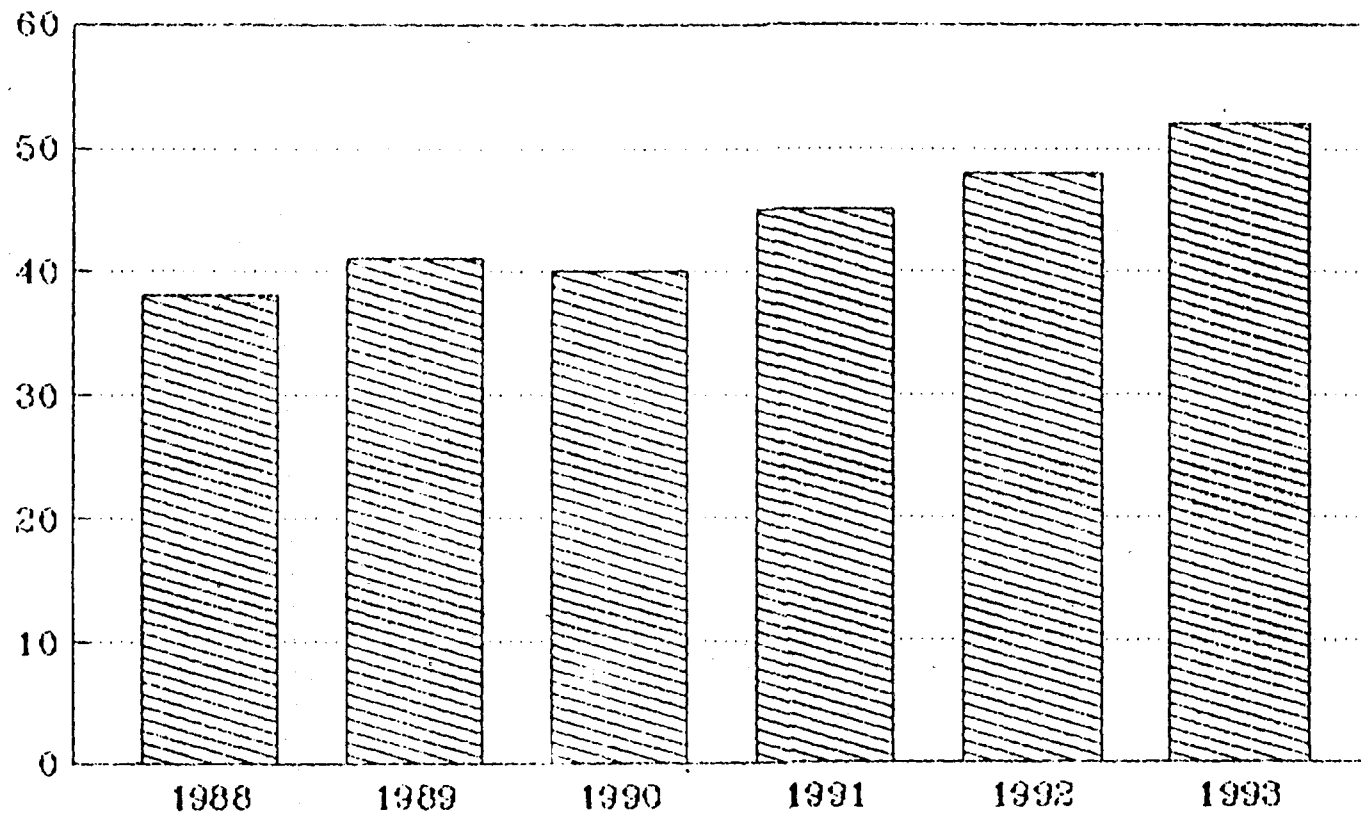
TREND OF GROSS ENROLMENT RATIO (1988-93) DISTRICT : GUNA



SOURCE : D.P.E.P. GUNA

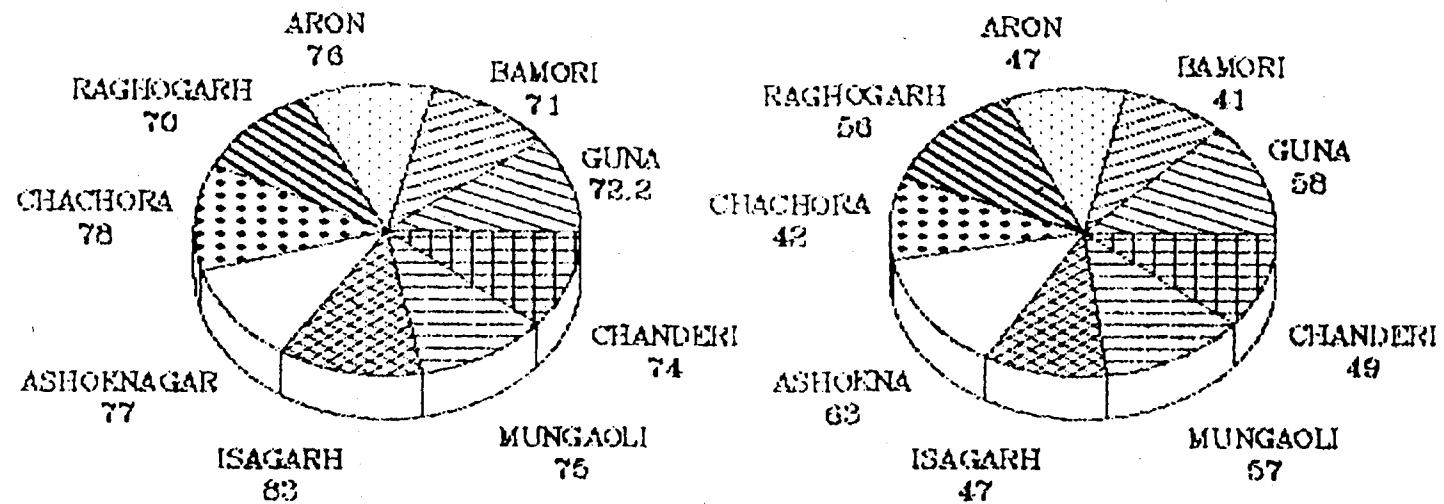
TREND OF RETENTION RATE (1988-93)

DISTRICT : GUNA



SOURCE : D.P.E.P. GUNA

COMPARATIVE BLOCK WISE G.E.R. AND R.R. DISTRICT : GUNA



GROSS ENROLMENT RATIO RETENTION RATE

SOURCE : D.P.E.P. GUNA

CHAPTER - II

THE STUDY LOCALE : OBSERVATION AND INTERACTION

The District primary education programme (DPEP) is a major attempt to actualise the constitutional promise of equality and more (protective discriminations) to girls and women, especially those belonging to the disadvantaged groups of population and under developed region of the country mainly, low female districts have been taken up for DPEP (except Kerala) in 8 states.

Guna is one of the 19 districts of first phase. Guna is one of the district with less than 20% female literacy in the country according to 1991 census. Guna ranks 39th in female literacy in Madhya Pradesh with 17.99% compared for the state as a whole. The rural female literacy for Guna is a meager 10.12% (42nd in M.P) higher only to Rajgarh (6.83). Rural urban divided line female literacy being 49.57% five times that of the rural females.

Education will foster new values though redesigned curricula, text books, training and retraining of teachers, decision makers, and administrative and active involvement of all educational institutions, women studies are expected to play a vital role in promoting a action aimed at education and development of women.

The villagers were selected from among lists of four types viz,

- (1) villages served by a primary school.
- (2) villages with a primary school only.
- (3) villages with a middle school.
- (4) Villages with a high /higher secondary school.

In an earliest study (NCERT, 1991) of factors of continuance and discontinuance of girls in elementary schooling stratified random sampling was done to capture the continuum of small to large sized villages. This was based on the assumption that availability of educational and development infrastructures was related positively with population size. This study found that girls were village bound and utilized educational facility available, within the village only and parents avoided inter village of committing of girls grounds of lack there personal safety.

In the present study again, stratified random sampling was employed using the stratificatory variable of level of education i.e. primary, middle, high/ higher secondary, instead of population size of the village.

This mode of purposive stratified random sampling gave us the population size continuum with unserved villages of small population and availability of better schooling facilities in larger villages.

Main features of sample villages. unserved villages

1. VILLAGE KHIRIRY KALAN

Khiriry Kalan is located at a distance of about 10 km from the Block headquarters and 1.5 km from the metal road. The village had only 21 households at 1991 census, with a total population 111, 62 males and 49 females. There were 23 children in the age group 0-6 years, 14 boys and 9 girls. More than half (62) the population belongs to scheduled castes.

Only 23 males (37%) and 2 females (4%) were found literate. overall, crude literacy rate for the village is 22.5% .

The economic condition of the villages is poor, with majority of them working as agricultural labour for the few loaded families. Wages are pitiable and these loadless labourers are without any employment in off seasons of agricultural.

The village has been provided a NFE center very recently. There is no Anganwadi/ Balwadi/Creche, a Mahila Mandal or a health center. There is a single well at a distance of 1.5 km from the village across the metal road. Women and girls cover this distance four to five times daily to fetch water for daily needs and also collect fire wood for cooking. The link road is dusty, narrow and uneven and becomes unusable during rains, making movement extremely difficult.

In this small villages, there were several children who were suffering from an eye infection, most looked malnourished and had not been treated. Education was a low priority in the lives of this subsistence group of people.

2. VILLAGE BHARATPURA.

Bharatpura is situated at a distance of 5 km from the Block headquarters and about 1 km from the metal road. There were 40 households in all with a population of 160 (91 males and 69 females.) The number of children in the age group 0 - 6 years was 54, 27 boys and 27 girls. It is primarily a tribal village (128) and some OBCs. Only 9 (9.69%) males and 8 (8.98%) females are literate, giving a crude literacy rate of 9.41% for the village as a whole. The cultivable land is owned by a single extended family of Thakurs who had migrated to the place from Rajasthan and had not only brought the entire land but had turned the tribals into bonded labour virtually. Cash crops grown in the village are wheat, maize and jowar.

The village has no health facilities. Medical help is available only at the Block headquarters (5 km. away). There were at least five children with a paralytic foot in this village. There is no Anganwadi or any other ECCE structure, nor a Mahila Mandal. Currently, no other development programmes or schemes were operative except an NFE center which also did not seem to attract children very much.

There is only one hand pump in the village which is insufficient to meet the water needs of 40 households. An irrigation reservoir is located at a distance of about 2 km. Villages face water scarcity. The link road becomes unusable during rains as in Khintya Kalan.

The nearest school is located about 3-4 km away. Motivation to send children to school especially girls is not high nor do parents have the capacity to buy clothes and books for their

children. Girls are seen performing domestic work, goat grazing, helping mothers and looking after younger brothers and sisters. Girls are married off early but except for Thakurs, women don't observe Purdah. There is little evidence of discrimination against girls except in the case of education. Some of the school boys are being sent to near by villages for schooling, although even their number is very small. Parental illiteracy and lack of resources are inhibiting factors but these are rooted largely in poverty, with gender becoming the basis for discrimination when development inputs (like education) are introduced in a subsistence but relatively egalitarian cultural group of tribals.

3. VILLAGE BAMOURI KHOTIYA

Bamouri Khutiya has a population size of 720 (417 males and 303 females) residing in 113 households. No ECCE facilities (Anganwadis, Balwadies, Creche, Preschool) exists for 168 below six years of age children. Scheduled castes constitute about 10% of the village population (69 males, 59 females) and the vast majority belong to other backward castes and are loadless working as daily wage labourers in agriculture. Cash crops grown in agriculture are wheat and grams. Male literates number 225 (53.95%) and there are only 34 females literate (9.63%) giving overall literacy rate of 36%

There is only one coeducational primary school in the village and the nearest middle school is located at a distance of 1.5 km and the nearest high school is 8 km away from the village. The parents do not consider it safe to send their daughters outside the village, therefore, girls do not utilize post primary education facilities. Even within the village, bulk of the population being loadless and poor girls from these households are involved fully in domestic work, fetching of water, fodder and fuel and taking care of younger siblings, under similar circumstances boys are sent to school as physical distance is not seen as a deterrent. It was interesting to note during discussions with scheduled castes, households that they appeared to concentrate on education of sons in the hope of getting a job under reservation policy. They were totally ignorant that these jobs are reserved for both sexes and not only for men. Further they were not aware of the exact nature of this reservation available for scheduled caste children and some

reported very late and erratic distribution of these incentives.

There are no health care facilities. The village faces water scarcity, has no drainage system and people continue to live in unhygienic conditions, blissfully unaware of the connection between stagnant water, filth and disease. Malaria, jaundice and typhoid plague the villages in summers. There is no Mahila Mandal in the village. Also, there is no other development scheme in operation like DWRA, TRYSEM etc. Purdah, dowry, early marriage and violence against women are constraining factors in the development of girls.

The teachers commute from outside the village as there is residential accommodation available. Village chaupal is the meeting place for village men and local oral version of Ramayan is very popular. Women have no such meeting place.

4. VILLAGE SAJANMAU KACAN

Sajanmau Kacan is located at a distance of 1 km from the metal road and 9 km from the Block head quarters. There are a total of 72 households, 227 males and 214 females. The number of children in 0 - 6 group was 44 boys and 39 girls.

The village has only one co-educational primary school and JRY facility is also provided. There is no NFE center, Aganwadi, Balwadi, Creche, a Mahila Mandal or a health center.

There is scarcity of water in the village and only 05 handpumps are insufficient to meet the water needs of the 72 households. The link road is uneven and dusty and becomes worse during monsoon thus making movements difficult.

The caste system still seems to persist in this village. The so called upper castes maintain their socio-economic status in the village and is followed by exploitation of lower castes.

Usually girls takes drop after completing primary education. Middle and high schools are 8 km from their village thus parents don't allow their daughters to go to such a distance.

5. VILLAGE ACHLGARH.

Achalgarh is situated at distance of 3 km from the metal road. The population totals 1955, 1039 males and 916 females residing in 304 households. The number of children under 6 years of age is 411, 215 girls and 196 boys. Scheduled castes (Chanas) comprise 28% of the population and consists of 275 males and 244 females. Scheduled tribes (Rawats) constitute 12.3% of the total population of the village (122 males and 118 females). These are 471 male (45.3%) literates against 147 females (16%) literates. The overall literacy rate is 31.6%. Besides SC and ST population these are Brahmins, Thakurs and Sahu households. The villagers are mostly farmers, agricultural labourers and tailors.

The village has a primary school and a middle school, both co-educational. Parents are reluctant to read their daughters to co-educational schools as the fear free mixing of boys and girls would lead to harmful consequences for the latter. Also, "girls become too bold and disobedient." There are no ECCE facilities in this village, nor any health center or a Mahila Mandal.

Poor economic condition of majority of parents forces them to keep the girls away, as they are very helpful in sharing the economic and domestic burden of the parents. Also, such parents feel that girls are best at home so that they learn traditional home making skills and suitable attitudes that will help them in their future life. They do not see much use of education for girls. The system of *pundah* exists and acts as a constraint in free movement of women.

6. VILLAGE BILHERU.

Bilheru is situated on a metal road. There are a total of 190 households with a total population of 1763 (913 males and 850 females). There are 370 children in the age group of 0 - 6 years, 191 boys and 181 girls. Scheduled castes constitute 18% of the total population (169 males and 151 females) and scheduled tribe from 9.505% (84 males and 85 females). Sex ratio among Sc & St is highly favourable. There are 409 male literates (44.8%) compared to 194 female literates (22.8%) giving overall literacy rate of 34%. The main occupation of the villagers is farming, majority of them being landless, daily wage labourers.

The village has a primary school and a middle school, both are co-educational. The nearest high school is 6 km away. The parents have a problem sending their daughters to a mixed school especially after the age of 10 or 11 (or after the start of menstruation). School timing clash with the household and economic activities in which older girls are involved. Purdah is practised, so is early marriage and the system of dowry in all groups except the tribals.

The village has a health center but all other services like Anganwadi, Balwadi, Mahila Mandal, TRYSEM, NFE etc. are absent.

7. VILLAGE SEHRAI.

Sehrai village is situated close to the metal road in Block Mungaoli. There are a total of 416 households with a population of 2447, 1301 males and 1146 females. The number of children in below six years age is 485, 243 boys and 242 girls (there is sex parity in this age group). Scheduled castes constitute 12% of the population of whom 147 are males and 151 are females. The ST population forms 6%, 77 males and 68 females. (Sex parity exists in these groups above). There are in all 804 male literates (61.8%) and 400 female literates (34.9%) in the village as a crude literacy of 49% for the village.

The caste composition of the village consists of Ahirwar, Dhobi, Kushwaha, Sahu, Yadav, Basore and Dheemar. Agriculture is the main occupation of the villagers with majority employed as agricultural labourers facing economic hardship, part-time employment and seasonal migration which affects education of their children negatively. The better-off section with stable incomes all sending their children, both boys and girls to school.

There are two separate primary schools for girls and boys and a coed, Middle school and one private coed. High school is the village. The officials of the village send their children to the private fee-paying school and the poor landless are unable to utilise even free education on account of economic compulsion, the burden of the poverty falling on the teachers' shoulders of the girls more than the boys. The village has a health center and a creche for small children. JRY is operational but there is no Anganwadi, Balwadi, life center or a Mahila Mandal.

Social evils like untouchability, early marriage and dowery are noticed as is the constraining factor of purdah amongst women. Water shortage, poor sanitation and unhygienic living are other hazards. Discrimination among boys and girls is very pronounced even though not admitted openly.

8. VILLAGE MALHARGARH.

Village Malhargarh is situated along the metal road. It has a total population 2522, 1394 males and 1128 females. There are 469 children below 6 years of age comprising 257 boys and 232 girls. Scheduled castes account for 16.8% of the population, 233 males and 11190 females and scheduled tribe constitute 6.34% , 86 males and 74 females. There are 802 male literates (57.5%) and 400 female literates (35.5%) giving an overall literacy rate of 47.7% .

The population consists of Brahamins, Thakurs, Jains, Yadavs, Harijains and tribab. The economic condition of loadowners is decidedly better than that of the loadless who hand to struggle extremely hard to keep their body and soul together. Seasonal igration is a regular feature.

The village is well provided educationally. There are two primary schools, one each for boys and girls. There is a co-education middle school and a co-ed high school, all institutions are goverment reea. There are two health center and a JanaShiksha Nilayani in the village but there are no Anganwadis, Balwadis, NFE center or Mahila Mandals.

The villagers are orthodox in their outlook as far as women and girls are concerned. They are not in favor of sending girls to co-educational institutions. Early marriage is practised. Dowery system and purdah operates. Superstitions and traditional beliefs lead to discrimination against girls as boys are more valued, even by the mothers. In poor households especially girls are kept away from school due to pressure of domestic work and child care as both parents have to keep these feeuliiis alive.

Education is a low priority with these parents, who are mostly illiterate and apathetic to education of their daughters.

9. URBAN SLUM : DHEEMAR MOHALLA.

Dheemar Mohalla is located near the main road and has about 50 households belonging to Dheemar and Majhi castes. The approximate population of this slum is 300. The residents are either working as daily wage earners or as class IV government employees. There is a school close to their slum.

The access to this slum is not pleasant and one has to cross many narrow lanes and by lanes full of rotting vegetables, fruits and garbage. This is situated behind a vegetable market and thus becomes the dumping ground for waste and garbage that gives rise to unbearable stench. To add to this, the municipal corporation lorries after collecting garbage from other areas, come and dump the same around the slum. Life in their slum is miserable.

GROUP DISCUSSIONS AND OBSERVATION.

Group discussions and interaction with the village and urban slum communities bring out the major issue of girls education and womens empowered. The paitapat was very vocal their both men and women and along with tistiag their was problems, also placed befor the seseach tiam their considered opiaion on ways to over come these difficulties. Girls education on even education was not as overriding concern but the group diseusion suceeded in focussiag on this area. But it is also tsut that awasenes is begianing to be aeea and needs to be systeatieally iaeseased, The groups gearally talked more in theses of what they need from the government and focused little on what they could do for theasuelcos, for their conmuaities for their children.

(i) As is evideat from the village profilen and discussion the liteacy rates of the poputation are commcasusatwith, the availability of educational and other development input male feale dispasities are wide is liteacy rates. Hiteracy rates are substatially higher in longer villages.

(ii) smalla villages and smalla population are economically weaka and have poor rafeasuctarel facilitier compand to laong villages. Wateeer society is masked in the ice and takes away a lat of time of girls and women. collection of fuel and folder is also a feuale task, as in all domestic work and child care. Poore the houseld, greater is the burdea on the girls child whose parents, are out seeking a living. She has no time for school.

(iii) Saunitation is poor segasdlless of the size of the villages and is the worst in the usbba slueas, Women aew not consicus of the hssdships and hazaid they face for lack of any

public and private facilities. they accept it as a natural law in as much as they accept child marriage, dowry, violence against women, widow as a fait accompli.

(iv) There was resistance to coeducation in these villages and discussion led to the conclusion that it was not the presence of boys in the same classroom so much, but the absence of female teachers was the prime issue,

(v) Except for a few, the rest did not open to have any thing against the same curriculum for boys and girls. there was a general apprehension expressed that that girls become disobedient and too vocal when educated. The villagers and shame of economic betterment that could come from education

They have no idea about other positive effects on their maternal and family roles.

(vi) A heartening note was the articulation of their demands for water, for health care, for child centres, for schools. The unassured community want a school those having primary schools want a middle school. Villagers with middle schools express the need for a high school in the village

(vii) The discussions and observations brought out very clearly that while parents did express some reservation about regularity of teachers and poor teaching as factors for low retention among all children they were categorical that girls are needed at home for domestic work care of sibling and for fetching water and fuel wood, to say the least further it becomes evident that girls are considered less important and any spending on them in infractions considering the nature of their responsibilities in the parental home". What will she do after studying. Her fate is to

work and bear children." In poverty households, food itself is a basic problem, expense on books, stationery, uniforms for children is a liability, considered now so for girls. The boys are expected to grow up as breadwinners and as a major support system for old age by parents. "Money if there, is needed for the marriages of these girls and for their dowries."

(viii) Most discussion, broadly speaking, concluded on a positive note as regards education of girls with provisions like free uniforms, free books and stationery and child care services. The more educated dominated the discussions at times but the less advantaged were far more vocal. There was clear resistance on issues such as early marriage, dowry, purdah and equal property as rights for girls or on the issues of equal freedom, sharing of domestic work and decision making. Men are clear they are superior and women are lesser beings and women tend to agree with this image of theirs.

CHAPTER 3
ANALYSIS OF DATA
3.1 The Household Context

In all 270 households, to represent the cross section of communities living in a village or in an urban slum area were visited. Four types of villages were selected based on lists obtained from the Block Education Officer i.e.

01. Two villages unserved by a primary school or having a single teacher.
02. Two villages with only primary school facility.
03. Two villages with middle school.
04. Two villages with high / higher secondary school.

Table 3.1.1
The sample households

Sr. No.:	Type of Location	No. of Households	Males	Females	Average size of household
01.	Khurja Kalan	30	78	71	5.1
02.	Bharat Pura	30	70	70	5.1
03.	Bamouri Kuliya	30	71	89	4.9
04.	Sajarimau	30	69	61	5.3
05.	Bibheru	30	82	83	5.2
06.	Achalgarh	30	93	89	5.0
07.	Mathagarh	30	71	76	4.9
08.	Sehrai	30	59	69	5.2
09.	Dheemar Mohalla	30	117	90	5.1

Information was obtained about the educational, occupational and other background variable viz. caste, income, age, sex and level of basic amenities like potable water, fuel etc. Effort was made, through discussions, to draw out the parental perceptions about why some girls continue in school, others drop out and several remained unenrolled. It was important to seek parental views about the usefulness of educating girls and on issues of Gender Equality and their educational and the occupational aspirations for sons and daughters.

Although, formally, the respondent was usually the male parent, each interview tuened into a group discussion with other family members and often neighbour joining in the investing above report.

" As we would enter a household, all members, male and female, young and old would join the discussion. No Purdah was observed when we visited the household, not even by the daughter-in-law or by the younger brother's wife. This situation was surprising and intriguing. Our first entry was invariably facilitated by a local person, in most cases the village teacher. As we moved to the next sample household, a member of the first household would accompany us to the next and the next household chatting all the way. They would talk about a range of problems such as water scarcity, lack of medical help, teacher absenteeism, unsuitable school timings, poor learning achievement of their wards. In due course our group would acquire the shape of procession with additional persons joining in from each subsequent household visited. Our visit was an event itself. "

Although, data has been processed villagewise (See appendices), initial analysis will be presented in the following pages for eight villages and one urban slum put together. We can see inter - village variations, as between a large or a small village, between rural and urban areas in many instances. However, keeping in view exigency of the study results for district project planning, the nine locales of the study are being clubbed at the moment. The four type of villages and an urban slum in one block of the district, gives us a cross range as well as a continuum of population size and all developmental infrastructure. As the study is the district specific, the generalizability of the findings should be done with a note of caution.

As is evident from Table 3.1.1, there were a total of 1408 members in the 270 sample households giving an average household size of a little more five (5.21). Ninety one percent of the households were Hindus and the rest belonged to other religions. Hindi was the mother tongue in all sample households.

TABLE 3.1.2
DRINKING WATER

* Source of Drinking Water		
	No.	%
Well	121	44.81
Handpump	149	55.19
* Distance of Source of Drinking Water		
	No.	%
Close by	39	14.44
0.5 Km.	93	34.44
1 Km. and above	138	51.11

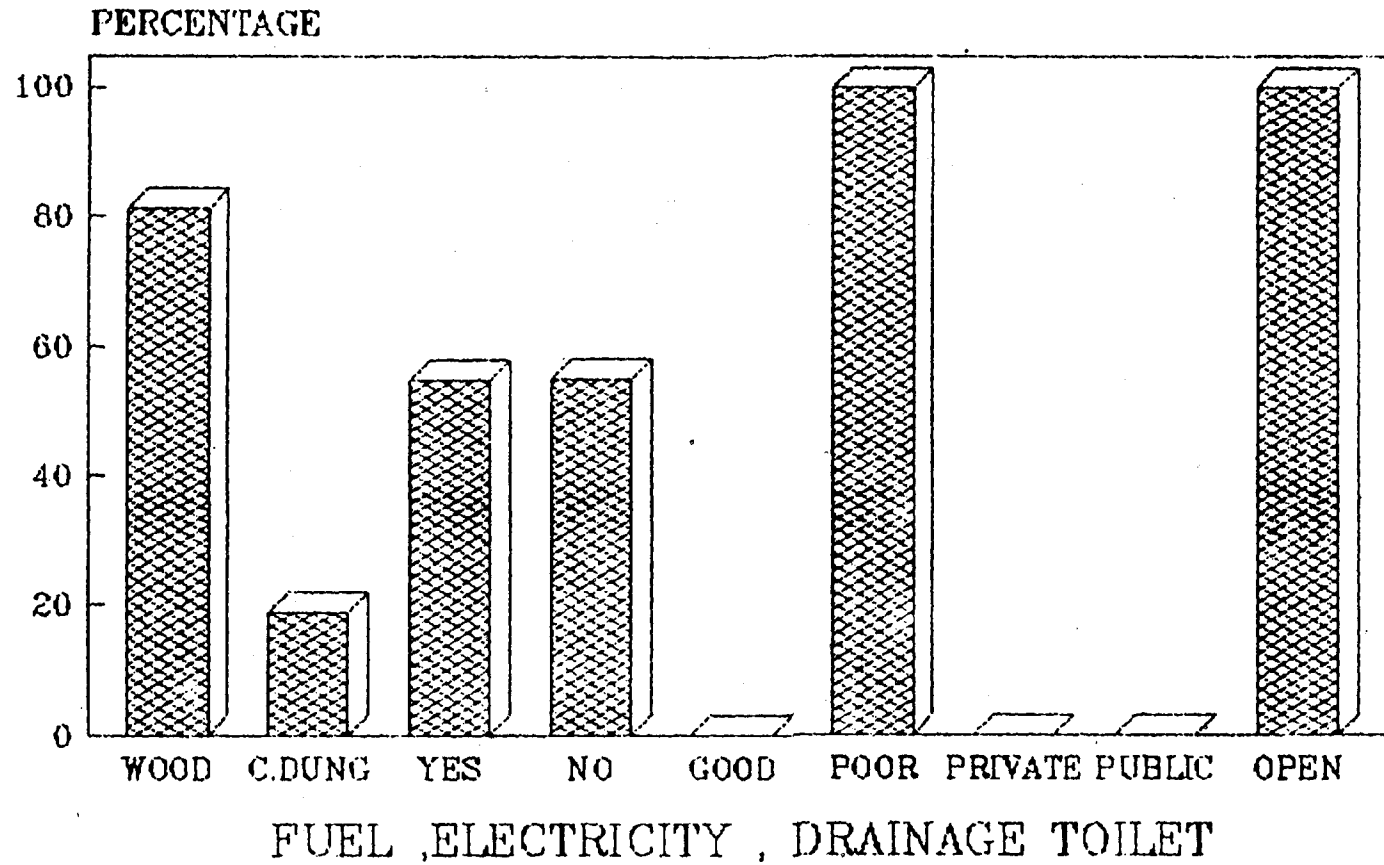
Forty five percent households drew water from the village wells and fifty five percent had access to the handpump. At times there was only a single handpump in a village catering to large numbers and, hence, inadequately. The wells in the village were shallow and often go dry during peak of summer. Only fourteen percent households had drinking water available close by, thirty four percent had to cover a distance of about half a kilometer to get water and for fifty one percent households, it meant a walk of over one kilometer (a walk which undertaken only by women and girls). " Nowhere, did we come across a single male doing this chore. " As is evident, this arduous task is time consuming and energy consuming both. Women use up several hundreded body calories doing this important 'use value' work and rely heavily on daughters for assistance. Girls are thus the drawers of water and miss out on schooling. And, above all fetching water is a domestic chore and thus not 'work' as per economic definition where a wage or a price is what gives goods and services, economic worth.

Table 3.1.3

Fuel and Electricity

* Main Sources of Fuel		
	No.	%
Wood	219	91.11
CowDung Cakes	51	19.89
* Availability of Electricity		
	No.	%
	149	54.61

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : GUNA



SOURCE : SAMPLED 9 VILLAGE DATA

There is heavy reliance on use of wood for fuel (81%). This has two implications (a) should ring a bell for Eco activists and (b) is another hinderance to female participation in education as this task also falls to them. Only fifty percent sample households were electrified.

Table 3.1.4

Sanitation		
	No.	%
Good	0	0.00
Poor	270	100.00
Toilet facilities		
	No.	%
Private	0	0.00
Public	0	0.00
Open	270	100.00

The sanitary conditions in and around these households were appalling . Open drains garbage, defecation by humans and animals, flies and mosquitoes posed a serious threat to hygenic, healthy living. All sample households used open spaces for defecation. Women and young girls look for darkness and some privacy and hence go out only before sunrise or sunset. This condition is both a health hazard aswell as a social hazard for girls and women who face sexual harausment and social stigma.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	096	06.82	060	08.45	036	05.16
6 - 11	440	31.25	189	26.62	251	35.96
12 - 14	198	14.06	076	10.70	122	17.48
15 +	674	47.87	385	54.23	289	41.40
Total	1408	100.00	710	100.00	698	100.00

Close to 52 percent household members were below the age of fourteen and hence entitled to ECCE and elementary education under the Constitution (Article 45). About 45 percent are in the compulsory primary education age group of 6 - 14 years.

TABLE 3.1.6 (A)

DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	752	53.41	317	44.65	435	62.33
Literate below primary	307	21.80	146	20.57	161	23.07
Primary	150	10.65	096	13.52	054	07.74
Middle	130	09.23	096	13.52	034	04.87
High School	025	01.78	016	02.25	009	01.29
Higher Secondary	027	01.92	025	03.52	002	00.28
Degree (Graduate)	017	01.21	014	01.97	003	00.42
Total	1408	100.00	710	100.00	698	100.00

Table 3.1.6 shows the following :

- i. More than 53 percent of household members are illiterate and of these illiterates, 58 percent are female. (The figures include children below 6 years of age)
- ii. About 22 percent household members are literate but do not have primary level qualifications

iii. After primary level, the male female differentials are enormous especially at the higher secondary and degree level.

TABLE 3.1.6 (B)

DISTRIBUTION OF SAMPLE OF SCHOOL GOING CHILD POPULATION BY
AGE AND SEX

Age Group	Total	%	Male	%	Female	%
Primary						
6 - 10	223	56.74	111	50.68	112	64.37
11 - 14	077	19.59	48	21.92	29	16.67
15 - 18	005	01.27	05	02.28	00	00.00
Middle						
6 - 10	003	00.76	00	00.00	03	01.72
11 - 14	051	12.98	29	13.24	22	12.64
15 - 18	021	05.34	18	08.22	03	01.72
High School						
11 - 14	002	00.51	00	00.00	02	01.15
15 - 18	011	02.80	08	03.65	03	01.72
Total	393	100.00	219	100.00	174	100.00

In the sample households, there are 174 school going girls compared to 219 boys. This is significant because only those households where there were one or more daughters, were included in the sample. Male female disparity increases after the age of ten when girls are either withdrawn on account of social reasons (attainment of puberty or early marriage) or are unable to go beyond primary on account of non availability of middle and high schools within the village. Considering there is only one middle school per six primary schools in Madhya Pradesh, access will continue to be a major problem unless steps are taken to increase

availability of middle / high school education through Non Formal Education (NFE) or through distance education mode.

TABLE 3.1.6 (C)

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

Age Group	Total	%	Male	%	Female	%
6 - 10	134	60.91	50	65.79	84	58.33
11 - 14	70	31.82	16	21.05	54	37.50
15 - 18	16	07.27	10	13.16	06	04.17
Total	220	100.00	76	100.00	144	100.00

In the age group 6 - 10 years, there are 84 girls who were never enrolled compared to 50 boys. Likewise, there are 54 non school going girls compared to 16 boys in the age group 11 - 14 years. This differential speaks of the general apathy to girls' education.

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Culti.	320	22.72	220	30.98	100	14.33
Service	310	22.02	201	14.28	109	15.62
Casual Labour	305	21.66	070	04.97	235	33.67
House Wife	106	07.53	000	00.00	106	15.19
Others	019	01.35	016	01.14	003	00.43
Non Workers	348	24.71	203	14.42	145	20.76
Total	1408	100.00	710	100.00	698	100.00

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	48	17.78
2.	9,000	42	15.56
3.	6,000	53	19.63
4.	3,000	125	46.30
5.	3,000 below	02	00.74
Total		270	100.00

Nearby two third of households had less than Rupees six thousand as annual income and only about 18 percent have an annual income of Rupees twelve thousand and above poor cash income/earnings force families without any assets to resort to using very young children for both income saving and income generating work. Further, they are unable to bear extra tuition costs.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	20	07.41	23	08.52
Middle	30	11.11	20	07.41
High school	31	11.48	25	09.60
Hr. Secondary	55	20.37	21	07.78
Graduation General	64	23.70	39	14.44
Graduation Professional	01	00.37	00	00.00
P.G. and above	08	02.96	00	00.00
No Response	61	22.59	122	45.18
Total	270	100.00	270	100.00

**TABLE 3.1.10
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN**

Occupation	Sons	%	Daughters	%
Teacher	25	09.26	21	07.78
Doctor	19	07.08	09	03.33
Police Officer	11	04.07	02	00.74
Tailoring	30	11.11	00	00.00
Nurse	00	00.00	24	08.89
House Wife	00	00.00	31	11.48
Govt. Service	67	24.81	15	05.56
Engineer	00	00.00	00	00.00
No Aspiration	118	43.70	168	62.22
Total	270	100.00	270	100.00

TABLE 3.1.11

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Responses in Rank Order	Respondents (n=270)	
	No.	%
1. Parental motivation	197	72.96
2. Self motivation of the girl child.	172	63.70
3. Better economic standing of household	140	51.85
4. Parental education	100	37.04
Parental Support like:		
5. i. Provision of adequate food and clothing	46	17.04
6. ii. Provision of books and stationery	41	15.19
7. iii. Creating space and time for studies at home	41	15.19
8. iv. Payment of fees other than tuition fees	39	14.44
9. v. Provision of academic Support (themselves or paid)	05	01.85

Motivation of parents and the girls themselves are cited as two main reasons with economic standing of the household receive the third higher response followed by 'parental education'. And, better economic situation of a family does make it possible for parents to pay for extra tuition costs, books, stationery, adequate food and clothing and provide time and space for studies at home. Actual interviews with parents and their school going girls did mark out these families. They displayed more self confidence and a sense of pride in their daughters

(She can study as much as she wants. But it is not possible to send her elsewhere after class V. Get more schools opened for girls in the village.)

There are occasional cases noticed where the above positive configuration existed and girls belonging to better off families even being sent to another village by a Tonga (horse cart).

Girls tend to continue their education if the middle / high school is located in the village or even in a nearby village.

TABLE 3.1.12

PARENTAL RESPONSES ABOUT MAIN REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents No.	(n=270) %
1. Inability of parents to pay extra tuition fee/fund	17	6.30
2. Inability of parents to provide clothes and shoes	67	24.81
3. Inability of parents to provide books	67	24.81
4. Inability of parents to provide stationery	29	10.74
5. Inability of parents to provide food	2	00.74
6. Helping parents in occupation	131	48.52
7. Engaged in remunerative employment	3	01.11
8. Domestic work	258	95.56
9. Care of siblings	100	37.04
10. Absence of support services viz. Anganwadi, Balwadi, Creches	83	30.74
11. Early marriage	92	34.07
12. Social taboo : onset of poberty	115	42.59
13. Parental lack of motivation	180	66.67
14. Parental illiteracy	45	16.67
15. Lack of academic support/help, from parents/family members, others	18	06.67
16. School far away	46	17.78
17. Un-attractive school environment	27	10.00
18. Un-suitable school timings	0	00.00
19. Lack of relevance of curriculum	22	08.15
20. No women teachers	118	43.70
21. Lack of separate schools	45	16.67
22. Teachers' negative attitude	9	03.33
23. Failure	08	02.96
24. Illness of family members	07	02.59

Ten Major Responses :

01. Domestic work (96%) -
02. Parental lack of motivation (67%)
03. Helping parents in occupation (49%)
04. No women teachers (44%)
05. Social taboo : onset of poberty (43%)
06. Care of siblings (37%)
07. Early marriage (34%)
08. Absence of support services (31%)
09. Inability of parents to provide books (25%)
10. Inability of parents to provide clothes and shoes (25%)

Involvement of girls in domestic work is cited as the chief cause for girls being withdrawn from school or their dropping out.

(There is a lot of work at home. We work for daily wages. We have smaller children who she looks after.)

(What use is she going to put her studies to? She has finally to work, here in our house and after marriage in her husband's house).

(As if we are going to make her judge or a collector. God knows what is store for her in future).

(She helps in our work too. When it is time for harvesting, my whole family, wife and children leave our home to seek work at times in a distant village).

Prominent social reasons that surfaced were lack of a women teacher, onset of puberty, early marriage.

(She is after all a female. We marry them off very young, any time between 6 and 10 years but we send her to her husband's house only after she is sixteen or eighteen).

" A woman teacher is the best for girls. The school master is alone in the school and on days he does not turn up. Who will be responsible if something untoward happens ? "

TABLE 3.1.13

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	18	6.67
2. Inability of parents to provide clothes and shoes	70	25.93
3. Inability of parents to provide books	75	27.78
4. Inability of parents to provide stationery	35	12.96
5. Inability of parents to provide food and medicines	08	02.96
6. Helping parents in occupation	145	53.70
7. Engaged in remunerative employment	03	01.11
8. Domestic work	252	93.33
9. Care of siblings	111	41.11
10. Parental lack of motivation	193	71.48
11. Parental illiteracy	53	19.63
12. Non-availability of school / NFE centres close to habitation	59	21.85
13. Un-suitable school timings	01	00.37
14. No female teachers	99	36.67
15. No separate school for girls	26	09.63
16. Lack of support services such as anganwadies, balwadies, creches	115	42.59
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	121	44.81

Top TEN main reasons for non-enrolment of girls in school:

01. Domestic Work (93%).
02. Parental lack of motivation (72%).
03. Helping parents in occupation (54%)
04. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc. (45%)
05. Lack of support services such as anganwadies, balwadies, creches (43%)
06. Care of sibling (41%).
07. Lack of women teacher (37%)
08. Inability of parents to provide books (28%).
09. Inability of parents to provide clothes and shoes (26%).
10. Non availability of school / NFE close to habitation (22%)

Economic compulsions of dire poverty forces the entire family to seek work for wages and girls face the triple jeopardy of caste, class and gender. Domestic work and care of sibling falls entirely on the shoulder of girls and there is a lack of support services like Anganwadis, creches, day care centres for working women. Early marriage is prevalent in this area and married girls, how so ever small in age, are held back as parents feel they have to exercise greater caution once a girl is married. " She is a dharohar of another family. Lack of schooling facility close to the habitation was cited a major discrediting factor in school less villages by all parents (59 households). More than a third demanded a woman teacher. Only about 10 of parents wanted separate school for girls. Twenty eight percent parents indicated that they cannot provide clothes and shoes to their children.

It was, however, interesting to note that SC boys (belonging to the poorest sections) receive parental preference in matters of schooling. They would be willing to go all out, even incur debt, to put a male child through school as they are now fully aware about job reservations for scheduled castes in the public sector. This sort of awareness was totally absent in the tribal dominated districts in the study.

TABLE 3.1.14

PARENTAL PERCEPTIONS ON UTILITY OF GIRLS EDUCATION

Responses	Respondents No.	(n=270) %
1. Develops a positive self image and confidence among girls	165	61.11
2. Prepares girls for economic contribution	203	75.19
3. Can improve health and nutritional status of children and other family members	31	11.48
4. Will ensure education of future generations	98	36.30
5. Will make girls and women aware of their rights	65	24.07
6. Helps in raising age of marriage and reduce maternal , infant and child mortality	49	18.15
7. Helps in reducing the family size	98	36.30
8. Will prepare girls for leadership roles in society	51	18.89
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	77	28.52

Major Responses of parents on utility of girls education:

1. Prepare Girls for economic contribution (75%).
2. Develops a positive self image & confidence among girls (61%).
3. Helps in reducing the family size (36%).
4. Will ensure education of future generations (36%).
5. Will prepare girls for participation and decision process in all works of life (29%).
6. Will make girls and women aware of their rights (24%)

An overwhelming response on usefulness of girls education was (She will be able to earn if she is educated). This was perhaps a studied response on seeing and meeting a band of young girls and boys who were all educated and earning. "

". More than one third parents could see a relationship between education and a small family and education of future generations. "

". If she gets educated she can teach and help her children. We can't do that being illiterate ourselves.

Many parents see education helping their daughters to become aware of their rights and perform leadership roles. There is an uneasiness in the air when women's and express their feelings about the usefulness of such measures.

(We work like animals. Politics is meant for men who do not work at home). Men give cautious remarks in a tone of resignation.

TABLE 3.1.15

RANK ORDER OF GENDER EGALITARIAN RESPONSES OF PARENTS

01. Both need to be given equal amount of food (99%)
 02. Both need to be given equal health care and medical attention when needed (97%)
 03. Girls and boys need equal education (69%)
 04. Both can be assigned same duties / responsibilities (63%)
 05. Men and Women should be paid equal wages for equal work (57%)
 06. Husband and wife should take all decisions jointly (54%)
 07. Household work must be shared by all members of the household (54%)
 08. Both have same intelligence and abilities (43%)
 09. Both should be given an equal time to play (42%)
 10. Both can have similar occupations (39%)
 11. Both can perform all tasks equally well (37%)
 12. Joint registration of family assets by husband and wife (34%)
 13. Both should be given the same freedom (24%)
-

Parents tend to agree wholly on equal food and equal health care for sons and daughters but do not (76%) support same freedom for girls as boys. More than two third parents (69%) favour equal education and assigning of same duties and responsibility to both girls and boys (63%). More than half favour equal wages for equal work, joint decision making by both spouses and sharing of household work by all family members. Majority do not think both sexes can have similar intelligence and abilities, can have similar occupations, need equal time to play and can perform all tasks equally well. Joint ownership of assets is favoured only by

34 percent parents and only 24 percent support same freedom for boys and girls. As Table 14 and 15 show, parents have lower educational and occupational aspirations for daughters. The concept of equality of all human beings itself is alien to the villages where the stangle hold of caste and tradition permits no equality. That scheduled castes/tribes have been given some special rights (protective discrimination) by the constitution to make them equal to non scheduled populations is well known to the sc communities (not so much among ST) gender equality is a totally alien idea. They will like to give girls food, health care and even education but not equal rights improperty and equal freedom. Get the fact that 40 percent and more favour equal wages, grant equal ability and equal responsibility to both sexes and even similar occupations, shows a movement in the positive direction.

It can also be agreed that mostly parents were giving socially desirable responses to impress the investigators. even if one were to discount a lot they say, their perceptions regarding gender roles are behaviours. In social sciences, we have the law of self fulfilling prophecy. You start some thing as an idea and over a period it gets intesualized by more and more people and becomes a fact. Equality in a multi stratified society like ours is still at the ideational level of a few and not a mass value. Of source masses are made to / vote, both men and women but then who rules ? protective measures like reservation of seats in village district level local bodies for women, would require dissemination, canvassing and training of both women & men.

Table J.1.16

FACTORS WHICH CAN ENCOURAGE PARENTS TO SEND THEIR DAUGHTERS TO SCHOOL

S.No.	Factors	Respondents (270)	
		No.	%
1.	Changing school timing/ calender sutiable	005	01.85
2.	Availability of school/NFE centre within / close to habitation	101	37.41
3.	Free uniforms	252	92.96
4.	Free books	247	91.48
5.	Free stationery	233	86.30
6.	Appointing more female teachers	115	42.59
7.	Free meals	186	68.89
8.	Pre schools / Day care centre / Anganwadi	115	42.59
9.	Separate school for girls	034	12.59
10.	Provision of women escort/school mother	001	00.37

Major responses

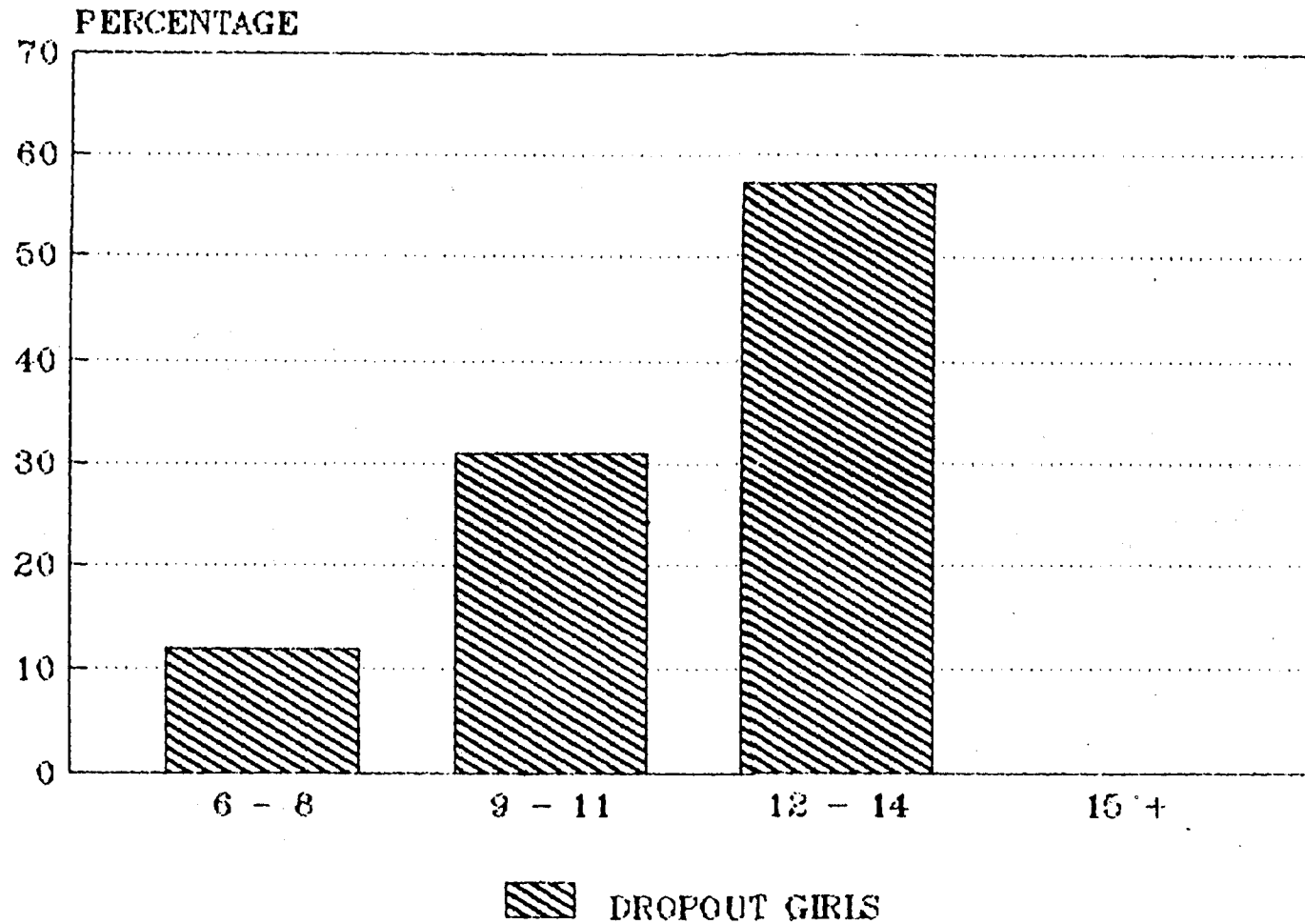
1. Free uniforms (93%).
2. Free books (92%).
3. Free stationery (86%).
4. Free meals (69%).
5. Pre-schools/day care centre/anganwadi (43%).
6. Appointing more women teachers (43%).
7. Availability of school/NFE centre within/close to habitation (37%).

Nearly all parents would like the facility of free uniform, free books and stationery be made available to girls as these are items, they can ill afford 69% asked for free meals. About 43% expressed the need for an anganwadi day care centre and pre school education so that girls could be frees from sibling care and the same number dwanded appointment of women teachers. Only about 13% were against coeducation. More than 37% wanted a school/NFE centre to be provided within / close to the habitation of their residence. As we would recall, there were 60 households from the to unserved villages in the sample and observation of the field showed, unadequate or poor educational facilities in urban slums. Only a few parents asked for changing school timings/calender. There was only one odd response in favour of a female escort for girls.

There was an overwhelming preference (96.5%) for income generating programmes for girls in the village. Literacy programmes/NFE centres were a second (50%), and only a little more than one third of parents also asked for programmes/camps on health and nutrition.

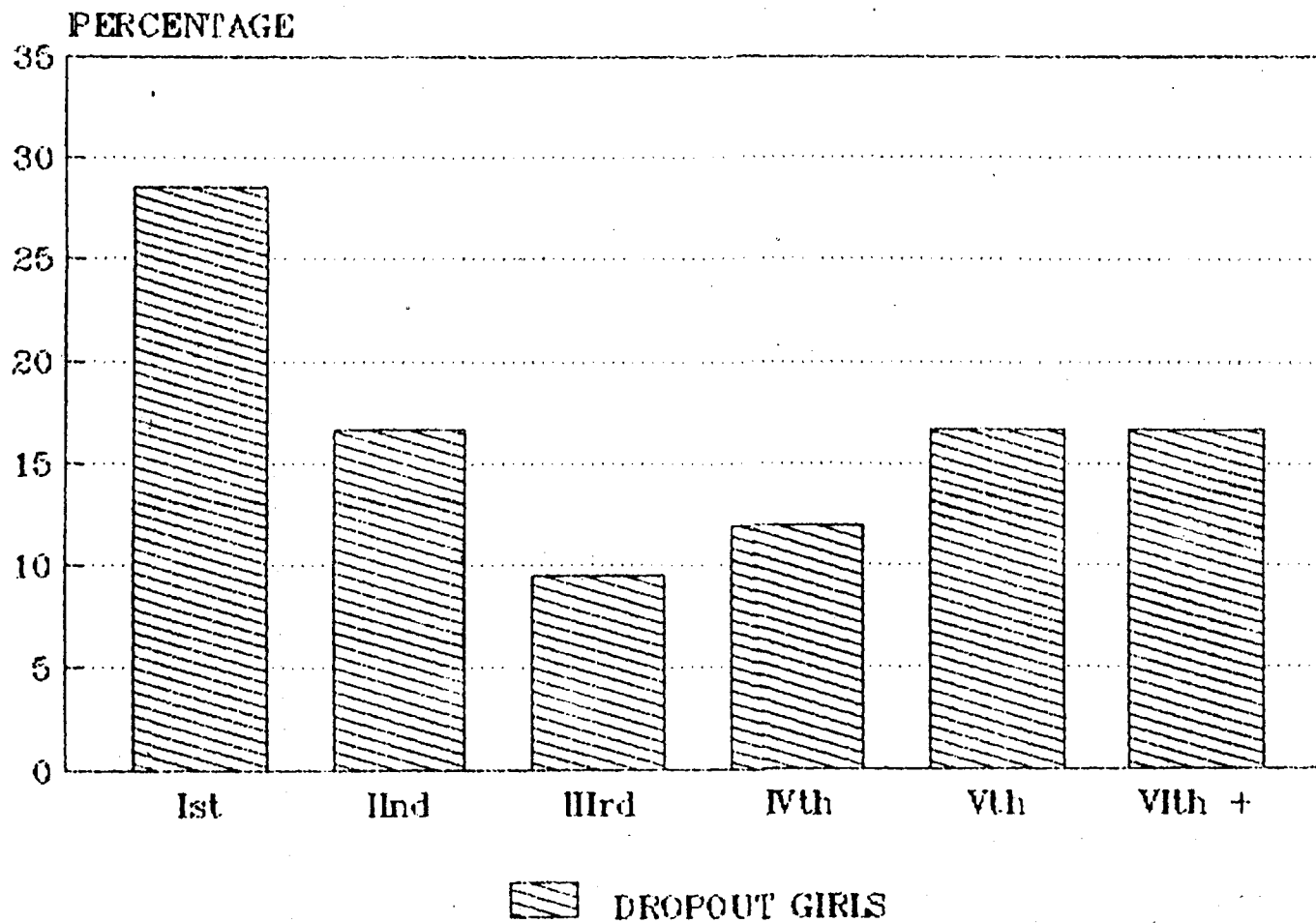
On overall picture of 270 set of parents is positive and encouraging. They are conscious of their own lack of education and would like their children not to suffer the same state. Even in poverty situation, gender discrimination operates as freely as in nearly any other setting. While the parents are willing and also making some sacrifices to get their some on to the school wagon, they would like that food, clothes, books, stationery are given to girls gratis and additionally free child care services. Considering the cost of not doing girls education will be greater than doing the same this requirement by parents for their female wards may have to be tugalea as an investment in to the girl chold and the future of human kind she holds within her womls.

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP DISTRICT : GUNA



SOURCE : SAMPLED 9 VILLAGE DATA

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : GUNA



SOURCE : SAMPLED 9 VILLAGE DATA

**CHAPTER 3.2
ANALYSIS OF DROPOUT GIRLS**

In all drop out girls were interviewed basically for ascertaining the reasons for hair dropping out and find out whether they would be will being gown the schurt nonfoaurwl programme at any print.

Table 3.2.1

A. AGE WISE DISTRIBUTION

Sl		Number	percentase
1.	6-8 years	5	11.90
2.	9-11 years	13	30.95
3.	12-14 years	24	57.14
Total		42	100.00

Table 3.2.2

B. Class wise distribution

Class	Number	percentase
1	12	28.57
2	7	16.67
3.	4	9.52
4	5	11.90
5	7	16.67
6	7	16.67
Total	42	100.00

Among these 42 drop out girls only 12% had dropped out between 6-8 years, 31 % between the age of 9-11 years and 57% between 12 and 14 years This conferme the pereutal respozses indicating early marriage and onset of paberty as constraining factor and the fact that a 9+ girl becomes almost adept at domestic choves and sivling care and little old she helps parents in their economic activetes

It is interesting to note that the maximum number of drop out girls left great itself girls are lost to be sent to school and earliest to be withdrawn by the families .

several probing question were asked from drop out girls in order to assess where the major fault lay , school related factor or extra school variables over which educational planners and administration have little control.

Table 3.2.3
Responses of Drop out girls

Sl.	Question	Yes		No	
		Fig	Per(%)	Fig.	Per(%)
1.	Would you like to resume studies	23	54.76%	19	45.24%
2.	Would your parents like to you to Go to school again	10	23.81%	32	76.19%
3.	Did you like your school	23	54.76%	19	45.24%
4.	Did you like your teachers	27	64.29%	15	35.71%
5.	Did you enjoy learning in the Classroom	23	54.76%	19	45.24%
6.	Did you get your teachers help When required	21	50.00%	21	50.00%
7.	Was there any difficulty in doing Your home work	2	4.76%	40	95.24%
8.	Did you ever fail in any class	1	2.38%	41	97.62%
9.	Were you regular in going to school	32	76.19%	10	23.81%
10.	Were you punctual	30	71.43%	12	28.57%

Analysis of above responses shows:

- i. 55% dropout girls are willing to resume studies, if they are given an opportunity.
- ii. As against this, only 24% felt confident that their parents would like their going back to school.
- iii. 55% girls had like their school.
- iv. 65% girls had liked their teachers.
- v. 55% enjoyed learning in the classroom .
- vi. 50% girls stated they go their teacher's help when ever they needed, the other half give a negative answer.
- vii. Only 5% experienced some difficulty in completing their homework.
- viii. Only one girl (2.38%) out of 42 had failed in a class, the rest did not fail ever, but got left or were with drawn drop on to had .
- ix. 76% girls drop onto had attended school regularly .
- x. 72% girls reported, they were punctual.

Table 3.2.4.
Responses of Drop out girls on Reasons for Dropping out

Sl.	Reasons for dropping out	No of responses	
		In fig.	In per.
1.	Inability of parents to pay extra tuition Fee \ fund.	0	0.00
2.	Inability of parents to provide clothes And shoes.	18	42.86
3.	Inability of parents to provide books.	13	30.95
4.	Inability of parents to provide stationery.	1	2.38
5.	Inability of parents to provide food and Medicines.	0	0.00
6.	Helping parents in occupation	19	45.24
7.	Engaged in remunerative employment	0	0.00
8.	Domestic work	39	92.86
9.	Care of siblings.	17	40.48
10.	Absence of support services viz. Anganbadi, Balwadi, creches	8	19.05
11.	Early marriage	1	2.38
12.	Social taboo on onset of puberty.	7	16.67
13.	Parental lack of motivation.	29	69.05
14.	Parental illiteracy.	8	19.05
15.	Lack of academic support (help from father) Family members \ others.	1	2.38
16.	School far away.	5	11.90
17.	Un-attractive school environment.	3	7.14
18.	Un-suitable school timing.	0	0.00
19.	Lack of relevance of curriculum.	1	2.38
20.	No women teacher.	27	64.29
21.	Lack of separate schools.	3	7.14
22.	Teachers negative attitude.	7	16.67
23.	Failure.	1	2.38
24.	Illness of family members.	1	2.38
25.	Own illness.	0	0.00
26.	Any other.	9	21.43

List out some major reasons.

1. Domestic work. (93%)
2. Parental lack of motivation. (69%)
3. No women teacher. (64%)
4. Helping parents in occupation. (45%)
5. Inability of parents to provide clothes and shoes. (43%)
6. Care of siblings (41%)
7. Inability of parents to provide books. (31%)
8. Parental illiteracy. (19%)
9. Absence of support services. (mainly child come) (19%)
10. Teachers negative attitude. (17%)

Discussions with drop out girls brought out the fact that it was extra school/ socio economic factors, chief among them being

domestic work load and parental apathy to education of daughters. Girls are held back at home at the slightest pretext, a guest or a visitor or sickness of a family members.

(We are kept back from school.) There is only one male teacher and no women teacher so I was withdrawn from school.

Besides girls help parents in making both ends meet and also look after your get siblings. Inability of parents to provide clothes and shoes and books are cited as other reasons for dropping out.

Table 3.2.5.
Work done by girl at home : responses of the drop out girls.

Sl.	Items	no of responses	
		In figures	in percentage
1.	Fetching water	33	78.57
2.	Fetching fodder and fuel	1	2.38
3.	Care and livestock	1	2.38
4.	Making cowdung cakes	19	45.24
5.	Care of sibling	17	40.48
6.	Cooking	16	38.10
7.	Washing /cleaning utensils	22	52.38
8.	Grazing cattle	5	11.90
9.	Wage earning activities	0	0.00
10.	Agriculture operations	4	9.52
11.	Home based production	0	0.00

Fetching water (79%), washing, cleaning utensils (52%), making cowdung cakes (45%), care of sibling (41%) and cooking (38%) is done by these girls. As noticed us earlier, water has to be fetched from a distance of half to one kilometer or even more in the sample villages. Some of the drop out girls are also involved in grazing cattle and helping parents in agriculture operations.

The drop out girls were unable to answer any questions regarding usefulness of education for girls or equality between

sexes. They however, expressed that parents do discriminate against them in matters of food, clothes, time for play and going out to market or fairs.

These girls had no regret leaving school although more than half would go back if allowed. Educational and occupational aspirations were nil.

In sum, these girls had not been "pushed out" by school but were "pull out" due to domestic/ family compulsions of poverty and parental illiteracy and apathy. In these cases, there was relative lack of motivation both on the side of the parents and the girls, the parents more to blame. The maximum response of these girls was for learning some income generating skills, literacy, education and health programmes were not all that popular.

Considering these primarily middle school drop out girls would soon land up into unsafe premature motherhood and ahead of maternal and infant mortality, education programmes should comprise income generating skills, literacy and health education. The out of school adolescent girls likely to go in the mass of adult illiterates which are already an alarming proportion.

CHAPTER 3.3
ANALYSIS OF NEVER ENROLLED GIRLS

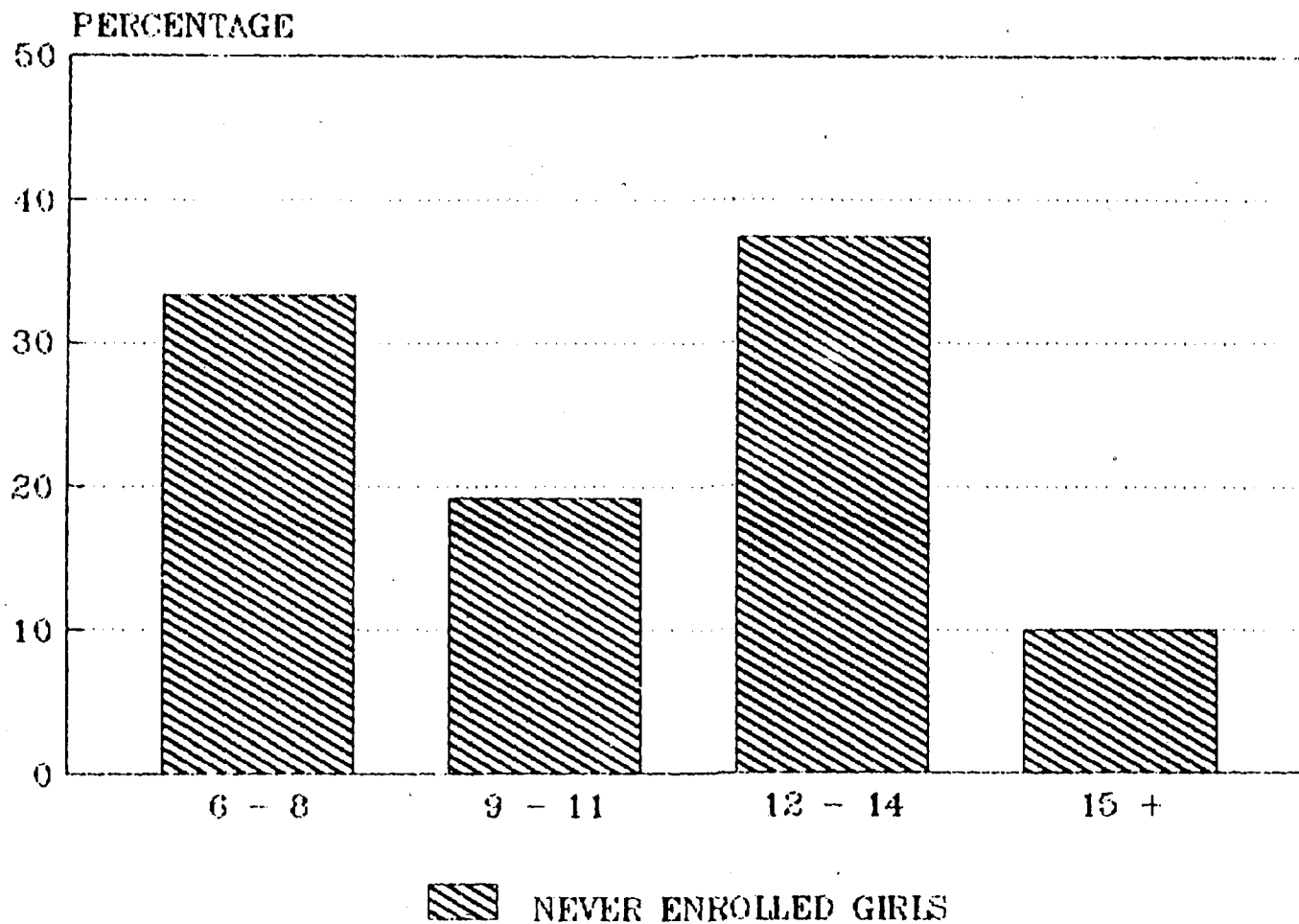
In all 120 never enrolled girls were interviewed to elicit reasons for not having gone to school.

Table 3.3.1

AGE DISTRIBUTION OF NEVER ENROLLED GIRLS.		
AGE		
6 - 8 years	40	33.33
9 - 11 years	23	19.17
12 - 14 years	45	37.50
15 +	12	10.00
TOTAL	120	100.00

As table 3.3.1 shows 90% of the non enrolled girls fall in the compulsory elementary education age group of 6 - 14 years and 10% are 15 years or older. This indicates immediate action to see that they are either brought to the formal school or a NFE center to avoid their growing up to illiterates.

DISTRIBUTION OF RESPONDENTS ACCORDING TO
AGE GROUP DISTRICT : GUNA



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.3.2
Reasons for non enrolment : perceptions of never enrolled girls.

Sl.	Reasons	no of responses	
		in figures	in per (%)
1.	Inability of parents to pay extra Tuition fee/fund.	0	0.00
2.	Inability of parents to provide clothes And shoes.	79	65.83
3.	Inability of parents to provide books.	59	49.17
4.	Inability of parents to provide stationery	5	4.17
5.	Inability of parents to provide food and Medicines.	3	2.50
6.	Helping parents in occupation.	51	42.50
7.	Engaged in remunerative employment.	1	0.83
8.	Domestic work.	106	88.33
9.	Care of siblings.	46	38.33
10.	Parental lack of motivation.	103	85.83
11.	Parental illiteracy.	25	20.83
12.	Non-availability of school/ nfe center Close to habitation.	43	35.83
13.	Un-suitable school timings.	1	0.83
14.	No women teachers.	60	50.00
15.	No separate school for girls.	2	1.67
16.	Lack of support services such as balwadies, Anganwadies, creches.	47	39.17
17.	Cultural factors such as early marriage, Social taboos and customs.	24	20.00

Main responses :

1. Domestic work (88%)
2. Parental lack of motivation. (86%)
3. Inability of parents to provide clothes and shoes. (66%)
4. No women teachers. (50%)
5. Inability of parents to provide books. (49%)
6. Helping parents in occupation. (43%)
7. Lack of support services. (39%)
8. Care of sibling (38%)
9. Non-availability of school/ nfe center close to
habitation(36%)
10. Early marriage, social customs/taboo (20%)

Domestic work keeps these girls away from school. Parental
lack of motivation was cited by 86% girls.

(I want to go to school but my parents don't send me.)

(There is no school in our village) said girls of unassessd
villages. "parents do not have money for our clothes, shoes and
books." Besides domestic work, these girls help parents in their

occupation and look after younger siblings. About one fifth of the non enrolled girls gave early marriage as the reason.

"I am married and then my parents have not learnt how to read and write. About 20% non enrolled girls (the older ones) felt that the illiteracy of their parents was a major reason, that these girls were not sent to school.

Table 3.3.3

Responses of never enrolled girls on education					
Sl.		Yes		no	
		Fig	per	fig	per
I.	Did you ever want to go to school	106	88.33	14	11.67
ii.	Did you ever talk to your parents				
	About it	52	43.33	68	56.67
iii.	Would your parents send you to school	47	39.17	73	60.83
iv.	Would you like to go to school now	98	81.67	22	18.33
v.	Can you read / write	2	1.67	118	98.33
vi.	Can you write your name	3	2.50	117	97.50
vii.	Can you count	19	15.83	101	84.17

Analysis of above responses is given below :

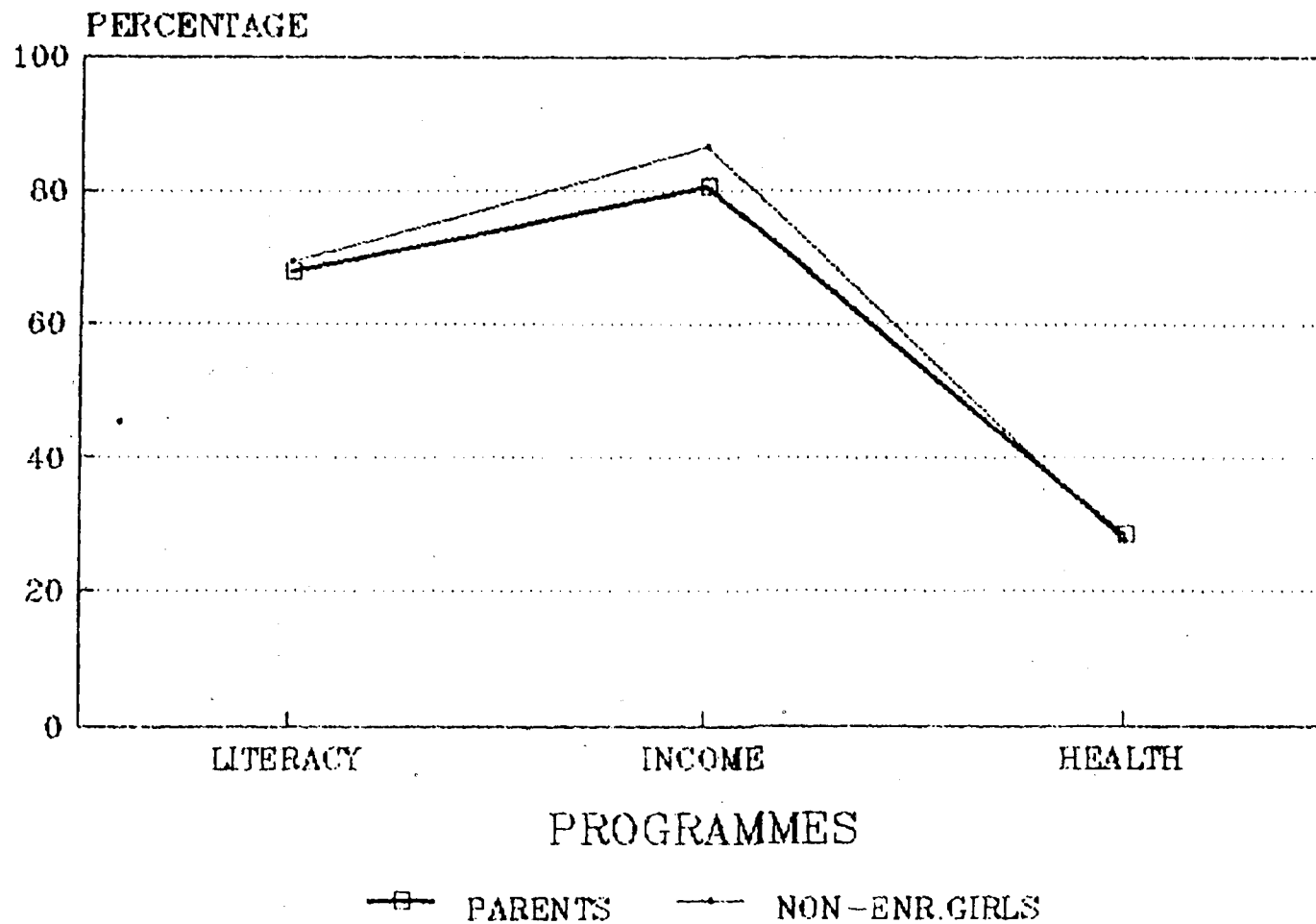
- i. 88% non enrolled girls had wanted to go to school. (but did not or could not.)
- ii. About 43% had expressed their desire for schooling to their parents.
- iii. About 40% said their parents would perhaps agree to send them to school or an NFE centre .
- iv. 82% are keen to go to a school now.
- v. Only 2 girls out 120 could read not write.
- vi. Only 3 girls knew how to write their name .
- vii. About 16% girls knew how to count, largely upto 10 or at the most upto 20.

Table 3.3.4.

Programmes needed by never enrolled girls

Sl.	Target group (never enrolled girl)	no of responses	
		In fig	in per
1.	Literacy programmes : nfe centers.	83	69.17
2.	Income generating programmes.	104	86.67
3.	Programmes /camps on health and nutrition.	33	27.50
4.	Any other.	2	1.67

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT GUNA



SOURCE : SAMPLED 9 VILLAGE DATA

As can be seen from table 3.3.4 :

Income generating programmes received an overwhelming response (87%) followed, literacy programmes /nfe centers (69%), programmes /camps on health and nutrition were indicated by (28%) of the non enrolled girls.

TABLE 3.3.5
WORK DONE / NEVER ENROLLED GIRLS

Sl.	Target group (never enrolled girls)	no of responses	
		In fig.	In per.
1.	Fetching water.	72	60.00
2.	Fetching fodder and fuel.	7	5.83
3.	Care of livestock.	2	1.67
4.	Making cowdung cakes.	70	58.33
5.	Care of sibling.	35	29.17
6.	Cooking.	38	31.67
7.	Washing /cleaning utensils.	42	35.00
8.	Grazing cattle.	39	32.50

Summary of responses :

1.	Fetching water	(60%)
2.	Making cowdung cakes	(58%)
3.	Washing /cleaning utensils	(35%)
4.	Grazing cattle	(32%)
5.	Cooking	(32%)
6.	Care of siblings	(29%)

The work day of the never enrolled girls is similar to that of the drop out girl, Fetching water and preparing fuel, cooking, washing and cleaning utensils, grazing cattle/goats and care of sibling are jobs done by these girls. On an average they spend about six to eight hours on these domestic chores in addition to helping parents in their economic activities / occupation.

TABLE 3.3.6
NEVER ENROLLED GIRL : HER PERCEPTION OF PARENTL DISCRIMIATION

Sl.		In fig.	In per.
1.	Food	36	30.00
2.	Clothing	46	38.33
3.	Toys/games	34	28.33
4.	Prituals and social visits	102	85.00
5.	Opportunities for play	93	77.75

Shy at first, the little girls interviewed would come out with their feeling about how parents treat them vis-a-vis sous. about 30% feel chiscrinuviated against in dispensation of food, 46% in matter of clothing and 28% stated they were rarely given toys or playthings whereat their brothers did get such things at times. As majourty of the houslolds were pouerty households, there was hardly enough to go around. yet several girls expressed the feeling they get less. Rituals and social visits (85%) and opportunities for play (78%) were perceined as major areas of discrimination.

("Brother is taken to another village or a fair. If I play, I am chided . I look after the smaller brother and the one older to me only plays, does no work.")

**CHAPTER 3.4
ANALYSIS OF TEACHERS SCHEDULE**

In all 12 teacher were intervied, of these 5 were female. The age of these teacher sanged bebaeer 24-40 years with majority belonging to the age group 30-35. The service length of these teachers sanged from 02 to 19 years. Qualifiation? averse Trained! untraine Meufal statue, Lnuba of childran, Or. haved singe ----. Das tan as from tain mace of us dance

Table 3.4.1.

Main factors for the girls continuing teacher's perceptions.

Sl.	Reasons	No of responses in figures
1	Better economic standing of house hold	8
2	Parental education	12
3	Parental motivation	12
4	Parental support like : payment of fees other than Tuition fees	9
5	Parental support like : provesion of book and stationery	11
6	Parental support like : provision of adquate food and Clothing	4
7	Parental support like : creating space and time for Studies at home	6
8	Parental support like : provision of academic support	2
9	: Self motivation of girl child	9

Summary of responses :

1. Parental motivation (12)
2. Parental education (12)
3. Positive attitude of teachers (11)
4. Parental support like; provision of book and stationery (11)
5. Parental support like: payment of fee pther than tuition costs (9)
6. Self motivation of girl child (9)
7. Beher economic standing of the house hold (8)

The teachers intesviewed stated that parental education and parental motivation are. The key factors in girls continuing their schooling This was tusa linked to the economic standing of

a household and their ability to pay for the non tuition costs, books, stationery etc This configuration of positive factors are accompanied by or cause high self motivation among girls .

TABLE 3.4.2.
Main Reasons For Dropping out.

Sl.	Reasons	n = 12	no of response In fig.
1	Inability of parents to pay extra tuition fee/ fund.		0
2	Inability of parents to provide clothes and shoes.		0
3	Inability of parents to provide books,		0
4	Inability of parents to provide stationery.		0
5	Inability of parents to provide food and medicines.		0
6	Helping parents in occupation.		11
7	Engaged in remunerative employment.		2
8	Domestic work.		12
9	Care of siblings.		10
10	Absence of support services viz-anganwadi, balwadi, creches		1
11	Early marriage.		7
12	Social taboo no movement of girls at onset of puberty.		12
13	Parental lack of motivation.		9
14	Parental illiteracy.		10
15	Lack of academic support/ help from father / family Members/ others.		4
16	School far away/ not available		2
17	Un- attractive school environment.		7
18	Un- suitable school timings.		1
19	Lack of relevance of curriculum.		5
20	No women teacher.		4
21	Lack of separate schools .		4
22	Failure.		8
23	Illness of family members.		0
24	Own illness.		0

Major responses:

1. Domestic work. (12)
2. Social taboos or onset of puberty. (12)
3. Helping parents in occupation. (12)
4. Parental illiteracy. (10)
5. Care of siblings. (10)
6. Parental lack of motivation (9)
7. Failure (8)
8. Early marriage (7)
9. Unattractive school environment. (7)
10. Lack of relevance of curriculum. (5)

The teachers see domestic work, helping parents on their occupation, sibling care as chief causes of girls dropping out among social economic factors. The girl child is saddled with the entire range of domestic and enter domestic work. Parents one, illiterate and hence are not greatly interested in educating girls, They feel on use of leasima not 3 Rs as they think the destiny of a girl is going to change. She has to do all this work even after marriage. A very prominent behaviour is that girls are withdrawn as soon as puberty sets in. Girls are married off very early in this district. It is indeed interesting to note that while the parents, the drop out and non enrolled girls very strongly indicated they cannot afford the extra tuition costs, books, stationery, clothes and shoes, teachers don't think so. The teachers largely attributed the responsibility for the drop out phenomenon on family related social, economic and cultural factors.

TABLE NO 3.4.3.

MAIN REASONS FOR GIRLS NON-ENROLMENT TEACHERS PERCEPTIONS

Sl.	Reason	n =12	no of responses In figures
1	Inability of parents to pay extra tuition fee/ fund.		0
2	Inability of parents to provide clothes and shoes.		0
3	Inability of parents to provide stationery.		0
4	Inability of parents to provide books.		0
5	Inability of parents to provide food and medicines.		1
6	Helping parents of occupation.		10
7	Engaged in remunerative employment.		2
8	Domestic work		11
9	Care of sibilings.		11
10	Parental lack of motivation.		12
11	Parental illiteracy.		11
12	Non-availability of school/nfe centre close to habitation		4
13	Un-suitable school timings.		2
14	Nowomen teachers.		2
15	Noseperate school for girls.		2
16	Lack of support services such as anganwadies, Balwadies, creches.		11
17	Cultural factors such as early marriage, social taboos And customs.		0

Major responses:

1. Parental lack motivation. (12)
2. Lack of support services such as anganwasdies, balwadies creches. (11)
3. Parental illiteracy. (11)
4. Care of sibilings. (11)
5. Domestic work. (11)
6. Helping paents in occupation (10)

The teachers see parental lack of motivation parental illiteracy, domestic work, sibilings care, lack of child can services, girls helpings parental as their occupation as the major no soon for girls not being sant to school.

TABLE NO 3.4.5.
Utility of girls education: TEACHERS PERCEPTION.

Sl. Responses in rank order	no of responses In figures
-----------------------------	-------------------------------

Responses;

- | | |
|--|------|
| 1. Will prepare girls for leadership roles in society | (12) |
| 2. Helps in reducing the family size. | (12) |
| 3. Will make girls and women aware of their rights. | (12) |
| 4. Will ensure education of future generations. | (12) |
| 5. Prepare girls for economic contribution. | (12) |
| 6. Develops a positive self image and confidence among familys. | (11) |
| 7. Will prepare girls for participation and decisionmaking pross in all walks of life. | (11) |
| 8. Can improve health and nutrition status of children and others family menbese. | (7) |
| 9. Helps rates are at marriage and reduce maternal, infant and child mor family. | (5) |

The teachers serellyt see a lot of mesit in educating girls . They expect education to make girls in me self confident and aware of their irtht , prepare them for economic contribution and participation in decision making processes in " and taking up teadership wole . Educated girls get married to education men and have smalle families. They will ensure farther that their cluidra are educated and do beheer than their inpwenment of halk and untional states of family delyed marrige and unse mortaty among ware and children are the others gains, they see.

TABLE 3.4.6
PERCEPTION OF GENDER EQUANITY : TEACHERS PERCEPTION

Sl.	Responses in rank order	agree Figer
1.	Girls and boys need equal education.	12
2.	Both need the same kind of food.	12
3.	Both need to be given equal health care.	12
4.	Both can be assegued the same daties and responsibilityes	12
5.	Both can have similar occupation.	12
6.	Both can have similar intelligence and abilities	12
7.	Men and women should be paid equal wages for equal work	12
8.	Husband and wife should take all decisions jointly	12
9.	Household work must be shared by all members of h.hold	12
10.	Both should be given equal time time to play	11
11.	Both can perfoens all tasks equally well	11
12.	Assets of thefamily should be gointy registered by The husband and wife	10
13.	Both should be given the same freedom	6

The teachers gave very egalitauan responses equalequality between sexes. onnearly every aspect tou under access to education,health, food, similar occupations, equal wages, joint decisionmaking by husband and wife. they see boys and girls performing all tales eprally wellwith the same seasssseof possibility, also, both both be given equal timeto play,The responsseon joint ounesship & cuseto was alsohushly positive but onlyhaff of them asneed that both boys andgirl could be given the same freedom.

"Thisis not practical. Girls are after all vulnerable ", expressed some.

The concept of freedom appeare class related andcontextual in poverty household both parents are allways from home and girls or to chance .famular seightwasa small often malrouished babe in arms of a 8 to 9 ear old girls, with a smaller brother or sister walking along freedom for this girl would men freedom to do to educate to work for person would of the main load we saw a 10

year old girl grazing about 20 goats and her younger brother walking alonger she had allready collated a family longe amount of twiges and had tied it in to the boundle. She asked an older man to help her load the wood on her head. He did that "on being asked" if she was his daughter plonk came the reaply "She is lower cast,Iam a rajput. this people live out side the village."freedomfor this girls perhapes means freeddom from want and hunger but her relaxed non chalout gait and demeanour made one wonder that by getting or inducted in the middle class institution (the school) whether one would usto her freedom.

CHAPTER 3.5
ANALYSIS OF INSTITUTIONAL HEAD SCHEDULE

TABLE No. 3.5.1
PHYSICAL FACILITIES IN SCHOOLS VISIT

Sl.	Item	no. of person in fig.
1.	Playground	3
2.	Laboratory	0
3.	Library	2
4.	Toilet	0
5.	Separate toilet for girls	0
6.	Health/ medical checkup in the school	5

Only three out of the six schools visited had playground two had a library (high school). Health and medical checkup had been carried out in five of these six schools. No school had a laboratory or a toilet, let alone a separate toilet for girls.

TABLE No 3.5.2
INSTITUTION HEADS:
MAIN FACTORS FOR THE GIRLS CONTINUING SCHOOLING

Sl.	Responses	no of person in figer
1.	Better economic standing of house hold	5
2.	Parental education	6
3.	Parental motivation	6
4.	Parental support payment of fee other than tuition fees	1
5.	Parental support provision of book and stationery	6
6.	Parental support provision of adequate food and clothing	5
7.	Parental support creating space & time for studies at home	2
8.	Parental support provision of academic support	4
9.	Self motivation of girl child	1
10.	Positive attitude of teacher	6

1.	Positive attitude of teacher	(6)
2.	Parental education	(6)
3.	Parental motivation	(6)
4.	Better economic standing of the house hold	(5)
5.	Parental support like : provision of books And stationery	(6)
6.	Parental support like : provision of adequate Food and clothing	(5)
7.	Parental support : provision of academic support	(4)

The Institutional heads (6) interviewed indicated that in the case of girls who continue their schooling, parents and teachers, both play a positive role. Parental education and motivation are high and their better economic capacity enables them to provide necessary support systems like books, stationery and their basics like adequate food and clothing and even academic support. Teacher's attitudes are reported as positive.

TABLE 3.5.3
INSITTUTIONAL HEADS
MAIN RESONS FOR GIRLS NON - ENROLMENT IN SCHOOL

Sl.	Responses	no of responses In fig.
1.	Inability of parents to pay extra tution fees fundd.	0
2.	Inability of parents to provide clothsand shoes.	1
3.	Inability of parents to provide books.	0
4.	Inability of parents to provide stationery.	1
5.	Inability of parents to provide food and medicines.	1
6.	Helping parents in occupation.	5
7.	Engaged in remunerative employment.	0
8.	Domestic work.	5
9.	Care of sibling.	4
10.	Parental lcke of motivation.	5
11.	Parental illiteracy.	6
12.	Non-availability of school / nfe center close to Habitation.	0
13.	Un-suitable school timings.	0
14.	No women teachers.	1
15.	No seperate school for girls.	2
16.	Lack of support services such as anganwadies, Balwadies, creches.	1
17.	Cultural factors such as early marriage, social Taboo's and customs's.	5
18.	Any other.	

Table 3.5.6
Institutional heads:
Main reasons for girls dropping out

Sl. Reasons	no of responses In figures
1. Inability of parents to pay extra tuition fee/fund.	1
2. Inability of parents to provide clothes and shoes	2
3. Inability of parents to provide books.	1
4. Inability of parents to provide stationery.	2
5. Inability of parents to provide and medicines.	1
6. Helping parents in occupation.	5
7. Engaged in remunerative employment.	0
8. Domestic work.	6
9. Care of siblings.	4
10. Absence of support services viz. anganwadi, balwadi, Creches	1
11. Early marriage.	2
12. Social taboo in onset of puberty	6
13. Parental lack of motivation.	4
14. Parental illiteracy.	5
15. Lack of academic support/help from father/ Family members/others	1
16. School far away.	1
17. Un-attractive school environment.	2
18. Un-suitable school timings.	0
19. Lack of relevance of curriculum.	2
20. No women teacher.	1
21. Lack of separate schools.	2
22. Teachers negative attitude.	2
23. Failure.	2
24. Illness of family members.	1
25. Own illness.	1
26. Any other	0

Summary of responses:

1. Social taboo on onset of puberty.
2. Domestic work.
3. Parental illiteracy.
4. Helping parents in occupation.
5. Parental lack of motivation.

The institutional heads primarily hold extra school factors responsible for girls dropping out of school. Girls are withdrawn on the onset of puberty. Parents are illiterate and are apathetic

towards the education of their daughters often, the compulsions of domestic work and the need for help by the parents in economic activities leads to the withdrawal of girls from the school prematurely.

**TABLE 3.5.7
INSTITUTIONAL HEADS:**

Sl. Responses	no. Of responses In figures
1. Develops a positive self image and confidence among girls.	6
2. Prepare girls for economic contribution.	6
3. Can improve health and nutritional status of children And other family.	3
4. Will ensure education of future generations.	5
5. Will make girls and women aware of their rights.	6
6. Helps raise are at marriage and reduce maternal, infant And child.	4
7. Helps in reducing the family size	5
8. Will prepare girls for leadership roles in society	6
9. Will prepare girls for participation and decision Process in all work	6

Summary of responses:

1. Will prepare girls for participation and decision process in all works in life.
2. Will make girls women aware of their rights.
3. Prepare girls for economic contribution.
4. Develops a positive self image and confidence among girls.
5. Helps in reducing the family size.

The institutional heads perceive great utility of educating the girls. Education they expressed would certainly help develop about their length and enable them to participate in decision making in all walks of life and develop leadership skills. They also see education heading to reduced maternal, infant and child mortality and improved health and nutritional status of children and the other family members to an extent.

TABLE NO. 3.5.8
 INSTITUTIONAL HEADS:
 PERCEPTION OF GENDER EQUALITY

Sl. Items	no of responses In figures
1. Girls and boys need equal education	6
2. Both need the same kind of food	6
3. Both need to be given equal health care	6
4. Both can be assigned the same duties/responsibilities.	6
5. Both should be given the same freedom	6
6. Both should be given an equal to play	6
7. Both can perform all tasks equality well	6
8. Both can have similar occupations	6
9. Both can have similar intelligence and abilities	6
10. Men and women should be paid equal wages for equal work	6
11. Husband and wife should take all decisions jointly	6
12. Household work must be shared by all members of h.hold	6
13. Assents of the family should be registered	6

All institutional heads interviewed appear to favour equality between the two sexes. Even if one were to discount such overwhelming responses for their exaggeration, the positive note is the fact that at least theoretically or publically they support gender equality. This could be the starting point for positive thinking and positive action in this area.

CHAPTER 3.6
ANALYSIS OF COMMUNITY LEADER SCHEDULE

TABLE 3.6.1
UTILITY OF GIRLS EDUCATION

01. Rank order of responses n=8

1	Develops a positive self image and confidence among girls
2	Prepare girls for economic contribution.
3	Can improve health and nutritional status of children and family
4	Will ensure education of future generations.
5	Will make girls and women aware of their rights
6	Helps raise age at marriage and reduce maternal, infant and child mor
7	Helps in reducing the family size.
8	Will prepare girls for leadership roles in society.
9	Will prepare girls for participation and decision process in all works

1. Prepare girls for economic contribution (8)
2. Develops a positive self image confidence among girls (8)
3. Will prepare girls for participation and decision process in all walks life (7)
4. Will ensure education of future generations. (7)
5. Will prepare girls for leadership roles in society (6)
6. Will make them aware of their lights (5)
7. Helps in reducing the family size (5)
8. Helps raise age at marriage and reduce maternal and child mortality (2)
9. Can improve health and nutritional status of children and other family members (1)

Table 3.6.2
Perception of gender equality

Sl.	Responses in rank order	no of fig.
1.	Both need the same kind of food.	8
2.	Both need to be given equal health care.	8
3.	Both can have simple occupation.	8
4.	Husband and wife should take all decisions jointly.	8
5.	Men and women should be paid equal wages for equal work	8
6.	Both can be assigned the same duties / responsibilities.	8
7.	Girls and boys need equal education.	7
8.	Both can perform all tasks equally well.	7
9.	Both have similar intelligence and abilities.	7
10.	Both should be given equal time to play.	6
11.	Assets of the family should be registered jointly in the Names of husband and wife.	4
12.	Both can be given equal freedom.	2

As the care of the teacher, the community leader interviewed are highly reassuring on most lessons of gender equality equal time to play and joint ownership of assets are not appear of acceptable to some. Only our community leaders appear of equal freedom on both.

Table 3.6.3

Sl.	Target group (comm. Leader sch.)	fig.
1.	Village panchayat meeting	5
2.	Mahila mandals.	0
3.	Political or social organisations.	1
4.	Schedule caste.	5
5.	Schedule tribe.	5
6.	Nfe scheme.	0

Qualitative ancillary questions and their responses have not been in this report since it contains individual and unique responses which requires special attention. Hence will be treated later.

Chapter IV

District - Guna

Major Finding and Recommendation

Findings

- 1.0 Mapping out gender disparities in access, enrollment and retention.
- 1.1 There are 772 schoolless / totally unserved habitations in the district Guna.
- 1.2 Forty two percent (42.56) of those enrolled at primary level are girls. Sc girls form 42.74% and st girls form 35.55% 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 62.00% compared to 42.00% for boys. For sc girls dropout rate is 74.00% compared to 50.00% for boys while the dropout rate of st girls is 87.00% compared to 71.00% 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 Guna district there were 54% girls in the age group 6-14 years.
 - 1.5.1 Out of these 174 were attending school; 144 were never enrolled and 55 had dropped out.

- 1.5.2 Out of the 174 enrolled girls, there were 141 girls in primary classes, out of which 64 percent were in the age group 6-10 years and 17 percent were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of 4 percent at the primary level.
- 1.5.3 Out of the 144 never enrolled girls, 58 percent belong to age group 6-10 years and 38 percent were between 10-14 years.
- 1.5.4 Out of 55 dropout girls, 72 percent dropped-out from the primary classes, 28 percent from middle stage. Of the 55 who dropped-out 38 girls were of age group 6-10 years and the rest 17 girls 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 (78%) of the never enrolled girls were illiterate, 69 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, 45 percent came from scheduled caste families and 39 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 sided 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 85 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 Guna 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 69 percent, fathers 88 percent).
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 50 percent dropout girls belonged to families with household income of less than rupees 10,000 per annum. Even from higher income groups, nearly 40 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.

- 2.3.7 Nearly 48 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 (95 %) among dropouts would like to go back to school.

Situation of girls and women in Guna

- 3.1 Women form 50 percent of the total population in Guna district.
- 3.2 Sex ratio is adverse in Guna district. There are 876 females per thousand males. In 1981 sex ratio was 882. Sex ratio ranges from 856 in Aron block to 899 in Bamari block. In the age group 0-6 years, where sex ratio is 1073 girls per thousand boys in district, ranging from 910 in sarai landha block to 955 in chanderi block.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This excess of female mortality over male mortality in all age groups upto the age of 40 years.
- 3.4 Decadal population growth in 1981-1991 was 30.68 compared to 27.65 in 1971-81.
- 3.5 Total fertility rates in 1981 was 212 in Guna district.
- 3.6 Infant mortality rate was 150 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Guna district was 15.00 in year 1981. Percentage of all females in the age group of 15-19 years were found 57 percent in 1981.
- 3.8 It was found in Guna district that girls and women do not have a good social standing. There is a total environment of hurling indignation on women. There is prevalence of early marriages, dowry system, purdah system. It was observed that there is strong son preference, girls get a second grade treatment. Due to

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

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

3.10 The parents by and large agreed that there should be equality in the matters of food, education, health care and time to play. Nearly 13 percent perceive 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 356 mahila mandals covering all villages in guna 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 1514 anganwadis for a child population of 309090 (0-6 age group).
- 6.3 Block wise position of sex ratio shows coverage of 0-6 age group ranges from 94.9 percent in aron lendha block to 95.5 in bamari 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 Guna 19 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 absent.

8.3 All the bco of the block were males. Out of 6 head teachers interviewed all were males. In the district out of 7 class ii block level officers and 570 class iii head teachers level, there were 75 females. At the school level, out of 570 class iii officers 15.2 % were women and at class iv, 9 out of 35 were female.

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

9.1 On the analysis of data, indicators for monitoring girls education and women's empowerment shall be developed under management information system (mis).

Suggested Interventions

Administrative measures

- (1) There is an urgent need for school in the unserved villages and aburn area.
- (2) NFE centers must be opened for out of school girls.
- (3) Middle and high school must be opened wherever there are primary and middle school respectively.
- (4) In the large villages school must be centrally located.
- (5) For scattered population, day boarding schools must be started.
- (6) All single teacher schools must be made multiple teachers school.
- (7) More female teacher must be appointed and posted in village.
- (8) An honest and sincere effort should be made for the implementation of compulsory primary education especially for the girls.
- (9) The school timings should be adjusted so as to be suitable during the harvesting and planting.
- (10) Hostel facilities to be provided to rural girls for secondary education.
- (11) The panchayat and teachers who work for cent percent enrolment of girls must be given award and publicity.
- (12) It would help to involve parents in school administration. Parents should be made to interact with teachers in various functions and given the feedback about them.
- (13) Special measures are required for the girls in slums as they get inducted into the affluent families as servants. Then

depriving them of education.

- (14) Local educated girls and boys must be appointed in the village for having regular performance of duties.

Teachers

- (1) There is requirement for appointing more teachers.
- (2) The villages have demanded female teachers hence more females must be posted in the villages.
- (3) Teachers must be provided with better facilities like residential accommodation, security and entertainment.
- (4) Orientation programme of teachers is essential so to sensitize them regarding gender bias.
- (5) Local educated women should be employed in the village school.
- (6) Teachers must be encouraged to find out the reasons for girls absence from school.
- (7) Women should be given due representation in administration. Government must ensure that out of two posts of DEPED and BEQ, one post is given to a woman administrator.
- (8) The teachers of primary school need to be made aware on specific issue related to girls education and women's employment.
- (9) Teacher organisation could be of greater importance in implementing universal primary education.

Incentives

- (1) Government must allocate more funds incentives.
- (2) The incentives should be provided to all needy children, especially those belonging to economically weaker families.

irrespective of their caste and creed.

- (3) There is need for enhancement of incentives both in quality and quantity to draw girls from poor families.
- (4) To improve enrolment of girls, the incentives must be distributed timely,
- (5) Uniform, winter wear, stationery should be given to all rural children specially girls.
- (6) The girls should be given nutritious midday meals in the schools.
- (7) Cash prizes should be given to the girls who are doing well in schools.
- (8) Where schools are far off, transportation facilities must be provided.

Curriculum

- (1) Text books should be evaluated and analysed, gender bias in its contents identified and eliminated.
- (2) Examples of successful women in different fields must be quoted in text books and work books.
- (3) To make the curriculum more useful and interesting more enter-curricular activities must be incorporated.
- (4) Vocational skills as well as skills related to day to day activities should be taught to both boys and girls equally.
- (5) Teachers should give students specially girls extra time and attention so that they can make up for their deficiencies.
- (6) There should be provision for tuition to weak students specially girls who do not get any academic help from

parents.

Support services

- (1) There is need for relieving girls from the burden of household work and sibling care. They should not be involved in income saving or income generating activities.
- (2) More creachers, anganwadis, balwadis must be opened in the village and with similar timing as those of schools.

Mobilisation of parents and community for girls education and womens Empooverment.

- (1) Adult Education center can prove to be fruitful in making the illiterate parents understand the importance of education.
- (2) Media and Government departments such as public relations department, should be made to work in a coordinated manner for the betterment of girls and women.
- (3) parents should be involved in solving the problem of the girls child at home with regards to shudies, More contact with parents can improve attendance. Frequent meeting with parents of absentees can improve attendance.
- (4) Issues related to gender should be discusssed with the member of Mahila Mandal,VEL and panchayat. Orientation programmes should be conducted for parents and community leaders towards improving the status of girl child and women.
- (5) Family planning methods should be made available in the villagers and the importance of small families must be highlighted.

- (6) The tradition of early marriage must be ended. Community should be made aware of the legal age of marriage. The parents should be explained the ill effects of early marriages and early child bearing.
- (7) Local volunteers must be drained to achieve the targets of UPE and attain gender equality and women's empowerment.
- (8) District administration should adopt study villages as lead villages for removing gender bias in education and for women's empowerment.
- (9) The government should provide legal help to women in villages.
- (10) Sex determination centers must be closed and the tests should be banned.
- (11) Mahila Mandals can play a vital and positive role in the villages. Mahila Mandals should be given enough powers to supervise primary education. Mahila Mandal should be energized with income generating and awareness creating programmes.
- (12) It should become the community duty to provide space for Mahila Mandals and NFE centers for girls.
- (13) Education authorities should seek the cooperation of villagers, social workers, in the villages for solving the problem of drop out and non-enrolment of girls.
- (14) Village education committees should be started. VEC's can prove very helpful in solving the problem of non-enrolment, retention and achievement if they are involved in planning, implementation and evaluation of VEE.
- (15) Teacher organization can play an important role in ensure

enrolment and success of girls in primary education.

- (16) Youth club, Nehru yuva landra and sangathansbranches must be opened in every village and this organisation should be given the work of U.P.E..

PROGRAMME AREAS

Following major programme areas have emerged out of the study.

SOCIAL MOBILIZATION OF ISSUES OF THE GIRL CHILD AND WOMEN'S EMPOWERMENT.

- (1) Campaigns are required to bring about an awareness and mobilize and soliciting community support.
- (2) Members of VEC's, panchayats, NYKS should be oriented.
- (3) Strengthening and preparing Mahila Mandals for playing key role in universal primary education.

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

- (1) Girls to be provided free books, and stationery
- (2) The winter cloths, uniform, shoes should be provided to all girls.
- (3) The girls can be given cereals and pulses as incentives for regular attendance.
- (4) Mid day meals must be provided in the schools specially to girls with the help of mahila Mandals.

SERVING OUT OF SCHOOL GIRLS

- (1) Non formal education centres can be of vital importance specially for girls above eight years with element of income generating skills.
- (2) Distance Education Mode.
- (3) Balika Yojana (scheme) for adolescent girls, Department of women and child development.
- (4) Income generating skills must be imparted to the girls so that they may become self reliant.

TOTAL LITERACY CAMPAIGNS

- (1) Sibling care being a major problem, anganwadis, balwadis and should be provided.
- (2) NFE centres can play a pivotal role in providing out of school girls continuance of education.
- (3) Anganwadi works need to be sensitized.

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION.

- (1) Preparation of materials for teacher training, curriculum development and transaction.
- (2) Orientation of teachers and teacher educators.
- (3) Orientation of educational planes and administrators.
- (4) Preparation of gender inclusive materials for NFE both for instructions and learners.

LIST OF ABBREVIATIONS

AE	Adult Education
BDO	Block Development Officer
BRC	Block Resource Centre
COPE	Computerised Planning for Education
CRS	Cluster Resource Centre
CSS	Centrally Sponsored Scheme
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
ECCE	Early Childhood Care and Education
EE	Elementary Education
EFA	Education For All
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GP	Gram Panchayat
ICDS	Integrated Child Development Services
JP	Janpad Panchayats
MIS	Management Information System
MLL	Minimum Levels of Learning
NCERT	National Council of Educational Research & Training
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIEPA	National Institute of Educational Planning & Administration
NLM	National Literacy Mission
NPE	National Policy on Education
OB	Operation Blackboard
POA	Programme of Action
PRI	Panchayati Raj Institution
RES	Rural Engineering Service
RI	Resource Institution
RGPSM	Rajiv Gandhi Prathmik Shiksha Mission
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SDO	Sub-Divisional Officer
SIEMT	State Council of Educational Management & Training
SK	Shiksha Karmi
SP	State Plan
SPG	State Planning Group
SPD	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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