

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

District

BETUL

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

1994

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

1994

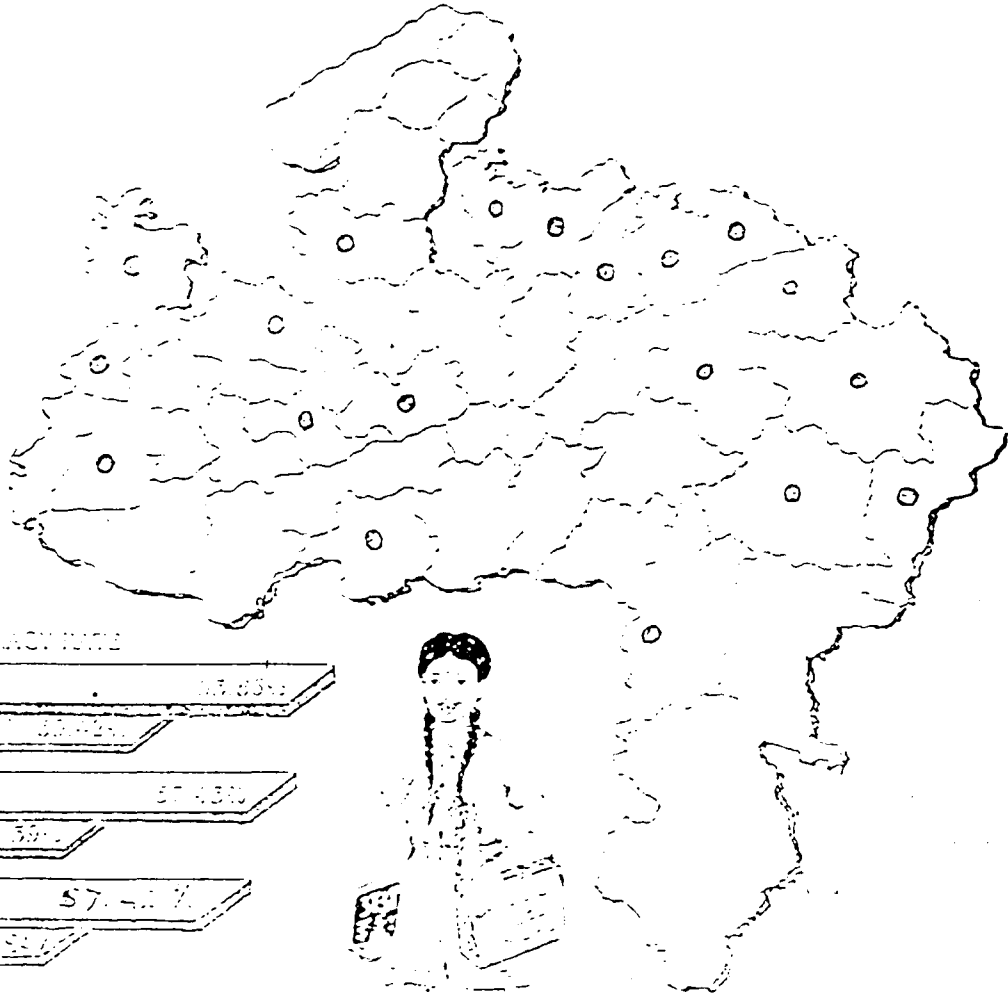
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DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH



LITERACY RATE

M	57.05%
F	55.2%
M	57.05%
F	55.2%
M	57.05%
F	55.2%

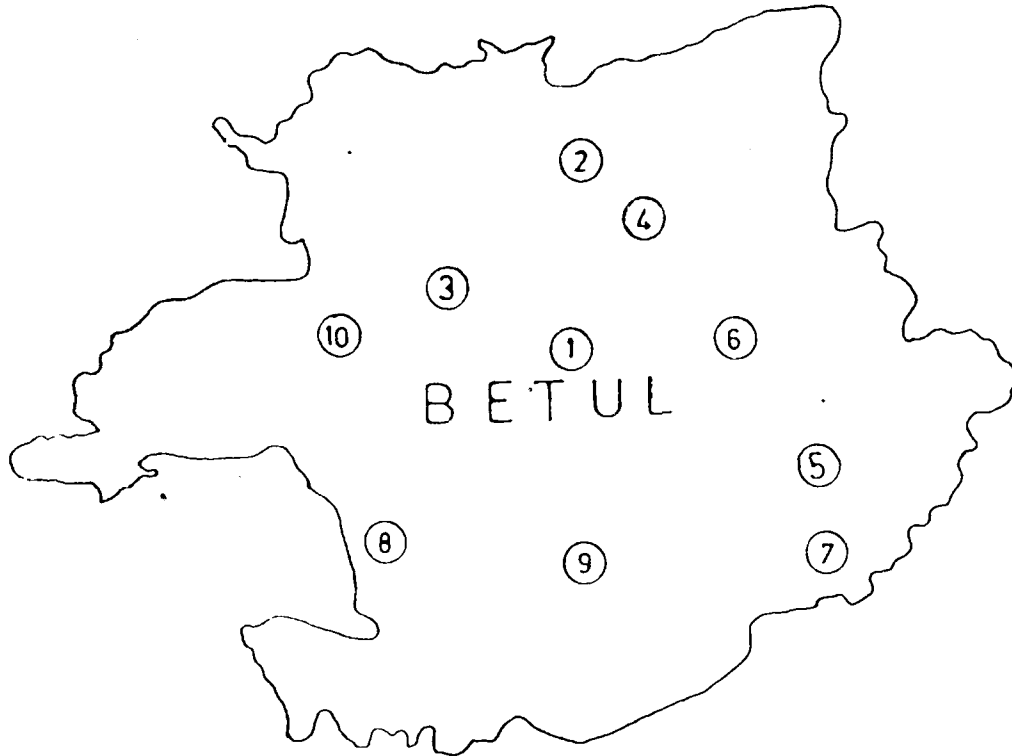
SEX RATIO

M	950
F	950

DPEP DISTRICTS

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

STATE : MADHYA PRADESH
DISTRICT : BETUL
BLOCK WISE POPULATION



① BLOCK	① POPULATION
① BETUL	- 122361
② SHAHPUR	- 72658
③ CHICHOLI	- 56686
④ GHODADONGRI	- 97573
⑤ MULTAI	- 113460
⑥ AMLA	- 111241
⑦ PRABHATPATTANAM	- 109184
⑧ BHAINSDEHI	- 84040
⑨ AADHNER	- 79132
⑩ BHIMPUR	- 90092

SOURCE : CENSUS 1991

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

National Project Director : Usha Nayar

Consultant : Sarojini Bisaria

Madhya Pradesh

State Controlling Officer : U.S.Pathak

State Coordinator : Madhu Mishra

State Team :

District Betul

(1) Lalita Sharma	(4) Pratik Sharma
(2) Shashi Varshney	(5) Vinita Sharma
(3) Ratna Goswami	(6) Narayan Singh

Computer Analysis : Akash Deep Gupta

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

		INDIA	MADHYA PRADESH	BETUL
1. POPULATION	TOTAL PERSONS	844,324,222	66,135,862	1,1,80,527
	MALES	437,805,805	34,232,048	6,00,101
	FEMALES	406,518,417	31,903,814	5,80,426
	RURAL PERSONS	950,251,746	50,787,815	9,59,636
	MALES	627,146,597	26,123,971	4,84,082
	FEMALES	323,105,149	24,663,844	4,75,554
	URBAN PERSONS	217,177,625	15,348,047	2,20,891
	MALES	114,700,656	8,108,077	1,16,019
	FEMALES	102,476,969	7,239,970	1,04,872
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	27.57
	RURAL	19.71	22.11	22.46
	URBAN	36.19	44.98	55.85
3. AREA(sq,km)		3,287,263	443,446	10,043
4. DENSITY OF POPULATION (Per sq,km)		267	149	118
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	967
	RURAL	941	944	982
	URBAN	893	893	904
6. LITERATES	PERSONS	362,174,360	23,491,956	4,29,039
	MALES	230,406,481	16,101,046	2,73,749
	FEMALES	131,767,519	7,390,910	1,55,699

SOURCE : CENSUS OF INDIA - 1991

INTRODUCTION
DPEP GENDER STUDIES
An Overview

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

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

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

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

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

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

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

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

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

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

MAJOR FEATURES OF DPEP

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

THE DPEP FURTHER EMPHASISES :

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

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

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

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

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

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

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

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

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

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

Following studies were carried out :

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

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

METHODOLOGY

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

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

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

GOALS OF GENDER STUDIES

[GOALS (IMMEDIATE)]

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

GOALS (LONG TERM)

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

SPECIFIC OBJECTIVES OF THE STUDY

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

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

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

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

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

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be canvassed interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

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

FIELD WORK

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

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

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

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

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

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

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1994

MADHYA PRADESH

INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

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

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

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

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

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

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

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

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

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

POPULATION AND LITERACY OF AGE GROUP 7 YEARS AND ABOVE

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

NATIONAL LEVEL

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

During 1961-71 population of the age group 5 and over increased by about 96 millions and the number of literates increased by about 56 million. Thus the number of illiterates increased by 40 million. During 1971-81 increase in taking into account for Assam for 1981 was of the order of 129 million and the corresponding increase in literates was 85 million and that of illiterates it was 44 million. Taking into account estimates for Assam for 1981 and J & K for 1991 increase in population aged 7 years and above during 1981-91 was about 138 million and increase in the number of literates was about 120 million. Increase in the number of illiterates was only 18 million. It shows that increase in population and literates has been substantially high during these decades but the rates of increase in the number of illiterates has declined over the three decades. For the first time in 1991, number of literates has exceeded the number of illiterates thereby taking the literacy rate above 50 percent landmark.

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

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

STATE LEVEL

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

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

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

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

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

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

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

Statewise analysis of literacy situation indicates wide disparity in literacy among States/UTs. While Kerala, Mizoram and Lakshdweep have achieved the distinction of crossing the 80 percent mark which is considered a stage of self reliance, states like Bihar and Rajasthan which are still below 40 percent level of literacy and Dadar & Nagar Haveli, Arunachal Pradesh, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Orissa, Meghalaya and J & K are struggling to cross the take off point of 50 percent. yyyattention, as more than 70 percent of the illiterates of the country reside in these 7 States.

DISTRICT LEVEL

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

Table 01

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

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

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Table 02

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

MADHYA PRADESH

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

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

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

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

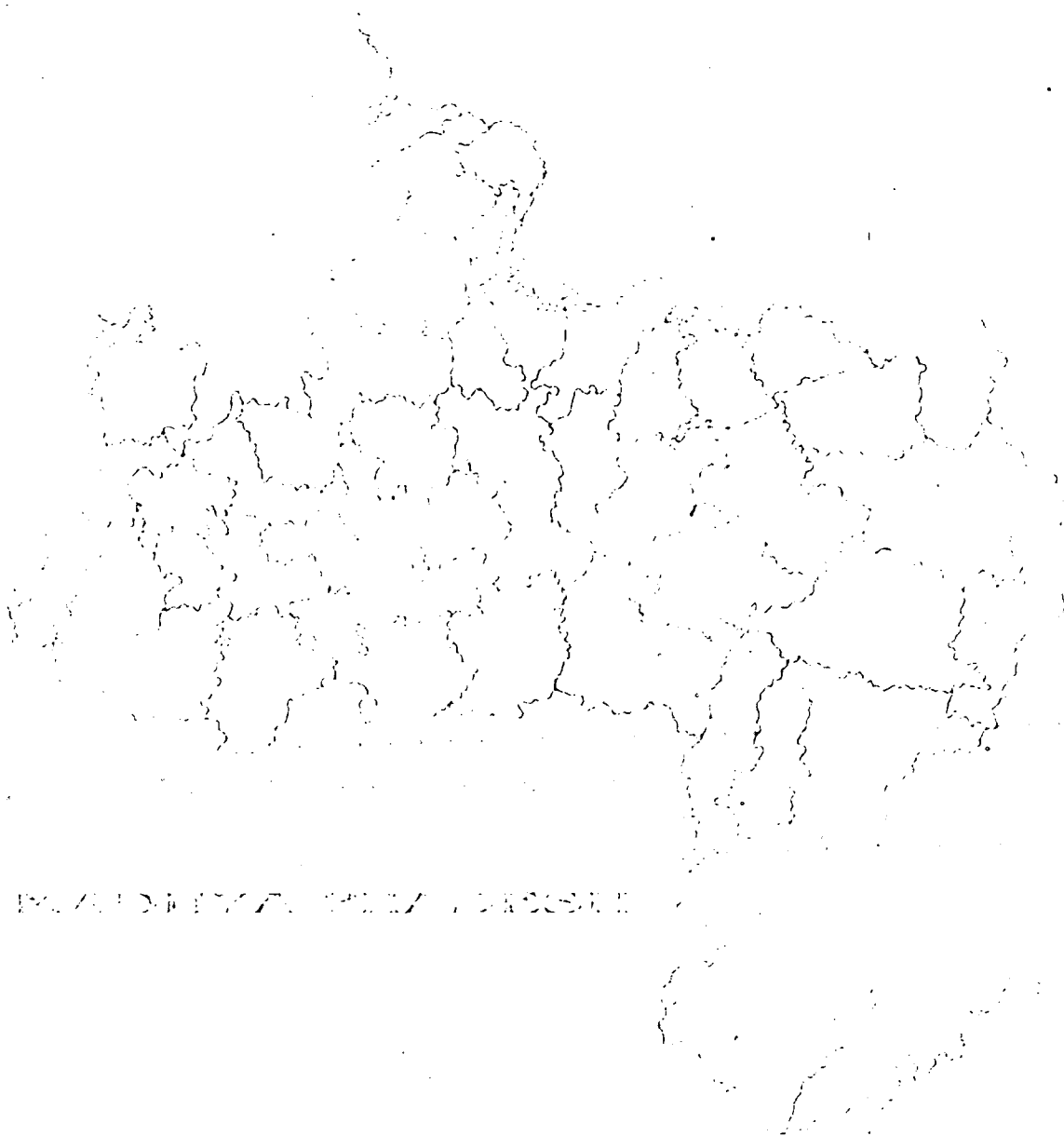
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DISTRICT PRIMARY EDUCATION PROGRAMME



GENDER STUDIES



MAHARANI LAXMIBAI P.G. COLLEGE

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

1994

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

Demographic Scenario

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

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

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

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

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

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

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

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

Source: Census of India -1991

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

TRIBAL SCENARIO The tribal population is 151.73 lacs which is the highest for any state in the country. Incidentally this is also 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 in 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.

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

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

Source : Census of India -1991

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

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

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

Decadal Growth rate of population .

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

GROWTH - RATE

The growth-rate of population in Madhya Pradesh has gone up from 25.27 per cent in 1971-81 to 26.75 per cent in 1981-91. The highest growth-rate of 50.92 per cent has been recorded by Bhopal district, followed by Jhabua district with 42.03 per cent. The third position in terms of growth-rate of population is occupied by Sidhi district, registering a growth-rate of 38.51 per cent in 1981-91. The growth-rate of Bhopal district has gone down from 56.38 per cent in 1971-81 to 50.92 per cent in 1981-91 whereas during the same period the growth-rate of Jhabua has gone up from 19.07 per cent to 42.03 percent and of Sidhi district from 27.51 per cent to 38.51 per cent. Indore district, in which is situated the throbbing industrial and commercial hub of the State, recorded a growth-rate of 29.90 per cent in 1981-91, as against the growth-rate of 37.45 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 24.81 per cent during 1971-81. On the other hand, the lowest growth-rate of 18.72 per cent, has been recorded in Balaghat district in 1981-91, while during the previous decade of 1971-81, Raigarh district had recorded the lowest growth-rate of 12.36 percent.

Decadal Variation in Populatiaon:

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

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

Sex-Ratio

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

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

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

Source : Census of India 1991.

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

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

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

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

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

Total Fertility Rate:

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

Infant Mortality Rate:

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

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

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

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

Female Child Deaths by Age 2 years.

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

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

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

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

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

State/ distr- icts	% Married Fem- ales in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertili- ty rate	1988 couple protect ion rate
GUNA	77.91	15.00	42.03	215	28.50
TIKAMGARH	84.36	14.30	44.48	224	29.40
CHHATARPUR	80.33	14.50	42.19	221	24.40
PANNA	80.42	15.00	45.54	222	27.50
SATNA	79.36	14.80	41.20	197	24.60
REWA	83.72	14.40	40.55	191	46.40
SHAH DOL	78.22	14.80	35.57	165	27.80
SIDHI	84.38	14.60	38.70	187	24.00
MANDSAUR	72.38	14.80	38.30	186	31.70
RATLAM	61.05	15.50	38.15	190	46.40
DHAR	54.80	16.30	39.39	207	43.30
BETUL	38.84	16.90	40.69	224	33.80
SEHORE	75.48	14.80	40.77	208	33.70
RAJGARH	79.20	14.60	38.95	190	30.80
RAISEN	75.66	14.90	42.62	218	29.30
RAJNANDGAON	58.84	14.90	35.52	180	49.10
BILASPUR	64.18	15.40	34.14	169	36.20
SURGUJA	54.62	15.60	33.35	157	32.60
RAIGARH	38.53	17.00	37.22	149	45.50

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

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

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

Economic Scenario

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

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

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

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

Source: National Sample Survey.

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

State	Total	Rural	Urban
Madhya Pradesh	31.0	36.2	9.8
Kerala	16.6	18.2	11.9

Source : Census of India 1981

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

Table 14

The Marginal Workers in M.P. (1991)

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

Source : Census of india 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

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

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

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

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

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

New Delhi.

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

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	39.85

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

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

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

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

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

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

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

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

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

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

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

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

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

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

Table 29
Primary Schools
Teachers (in thousands)
Madhya Pradesh

	Male	Female	All
Total	138	43	181
Trained	95	26	121

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

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

DPEP : Proposed Coverage in Madhya Pradesh

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

Division	District

1. Bhopal	1. Sehore
	2. Raisen
	3. Rajgarh
	4. Betul
2. Gwalior	5. Guna
3. Indore	6. Dhar
4. Ujjain	7. Ratlam
	8. Mandsaur
5. Sagar	9. Tikamgarh
	10. Chhatarpur
	11. Panna
6. Raipur	12. Rajnandgaon
7. Rewa	13. Rewa
	14. Satna
	15. Sidhi
	16. Shahdol
8. Bilaspur	17. Bilaspur
	18. Raigarh
	19. Sarguja

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

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

BASIC DATA OF 19 DPEP DISTRICTS

DIVISION	S. NO.	DISTRICT	LITERACY RATE			NO. OF			NO. OF			NO. OF			GER		
			M	F	TOT	BL	VILL	HABITA	GOVT	NON-	TOTAL	CENTRES	BOYS	GIRL	OVER		
			KS	AGES	TION	GOVT	GOVT										
Bhopal	1	Sehore	56.9	22.0	40.4	5	1063	1069	930	120	1050	500	92.01	67.01	80.01		
	2	Raisen	54.0	25.5	40.8	7	1518	1425	1095	74	1169	564	89.5	85.01	87.5		
	3	Rajgarh	46.7	15.6	31.8	6	1747	1666	1012	48	1060	585	75.7	59.3	65.8		
	4	Betul	57.4	33.9	45.9	10	1391	1328	1241	49	1290	502	93.5	56.7	90.2		
Gwalior	5	Guna	48.9	15.0	34.6	9	2277	2590	1349	84	1433	700	95.01	81.01	89.01		
Indore	6	Dhar	47.6	20.7	34.5	13	1570	3017	1522	29	1551	669	91.01	60.01	76.01		
Ujjain	7	Ratlam	58.4	29.1	44.2	6	1070	1308	971	166	1139	575	86.01	72.01	79.01		
	8	Mandsaur	67.9	28.3	48.7	8	1765	1580	1397	280	1677	685	91.7	90.8	90.4		
Sagar	9	Tikamgarh	47.5	20.0	34.8	6	973	1671	901	82	983	700	90.7	59.9	90.9		
	10	Chhatarpur	46.9	21.3	35.2	8	1204	1540	1004	62	1066	586	90.6	94.6	91.8		
	11	Panna	46.3	19.4	33.7	5	1048	1405	861	51	912	600	61.4	74.8	78.52		
Durg	12	Rajnandgaon	61.3	27.8	44.4	12	2399	2754	1747	48	1795	1300	86.01	89.01	87.01		
Rewa	13	Rewa	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	79.9	92.6		
	14	Satna	60.0	27.8	44.7	8	2040		1191	196	1387	70	86.34	62.1	70.7		
	15	Sidhi	43.2	13.6	29.2	8			1208	71	1279	640	70.80	69.90	71.70		
	16	Shahdol	45.4	20.1	34.8	12	2112	4118	2029	215	2247	700	86.90	62.60	75.01		
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	600	77.99	50.06	64.27		
	18	Raigarh	56.0	26.5	41.2	17	2244	5297	2899	158	3057	600	71.57	61.23	66.46		
Sarguja	19	Sarguja	42.1	17.4	30.1	24	2435	6864	3055	127	3182	600	79.68	59.33	69.69		
			54.3	23.7	39.5	195	24326	34459	24753	1856	26669	9696					

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

DIVISION	S. NO.	DISTRICT	TOTAL NO. OF BLOCKS	NO OF T.L.C. BLOCK UNDER	NO OF ONGOING PROJECTS				WHETHER DISTT. IN COVERED UNDER COPE
					ICDS	NFE	EAS	INT JRY	
Bhopal	1	Sehore	5	0	2	5			YES
	2	Raisen	7	7	2	6			YES
	3	Rajgarh	6	0	1	6			YES
	4	Betul	10	1	6	6	10	10	
Gwalior	5	Guna	9	0	3	7			
Indore	6	Dhar	13	0	11	7	12	12	YES
Ujjain	7	Ratlam	6	6	2	6	3		
	8	Handasaur	8	1	1	7			
Sagar	9	Tikamgarh	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	Satra	8	8	4	7			
	15	Sidhi	8	0	5	6	8	8	
	16	Shahdol	12	0	4	7	12	12	
Bilaspur	17	Bilaspur	25	6	15	11	12	12	
	18	Raigarh	17	8	13	12	13	13	YES
Sarguja	19	Sarguja	24	0	11	20	24	24	(PART-ILLY)
TOTAL			198	56	95	152	100	97	

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

Target Group

The target group for the programme would be

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

Goals

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

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

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

Objectives

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

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

OPERATIONAL DETAILS

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

Identification of Blocks

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

Identification of Villages

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

The villages were selected on the following basis :

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

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

Identification of Households

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

The following 9 schedules were canvassed for collection of data.

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

COLLECTION OF DATA

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

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

LIMITATION OF THE STUDY

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

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

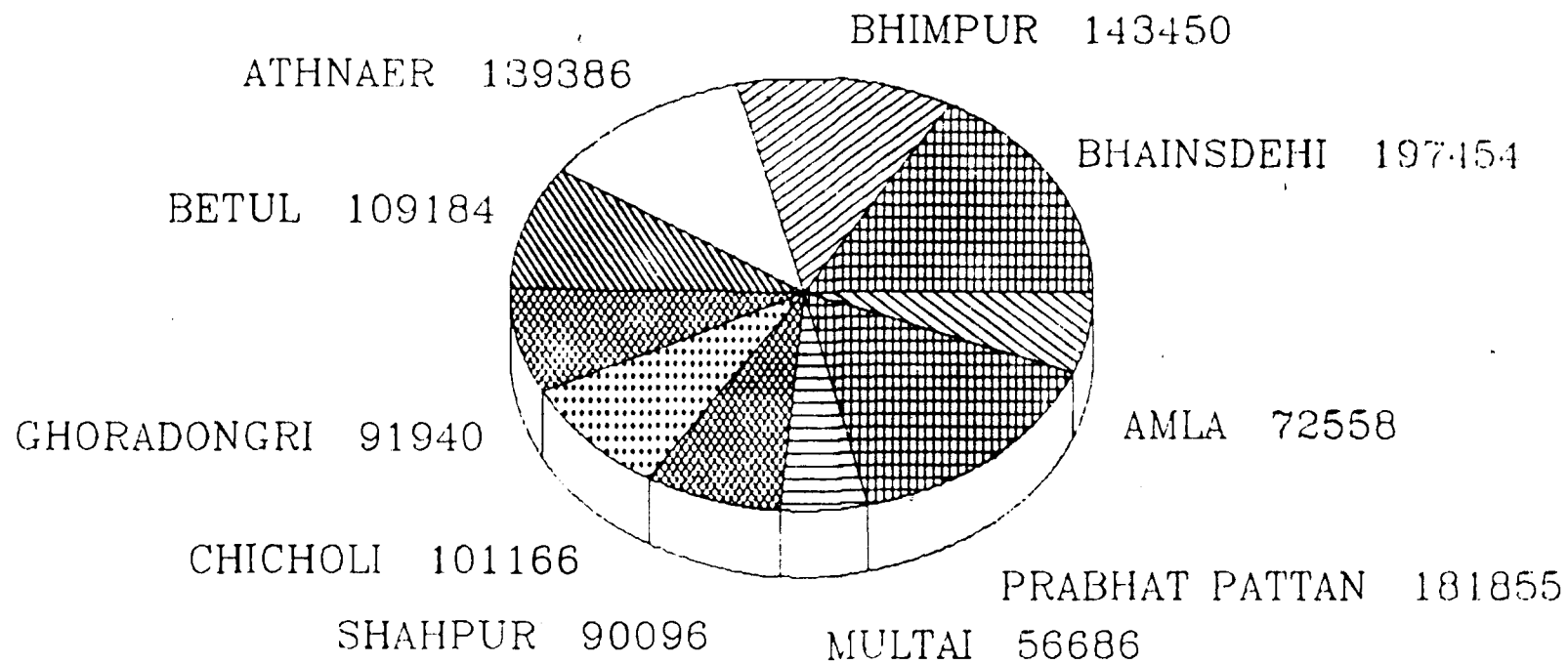
GAINS OF THE STUDY

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

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

BLOCK WISE POPULATION

DISTRICT : BETUL



SOURCE : CENSUS OF INDIA 1991

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY 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.

CHAPTER - I
DISTRICT - BETUL
GENDER STUDIES - MADHYA PRADESH

Betul district is situated in middle south of Madhya Pradesh, surrounded by district of Hoshangabad in the north, East Nimar in the West and Chhindwara in its east, boundaries of Amravati and Nagpur touch the district from southern side of the district. The district is situated on the high attitudes of Satpura mountain range.

Table 1.1

BLOCK WISE POPULATION, NO. OF HABITATIONS & LITERACY RATE

S : NAME OF	POP.	VILLAGES	HABITATION:	LITERACY RATE
N : BLOCKS	: 1991	: INHA-:UNIN-	: 1991:1986:MALE : FEMALE:TOTAL :	
O :	: CENSUS:BTED	: HABITED:	: % : % : % :	
1: BHAINSDEHI	: 197454:	135 : 08	: 143:143	:24.30: 12.43: 36.73:
2: BHIMPUR	: 143450:	152 : 03	: 155:155	:08.72: 05.42: 14.14:
3: ATHNAIR	: 139386:	098 : 04	: 102:102	:23.36: 14.34: 37.70:
4: BETUL	: 109184:	187 : 04	: 191:191	:25.45: 16.37: 41.82:
5: GHORADONGRI	: 91940:	125 : 03	: 128:128	:20.14: 17.80: 37.34:
6: CHICHOLI	: 101166:	079 : 03	: 082:082	:17.53: 12.10: 29.63:
7: SHAHPUR	: 90096:	157 : 06	: 163:163	:19.62: 11.05: 30.67:
8: MULTAI	: 56686:	130 : 09	: 139:139	:30.26: 18.36: 48.62:
9 PRABHAT PATTAN:	181855:	116 : 12	: 128:128	:29.12: 18.02: 47.14:
10: AMLA	: 72558:	149 : 11	: 160:160	:23.24: 03.21: 06.45:
: TOTAL	:1183905:	1328: 63	:1391:1391:	23.24: 13.21: 36.45:

Forests in Betul district is a great source of revenue as there are valuable timbers and other major, minor forest products. The Machna teak wood is perhaps the best in the world.

Demographic Profile

The total population according to 1991 census is 1181501 of which there are 600935 males and 580566 females thus resulting in a sex ratio of 994. The rural population being 9,61,551 of which the males are 4,85,361 and 4,76,190 females. The urban population is 2,19,950 males being 1,15,574 and females 1,04,376.

Table 1.2
PERCENTAGE CONTRIBUTION IN TERM OF POPULATION OF DISTRICT.

S. No.	STATE / DISTRICT	TOTAL POPULATION		PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
		1991		
01.	MADHYA PRADESH	66,135,862		100.00
02.	BETUL	1180527		1.78

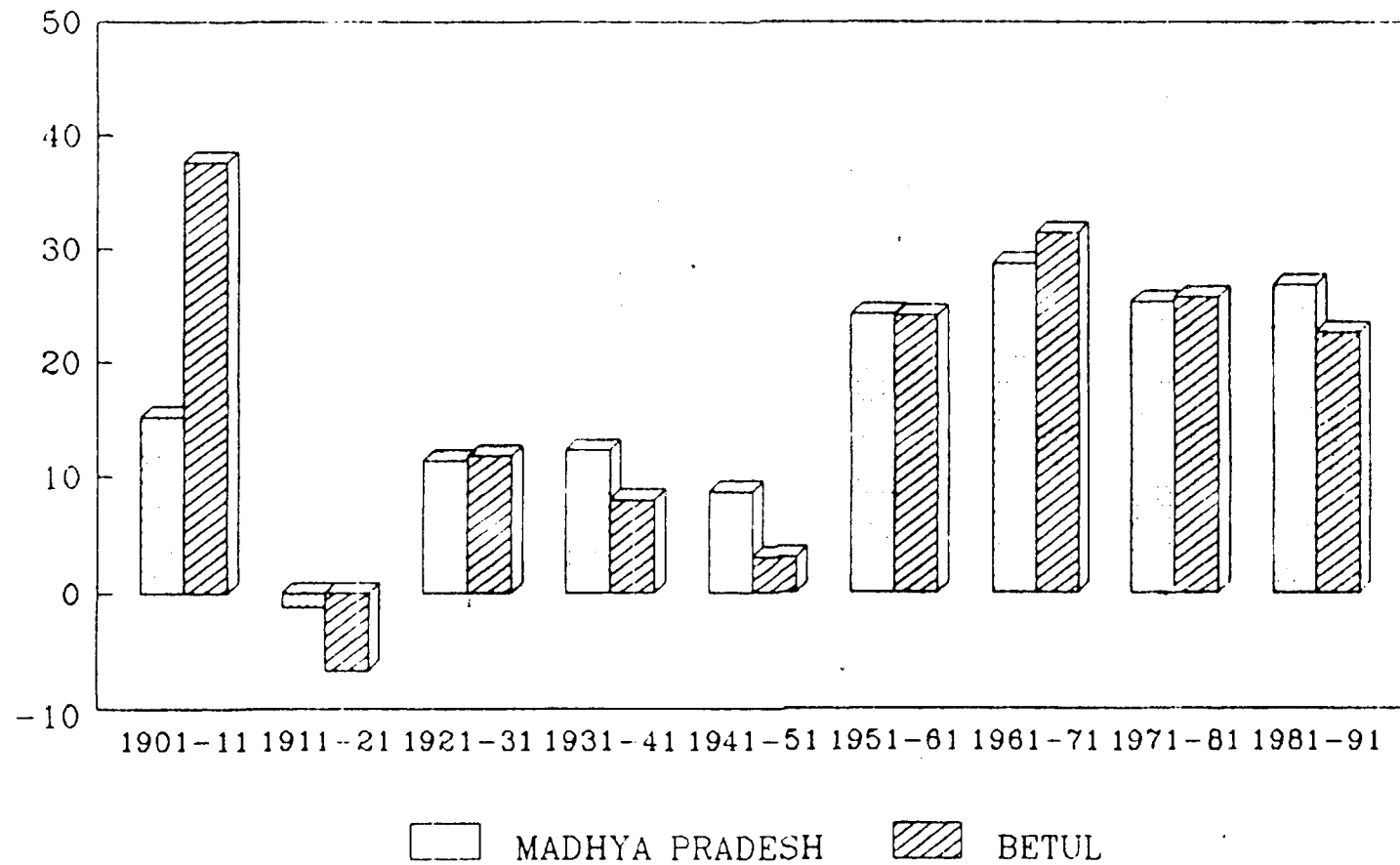
SOURCE : CENSUS OF INDIA - 1991

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.	BETUL	84.68	15.32	81.26	18.71

SOURCE : CENSUS OF INDIA - 1991

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



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
BETUL	973	967	092	118	+25.70	+27.57

SOURCE : CENSUS OF INDIA - 1991

Table 1.5
DECADAL VARIATION IN POPULATION SINCE 1901

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	1981-91
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.75
BETUL	+37.64	-06.83	+11.69	+07.90	+03.04	+24.08	+31.37	+25.70	+22.57

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	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944
	U	937	913	878	872	882	907	856	868	884	893
BETUL	R	1038	1011	1026	1024	1005	1005	1004	992	992	982
	U	1070	1001	1004	926	967	904	887	884	855	904

SOURCE : CENSUS OF INDIA , 1991

Table 1.7

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

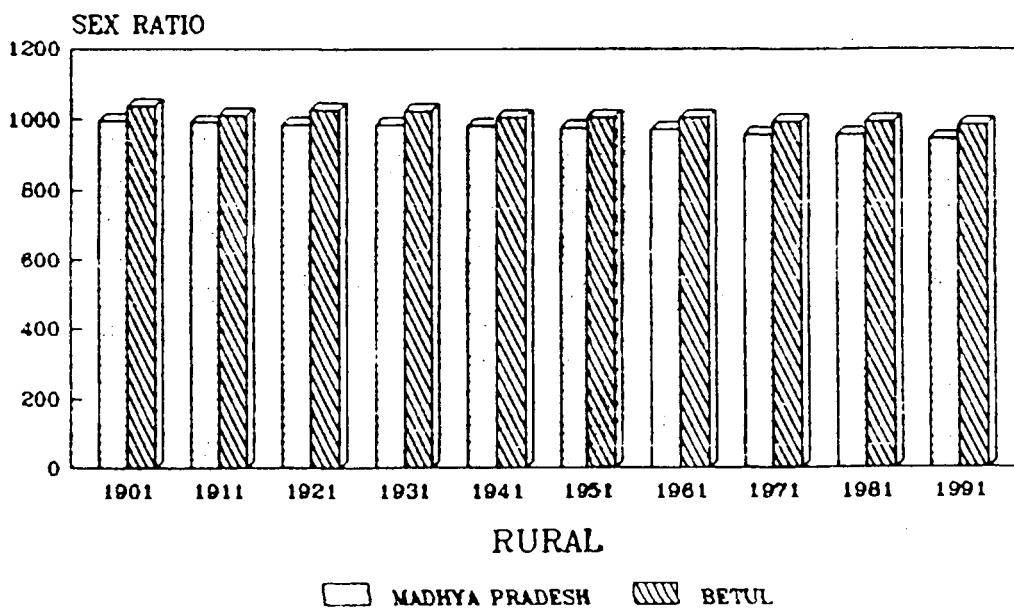
STATE /DISTRICT	DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
MADHYA PRADESH	26.75	22.11	44.98	932	944	893
BETUL	26.10	22.18	37.79	899	905	885

SOURCE : CENSUS OF INDIA , 1991

The growth rate for the past decade 1981-91 was found to be 26.10% . The growth rate of rural area being 25.57% and urban being 37.79% . Literacy rate has been low in the district as is depicted by the following table . .

The language spoken in the district are Hindi 41.5%, Gondi (26%) , Marathi (22%),Korku (7.7%) and other languages (2.8%), Most of the population is Hindu (96.7%), others include Muslims (1.6%), Buddhists (1%),Jain (0.3%),Christians (0.3%) and others (0.1%).

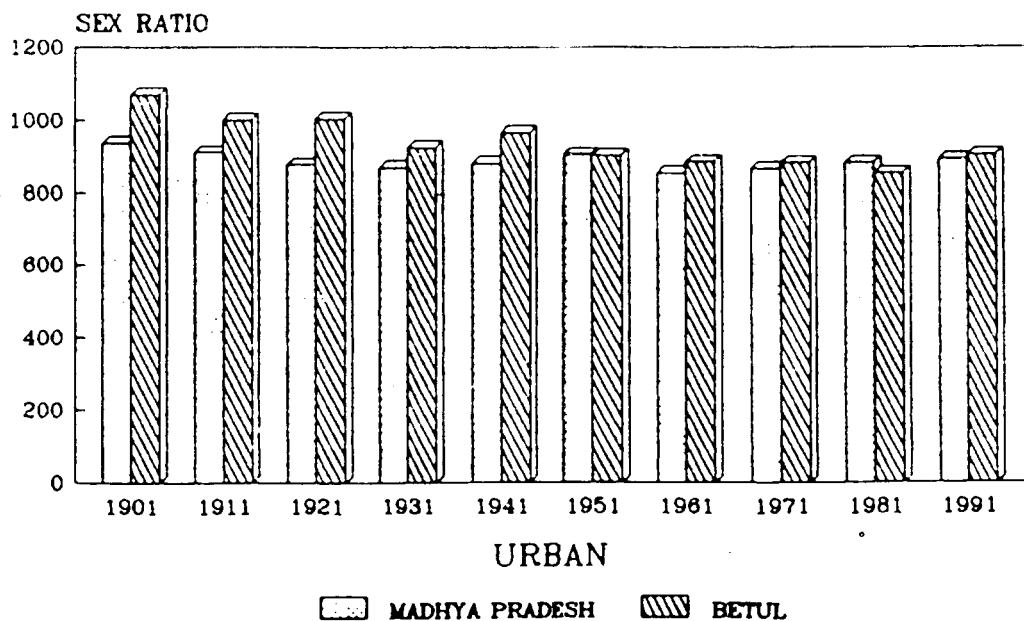
SEX RATIO - COMPARATIVE MADHYA PRADESH AND DISTRICT BETUL 1901-1991



SOURCE : CENSUS OF INDIA - 1991

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

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



SOURCE : CENSUS OF INDIA - 1991

Economic Status

The main occupation of the residents of Betul district is agriculture and forest but of late a number of people are engaged in mining , industries trade and labour.

The following table depicts the category of workers in Betul district.

Table No. 1.8
Category of workers in Betul district

Category	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Agriculture	139534	62716	202280	2282	399	2681
Labour	43552	65572	109124	1528	1271	2799
Traditional Industry	6174	2382	8556	1170	336	1506
Other Workers	32768	4815	73583	31794	2609	34403
Marginal workers	5230	42531	47761	570	751	1321
Non Workers	165361	213016	378377	39044	60042	99088

Source : DPEP, Distt Betul 1994-95 to 2000-01

Betul is an industrially backward district.

There are only four main industries in the district , Betul Oil & Flour Mill , M.P.Vinear (Plywood) Factory , Wear well Tyres and Sarni Thermal Power Station . Besides these there are 20 small units and 64 cottage industries in the district.

The per capita income of the district is Rs. 155.00 . As per DRDA there are 1,00,959 families living below poverty line.

Migration takes place from the district during the time of sowing and harvesting .

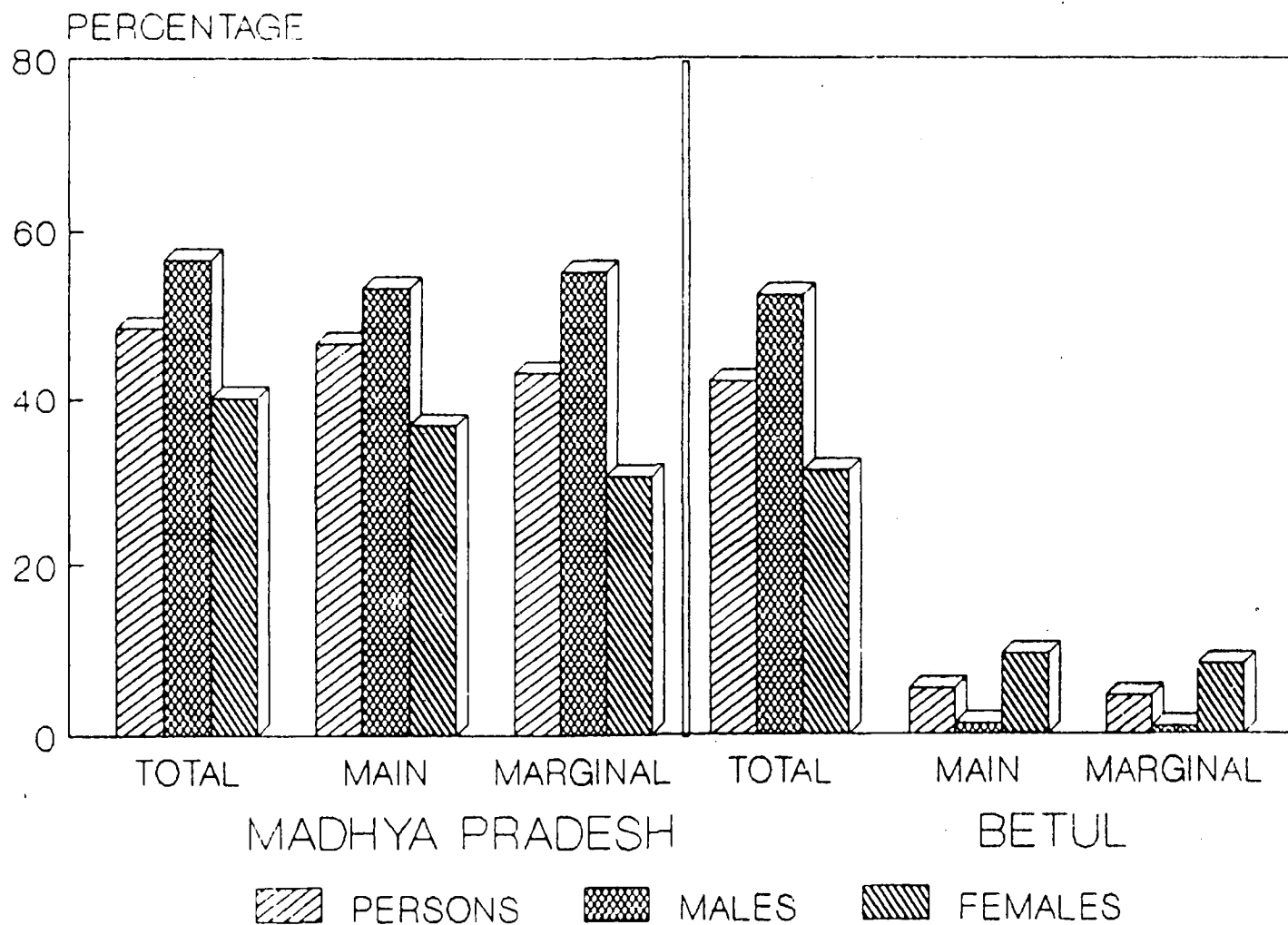
Mining takes place in the coal mins of Pathakheda in Ghoradongri block . Building stones and graphite and found in pockets here and there is small quantities.

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	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
BETUL	TOTAL	P	1180527	549350	496433	52917
		M	600101	319143	314185	4958
		F	580426	230207	182248	47959
	RURAL	P	959636	489893	437832	52061
		M	484082	267198	262508	4690
		F	478554	222605	175324	47371
	URBAN	P	220891	59457	58601	856
		M	116019	51945	51677	268
		F	104872	7512	6924	588

SOURCE : CENSUS OF INDIA - 1991

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Table 1.10
PERCENTAGE TO TOTAL POPULATION OF WORKERS .

STATE /DISTRICT	TOTAL RURAL URBAN	P M F	PERCENTAGE TO TOTAL POPULATION OF					
			TOTAL WORKERS		MAIN WORKERS		MARGINAL WORKERS	
			1981	1991	1981	1991	1981	1991
MADHYA PRADESH	TOTAL	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
	RURAL	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
	URBAN	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
BETUL	TOTAL	P	48.40	46.53	43.10	42.05	5.30	4.48
		M	56.42	53.18	55.18	52.35	1.24	0.83
		F	40.17	36.66	30.69	31.40	9.48	8.26
	RURAL	P	51.72	51.05	45.62	45.62	6.10	5.43
		M	57.88	55.20	56.55	54.23	1.33	0.97
		F	45.52	46.83	34.65	36.87	10.87	9.96
	URBAN	P	30.09	26.92	29.16	26.53	0.93	0.39
		M	48.89	44.77	48.14	44.54	0.75	0.23
		F	8.12	7.16	6.97	6.60	1.15	0.56

SOURCE : CENSUS OF INDIA 1991

Educational Scenario

In the Betul district there are 1318 primary schools of which 1269 schools are managed by State Government , 01 by local body , 11 are aided and 37 unaided.

The enrolment in these schools is 1,56,279. There are 54 schools located in the urban area and 1264 in the rural area.

The teacher pupil ratio in the district is 1:41 . There are 1236 schools with less than one teacher per class.182 schools are without building.

Other schools in the district are as follows

Schools	No.
Middle schools	301
High Schools	50
Higher Secondary	45
Vocational	05
Technical	02

In the Higher education

General	07
Teachical	01

There are 4,30,720 literates in the district constituting a literacy rate of 36.45% and that for males is 2,74,644 with literacy rate of 23.24%, Femlaes is 15,60,76 literacy rate of 13.21% . The literacy rate of Scheduled Caste population is 36.95% and that of Scheduled Tribe population is 10.52% as per the 1991 census in Betul district.

Table 1.11
COMPARATIVE LITERACY RATE

01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Betul District	52.11	65.83	37.63

Source : Statistical Department, Govt. of Madhya Pradesh

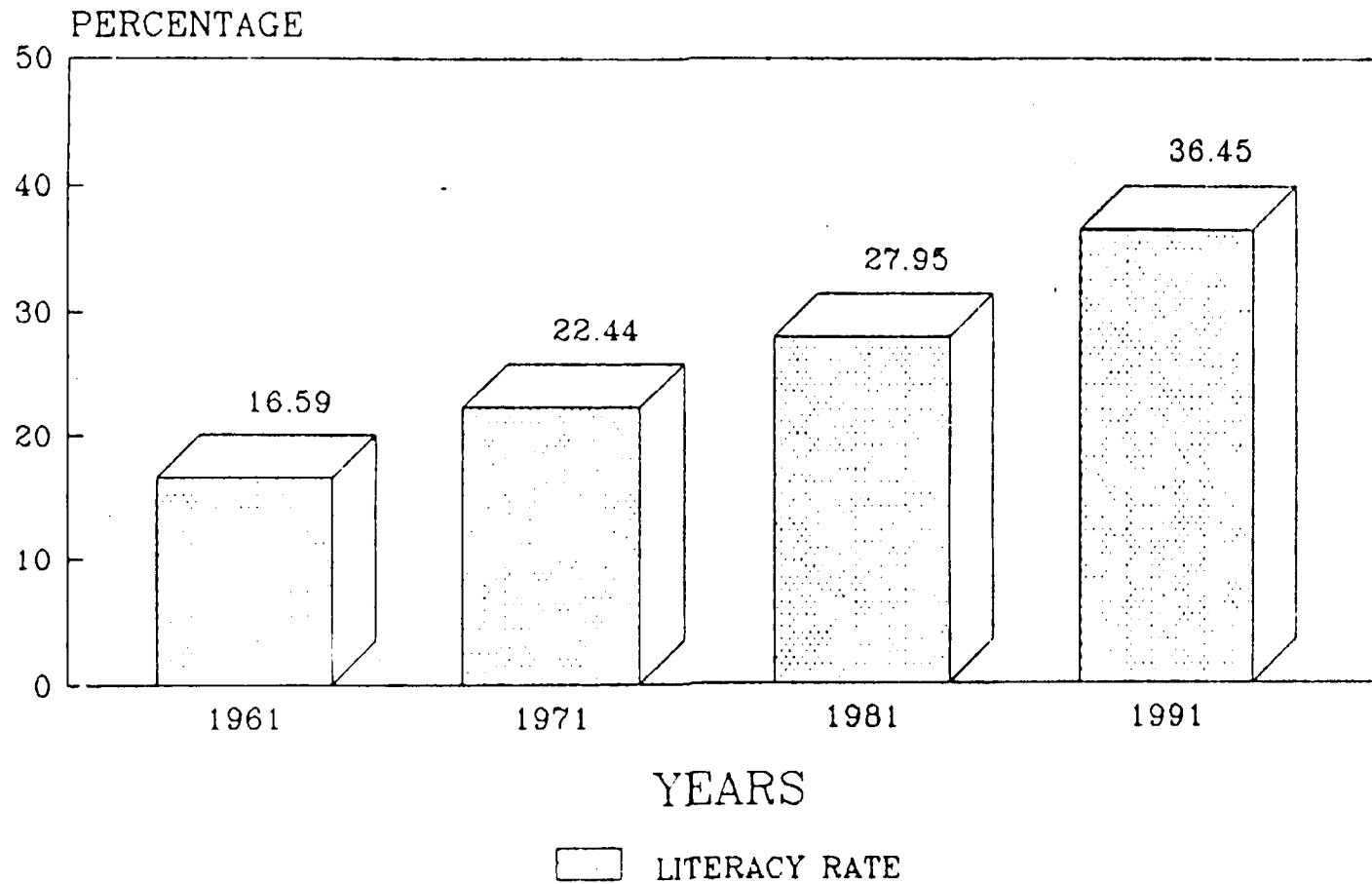
Table 1.12
RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	BETUL	9.60	2.92

SOURCE : CENSUS OF INDIA - 1991

YEAR WISE LITERACY RATE

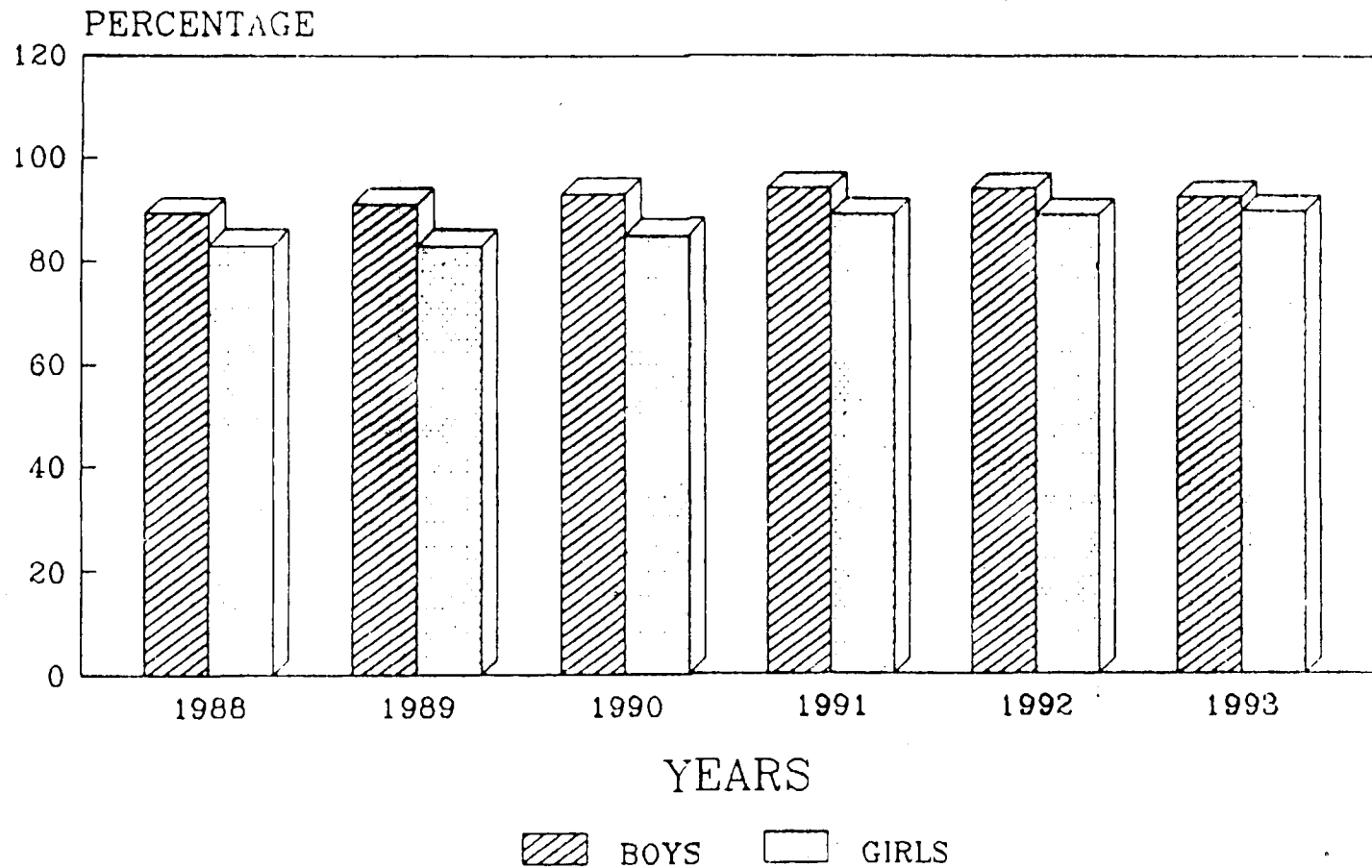
DISTRICT : BETUL



SOURCE : CENSUS OF INDIA 1991

GROSS ENROLMENT RATIO

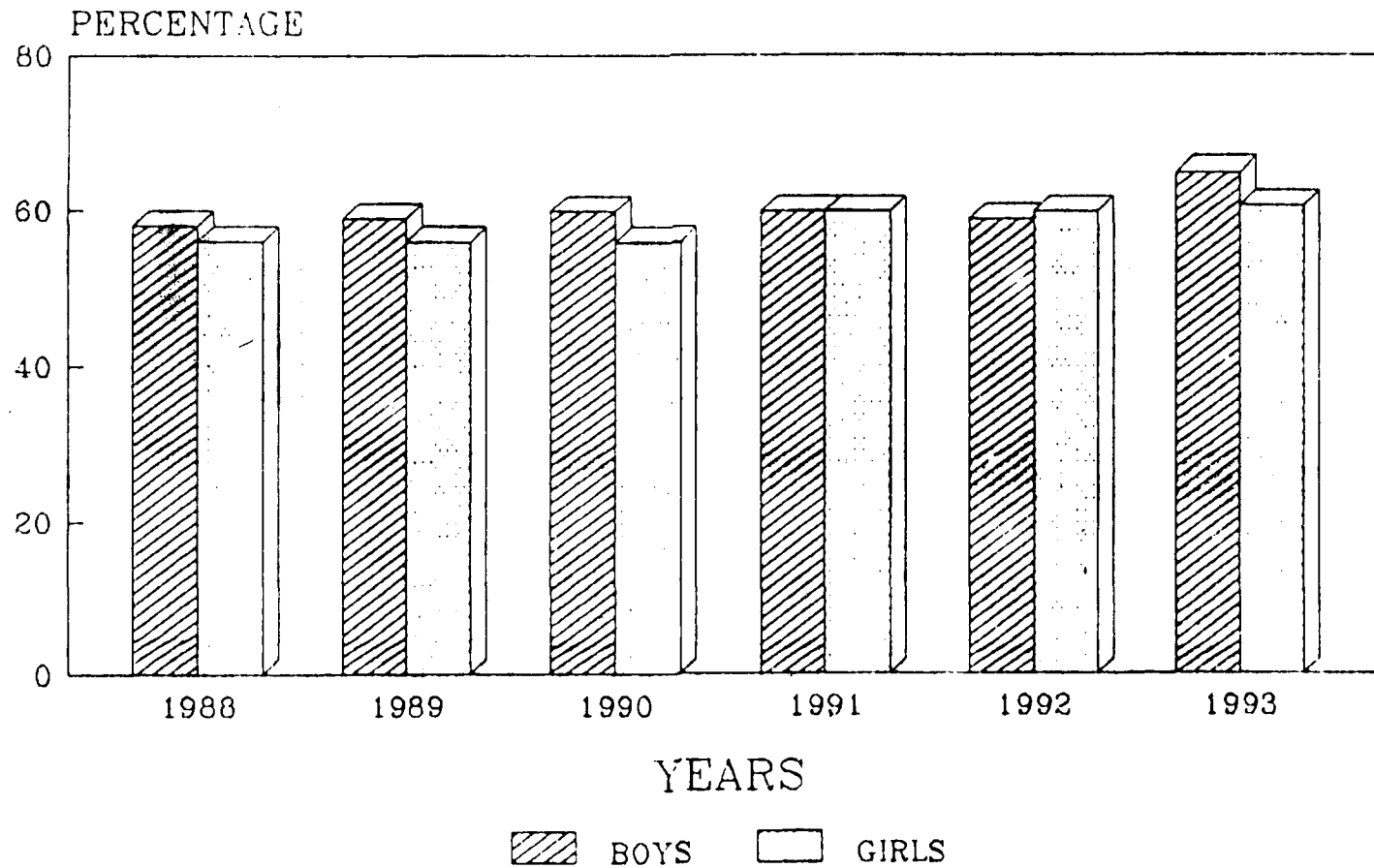
DISTRICT : BETUL



SOURCE : EDUCATION DEPARTMENT M.P.

RETENTION RATE

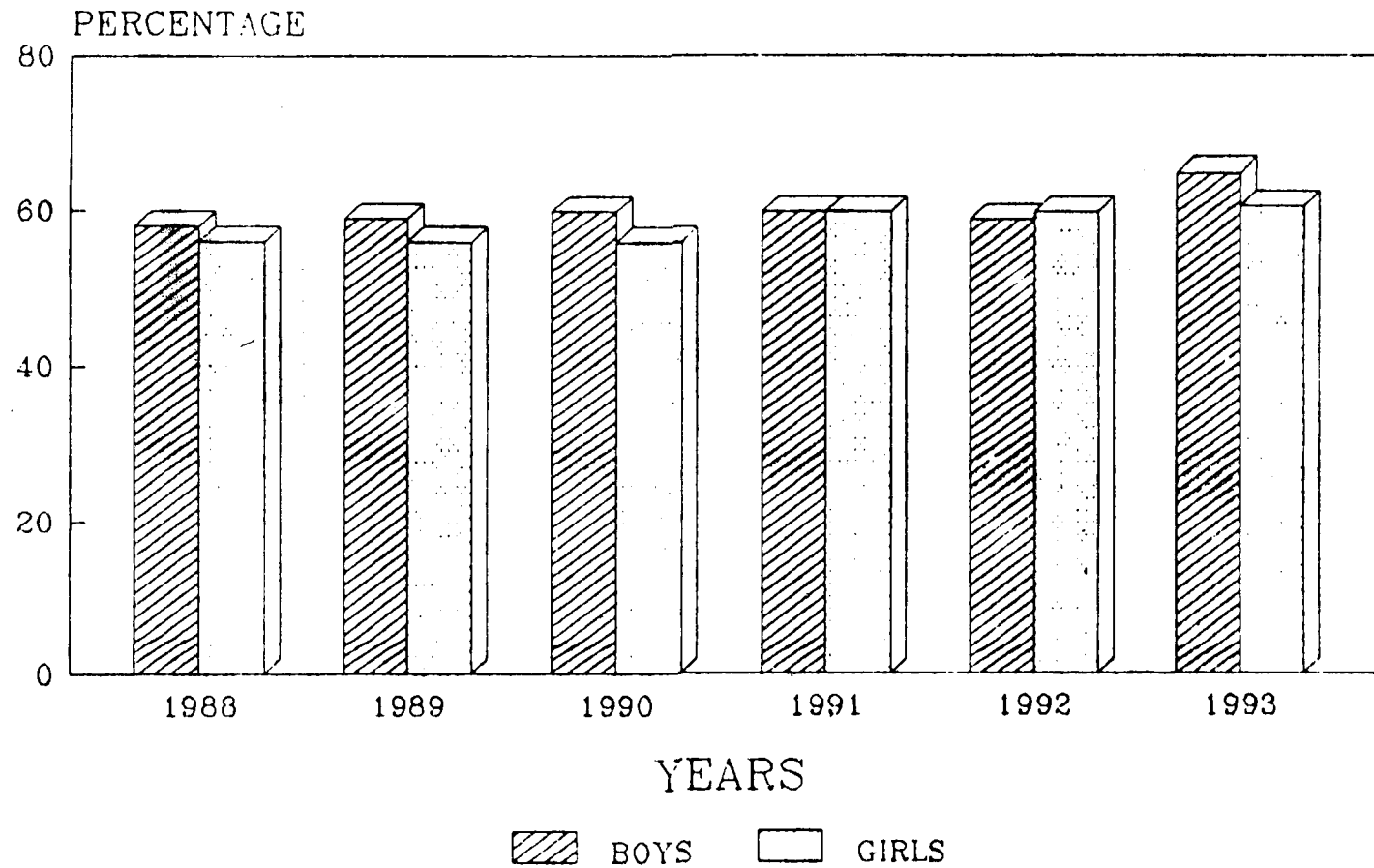
DISTRICT : BETUL



SOURCE : EDUCATION DEPARTMENT M.P.

RETENTION RATE

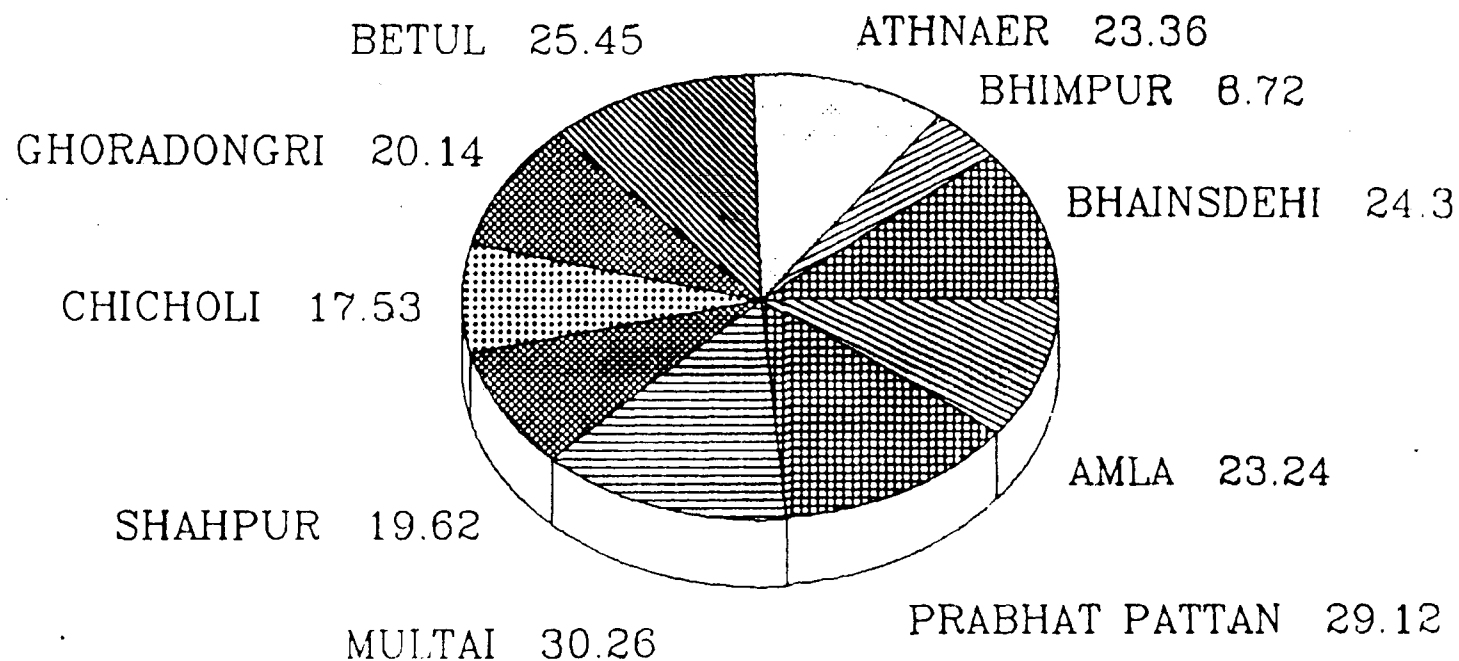
DISTRICT : BETUL



SOURCE : EDUCATION DEPARTMENT M.P.

BLOCK WISE LITERACY RATE

DISTRICT : BETUL



SOURCE : CENSUS OF INDIA 1991

Table 1.13
NUMBER OF FEMALE LITERATES PER 100 MALE LITERATES IN RURAL
AND URBAN AREAS OF THE DISTRICT BETUL - 1991

S. No.	STATE / DISTRICT	NO. OF FEMALE LITERATES PER 100 MALE LITERATES	
		RURAL	URBAN
1.	MADHYA PRADESH	36	64
2.	BETUL	52	70

SOURCE : CENSUS OF INDIA - 1991

TABLE 1.14
YEAR WISE LITERACY

1961	16.59%
1971	22.44%
1981	27.95%
1991	36.45%

Source : Census of India - 1991

TABLE 1.15
YEAR WISE BREAKUP OF GROSS ENROLMENT RATIO & RETENTION RATE
DISTRICT - BETUL (M.P.)

Indicator	Group	1988	1989	1990	1991	1992	1993
1. GER	1. Over all	85	86	89	91	91	90.91
	a) Boys	89	91	93	94	94	92.52
	b) Girls	83	83	85	89	89	89.93
	2. SC						
	a) Over all	83	96	94	91	91	93.49
	b) Boys	92	90	95	95	94	96.13
	c) Girls	71	81	88	88	88	90.80
	3. ST						
	a) Over all	75	78	80	80	80	87.13
b) Boys	80	81	82	81	80	89.76	
c) Girls	62	68	74	75	76	63.96	
RR	1. Over all	57	57	58	60	58	63.96
	a) Boys	58	59	60	60	59	64.96
	b) Girls	56	56	56	60	60	60.77
	2. SC						
	a) Over all	48	49	51	52	53	59.63
	b) Boys	49	50	53	53	54	61.48
	c) Girls	47	48	49	50	52	57.47
	3. ST						
	a) Over all	37	38	41	42	43	51.59
b) Boys	40	41	44	45	46	55.79	
c) Girls	33	35	35	36	37	43.34	

Source : Statistical Department, Govt. of Madhya Pradesh

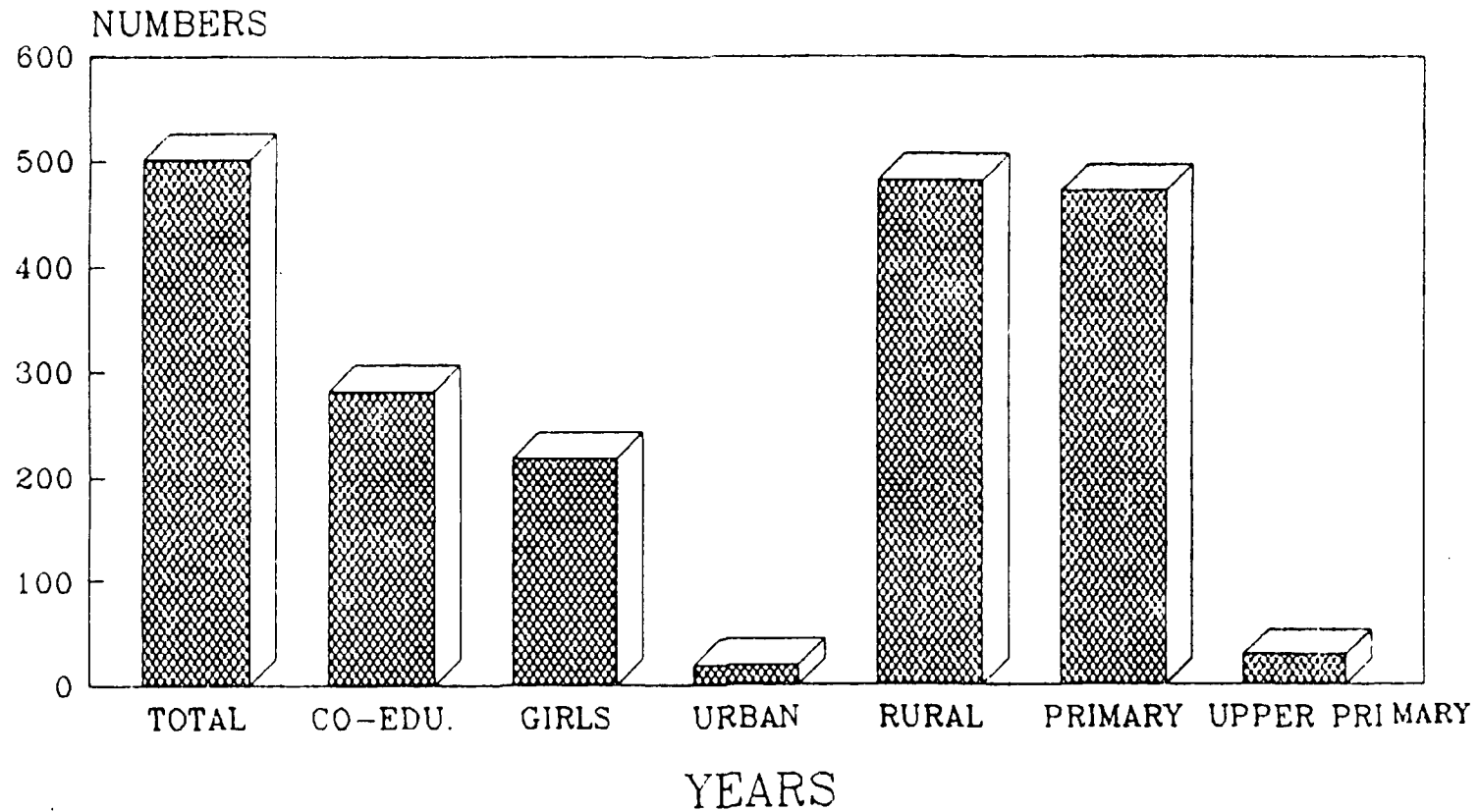
TABLE 1.16
DISTRICTS - BETUL
NO. OF NFE CENTRES

Categories	No.
1. Total	502
2. Co-education	283
3. Girls only	219
4. Urban	19
5. Rural	483
6. Primary	473
7. Upper primary	29

Source : District primary education programme
Betul (M.P.) [1994-95 to 2000-01]

There are 502 functional NFE centres out of 600 centres in the Betul district. Six blocks in the district are covered by ICDS and the Social Welfare department sponsors the Dattak Putri Yojana.

NO. OF NFE CENTRES DISTRICT : BETUL



SOURCE : DPEP BETUL (M.P.)

CHAPTER - II

THE STUDY LOCALE : OBSERVATION AND INTERACTION

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

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

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

(01)
NAME OF VILLAGE / HABITATION - KUTKHEDI
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	10 Kms.
* Distance from BEO	:-	08 Kms.
* Distance from Railway Station	:-	08 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	02 Kms.
* Total No. of Households	:-	54
* Nature of land	:-	Hill Area
* Crops grown	:-	
* Main Communities	:-	Hindu (Kuhbi)
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Not Available
* Electricity	:-	Not Available
* Drinking water facilities		
No. of Handpump	:-	01
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	12 (7 male & 5 female)

(01)

Habitat : Kutkhedi

Block : Multai

District : Betul

In Betul district , block Multai , the village Kutkhedi is a small habitation of 37 households with a population of 210 persons. The main caste is Kubbhi, followed by few gond tribals . The villagers are engaged in agricultural work either as farmers or labourers on daily wages.

The village is approximately 10 Kms away from the metallic road with a kuchcha road as linking road , making the approach to the village very difficult.

There is no school in the village and the support services are also lacking. There is scarcity of drinking water , no electricity , poor irrigational facilities, no hospitals or health care centre.

The nearest school is in the nearby village which is 2 Km from Kutkhedi . The study team found that the non availability of a school in the village is the major block in girl's education . Parents are reluctant to send their daughters to the far off school as they do not consider it to be safe. Also during the rainy season the children avoid going to the school as the kuchcha road becomes slushy and muddy.

The following factors affect the rate of enrolment of girls

- * Economic poverty
- * Illiteracy of parents
- * Lack of awareness for the need of education for girls
- * Discrimination against girls regarding the free time for play , share of housework.
- * Lack of motivation to send the girls to far off school.

The retention was extremely low in the case of girls because of the burden of household work , occupied as child labour , early marriages , absence of support services.

The girls in Kutkhedi are geared towards being good housewives , mothers and daughters-in-law rather than becoming self sufficient and economically independent.

The girls felt that they were discriminated against and their brothers had better access to school , were encouraged to go to school despite repeated failure while they hardly had any opportunity to obtain education . The age old socialisation process continue to foster gender inequality and non - empowerment among girls and women by perpetuating the system of early marriage , dowry , unplanned families and by depriving them of their social , political and educational rights which is due to them.

Suggested Interventions

About 12 villagers took part in the group discussion . They were one community leader , six males , two females and three children . The following Interventions are suggested.

1. The government should open a school in the village immediately.
2. Support services like creches , Anganwadis , Balwadis and Khelghars should be started.
3. The parents should be explained the ill effects of early marriage and stringent law should be enforced.
4. Adult education centre should be opened.

5. The girls should be given cash prizes and incentives in kind. They can be given cereals and pulses in lieu of regular attendance.
6. Female teachers should be appointed.
7. The accomodation and security of female teachers should be taken care of.
8. Health centre should be opened in the village.
9. Drinking water and electricity should be provided in the village. Other avenues of earning income should be provided.
10. Mahila Mandals can campaign against gender bias . They must work towards making women independent and self reliant thus leading to equality and empowerment.

(02)
NAME OF VILLAGE / HABITATION - SEMLA
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	22 Kms,
* Distance from BEO	:-	22 Kms.
* Distance from Railway Station	:-	30 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	02 Kms.
* Total No. of Households	:-	49
* Nature of land	:-	Rocky Area
* Crops grown	:-	Wheat, Grains, Sugarcane
* Main Communities	:-	Scheduled Caste
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	01
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	Not Available
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	10 (5 male & 5 female)

(02)

Village : Semla
Block : Multai
District : Betul

Village Semla in block Multai of Betul district in Madhya Pradesh is a small habitation with about 30 households and a population of 180 persons. The scheduled Castes are predominantly found in the village and majority of them are engaged as agricultural labour. The village has poor infrastructural facilities and there is scarcity of drinking water and irrigational facilities are scanty.

In the village there is no school and the nearest school is about 2 Kms far away. The boys and girls have to go on foot to attend school as the link road is kuchcha road. The parents do not feel secure in sending their children specially their daughters to far off village.

In the village there are no support services available no medical health centre. The villagers are poor and cannot afford to send the children to other village.

The girls are engaged in household activities and child care activities which bars the girls from enrolment to schools. General illiteracy of the parents resulted in their lack of motivation thus poor enrolment of girls.

The prevalence of early marriages in the village also dissuades girls from obtaining education. They are mentally prepared for marriages from an early age and are engaged in household work. They are also made to do agricultural work, especially during sowing and harvesting season to add to the families income, which prevents of purdah in the village which

(81)

operates as a social distancing factor by defining personal and public spacing in individual and group create hurdles in gender equality and empowerment of girls and women by reinforcing these roles intermittently and intergenerationally. The girls and womens participation in social and economic activities which leads to invisibility them from attending school . The prevalence of women's contribution to socio economic activities but also stunts her growth and self concept ,leading to gender inequality.

Suggested Interventions

A group discussion was held in the village in which about 10 village members took part . They were 4 male members and 2 females . One community leader and 3 children . In the course of group discussion the following suggestions emerged as possible interventions.

1. The village has an urgent requirement of a primary school .
The government should immediately open a primary school here.
2. The need is of support services as the girls will be freed from sibling care etc. Anganwadis , Khelghars should be started. .
3. As purdah is observed female teachers would be improve the enrolment of girls.
4. Adult Education Centres should be opened.
5. Non Formal Education Centre could be very beneficial in this village.
6. Early marriages should be discouraged. Parents should be made aware of the problems that emerge from early marriages.

7. Incentives should be given to improve the enrolment . Books, stationery and uniform should be provided to the girls.
8. The curriculum should be modified so as to be of utility to the children vocational skills should be taught in the schools to make it more meaningful.
9. Health centre should be opened in the village . proper nutrition should be provided to girls and women and not just leftover and state food this message is to be sent accross.
10. Mahila Mandals should be energised with Income generating programmes leading to empowerment of girls and women.

(03)
NAME OF VILLAGE / HABITATION - CHIKLI - KHURD
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES		:
* Distance from DPEO	:-	12 Kms.
* Distance from BEO	:-	06 Kms.
* Distance from Railway Station	:-	12 Kms.
* Linking Pakka road	:-	05 Kms.
* Bus service	:-	03 Kms.
* Total No. of Households	:-	150
* Nature of land	:-	Hill Area
* Crops grown	:-	Soyabeen, Wheat, Maize Sugarcane, grains
* Main Communities	:-	Hindu (Kuhbi), Pawar
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	04
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	01
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group discussion	:-	14 (7 male & 7 female)

(03)

Village : Chikli khurd
Block : Multai
District : Betul

The village Chikli Khurd , block Multai in Betul district has an approximate population of about 1000 persons living in 150 households . The village is about five Kilometers from a Linking Pakka road and bus service is available at a distance of about three kilometers.

There is a primary school in the village with just one male teacher with no support services available . There is no Mahila Mandal in the village.

The team found that in the village after the primary education the students were required to walk upto 3 kilometers away to high school. Since teachers are denied facilities like good pay packet , accommodation facility in the village and Proper training in the field of education technology . They are not only lethargic in their attitude but also irrregular in their attendance. There is no female teacher in the village primary school and the parents do not wish their daughters to be taught by male teachers. Thus parents are reluctant to send the girls to schools.

The poor economic condition perpetuated gender disparity in the sense that girls are given only leftover food , burdened with household work , care of livestock, sibiling care , making coudung cakes , fetching water while the boys have enough food, encouraged to attend school , given time to play . Boys are taught to become economically independent while the girls are geared towards being good wives , mothers and daughters-in-law.

The girls are married off early and hence they drop-out from schools. Those who pass primary level are not permitted to go to another village to attend middle school.

Suggested Interventions

About fourteen villagers took part in the group discussion . They were one headmaster , one teacher , one community leader , five male members , three females and three children . The following interventions are suggested based on the group discussion.

1. The government should immediately upgrade the school to middle and high school level.
2. Support services should be started in the village.
3. Mahila Mandals should be energised to encourage girls educate.
4. Adult education centre should be opened in the village.
5. Health centre is a must in the village for the benifit of the residents.
6. More female teachers should be appointed in the village.
7. More cash and kind incentives should be given in the village school to the girls who attend the school regularly.
8. Early marriages should be discouraged and family planning should be encouraged.
9. Unattractive schools discourage students ,hence the government should try to provide, clean , tiday and furnished schools.
- 10.The curriculum should include socailly relevant subjects and vocational education.

(04)
 NAME OF VILLAGE / HABITATION - DEVRI
 BLOCK - MULTAI
 DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES		:
* Distance from DPEO	:-	05 Kms.
* Distance from BEO	:-	05 Kms.
* Distance from Railway Station	:-	03 Kms.
* Linking Pakka road	:-	02 Kms.
* Bus service	:-	03 Kms.
* Total No. of Households	:-	68
* Nature of land	:-	Rocky Area
* Crops grown	:-	Soyabean, Wheat, Maize Sugarcane, grains, Wheat
* Main Communities	:-	Hindu (Kuhbi), Pawar
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	04
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	01
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	12 (7 male & 5 female)

(04)

Village : Devri
Block : Multai
District : Betul

The village Devri , block Multai in Betul district has an approximate population of 700 persons living in 68 households . The village is economically backward as most of the residents are occupied as a agricultural labour.

In the village there is one primary school with one male teacher. There is no support service available , no health facility , drinking water too is a problem.

The problem of access with regards to girls education in Devri is accentuated due to the fact that the social factors such as system of Purdah , inability to min and attend school freely with boys created stumbling blocks in the way of girls education.

Lack of middle and high school further added to the above problem in this village . Absence of female teachers also aggravated the problem.

It was observed that enrolment was low in the village due to gender disparity. The girls were overburdened with household chores, care of sibilings . They were also occupied as agricultural labour to add to the families income. The girls were kept in Purdah hence going to a school where male teachers teach, resulted in their low enrolment.

The retention rate of girls was low as compared to boys due to various factors. Inattractive schools, lack of furniture , toilets , playgrounds in the school vicinity were important factors. The parent's lack of motivation and their illiteracy were also important causes for their low retention.

The girls felt that their parents as well as the society at large had poor opinion about educated girls , the girls were made to learn household. Chores and skills which were thought to be more important and useful for the girls. Poor economic condition and extravaganza in social functions lead to their further poverty thus the education of children becomes unaffordable.

Suggested Interventions

About 12 villagers took part in the focused group discussion with the study team. They were , one community leader , one head master , one teacher , four villagers (Male) , three females and two children.

In cause of the focused group discussion the above problems were observed and the following interventions and suggested.

1. The government should upgrade the school to middle and high school immediately.
2. More female teachers should be appointed . Their security and accommodation should be taken care of.
3. The female teachers should be sensitised with the problems of girls and they should be made aware of the gender disparity against them so that they can be instrumental in bringing about a social change.
4. There should be effective campaigning so that parents are made aware of the importance of education specially for the girls.
5. The legal age of marriage should be strictly enforced. The ill effects of early marriages and early child bearing should be highlighted.

6. The girls themselves should be motivated to attend schools . They should be given more incentives so that it is cost effective for the parents to send their daughters to school.
7. The schools should be made more attractive and interesting . Playgrounds and extra curricular activities should be included in the schools.
8. Support services like Anganwadis , Balwadis and khelghars can be started to promote girls education.
9. Adults Education Centres , Health Centres should be started for the welfare of the villagers.
10. Nukkad natak and puppet shows can be used to campaigns against early marriage , dowry , purdah system etc and bring about an awakening towards gender equality and women's empowerment.

(05)
NAME OF VILLAGE / HABITATION - DAHUA
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	05 Kms.
* Distance from BEO	:-	05 Kms.
* Distance from Railway Station	:-	05 Kms.
* Linking Pakka road	:-	01 Km.
* Bus service	:-	01 Km.
* Total No. of Households	:-	450
* Nature of land	:-	Hill Area
* Crops grown	:-	Soyabean, Wheat, Maize Sugarcane, grains
* Main Communities	:-	Kuhbi, Pawar, Gond , S.T.
* Main occupation	:-	Agriculture, Labourers
* Health Facilities	:-	Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	06
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	01
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Available
Middle School	:-	Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	02
Female	:-	01
* Households Surveyed	:-	30
* No. of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	18

(05)
Village : Dahua
Block : Multai
District : Betul

In the village Dahua , block Multai , of the Betul district, there are about 450 households having a population of about 3000 persons it is situated one kilometer away from the linking pakka road and nearest bus service is also available about one kilometer away from the village.

In the village there are two separate primary schools for girls and boys and one co-educational middle school . There is one health centre available run by a private doctor.

The girls did attend the primary school but the rate of enrolment was low as compared to the boys . the girls were required to do the household chores and they were also occupied in income generating activities. They also complained that the school timing clashed with the time for their chores sibling care live stock care etc.

The girl's retention rate was low after primary school as the middle school is a coeducational school. The prevalence of purdah system, early marriage and absence of female teachers , all were the causes for their high drop-out and low retention.

The teachers were of the opinion that the parents illiteracy, their lack of motivation results in their low opinion of education and thus do not send their children to school.

The girls are geared towards being good housewives , mothers and daughters-in-law and one expected to silently engrossed in household work . They are not encouraged to have their independent views and economic independence. System of purdah

operates as a social distancing factor by defining personal and public spacing in individual and groups creates hurdles in gender equality and empowerment of women in a traditional patriarchal set-up . This leads not only to invisibility of women's contribution in socio economic activities but also stunts her growth and self concept.

Suggested Interventions

Eighteen villagers took part in the group discussion and the following interventions are suggested.

1. A high school should be opened in the village very soon.
2. There should be more female teachers employed in the village.
3. Female teachers should be oriented towards a more gender balanced role and work towards women's empowerment.
4. NFE centres should be opened in the village.
5. Support services like Anganwadis , Balwadis should be opened in the village.
6. The time table should be adjusted so as to accommodate majority of girls.
7. The curriculum should also include vocational education so as to have an all round development of the students.
8. The girls should be given incentives to attend schools . they should be provided with books , stationery , uniforms , winter wear etc.
9. The social evils like early marriages , dowry should be combated against.
10. Mahila Mandals can play a positive role in bringing about a social change gender equality and women's empowerment.

(06)
NAME OF VILLAGE / HABITATION - PARAD SINGHA
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES :	
* Distance from DPEO	:- 07 Kms.
* Distance from BEO	:- 04 Kms.
* Distance from Railway Station	:- 04 Kms.
* Linking Pakka road	:- 10 Kms.
* Bus service	:- 02 Kms.
* Total No. of Households	:- 350
* Nature of land	:- Hill Area
* Crops grown	:- Soyabeen, Wheat, Maize Sugarcane, grains
* Main Communities	:- Hindu (Kuhbi), Pawar
* Main occupation	:- Agriculture , Laboures
* Health Facilities	:- Not Available
* Electricity	:- Available
* Drinking water facilities	
No. of Handpump	:- 04
No. of Tap - water	:- Not Available
No. of Tube - well	:- Not Available
No. of well	:- 02
* Educational setup	
Part school	:- Not Available
Primary school	:- Available
Middle School	:- Available
Secondary School	:- Not Available
Higher Secondary School	:- Not Available
No. of Balwadi	:- Not Available
No. of Aganwadi	:- Not Available
Mahila Mandal	:- Not Available
* No. of Teachers for Primary Class	
Male	:- 03
Female	:- No
* Households Surveyed	:- 30
* No of Community leaders in Group Discussion	:- 01
* No. of Participants in Group Discussion	:- 14 (7 male & 7 female)

(06)

Village : Parad Singha

Block : Multai

District : Betul

The village Parad Singha in block Multai of Betul district is situated on the sides of metallic road . there are about 350 households with an approximate population of 2100 persons.

The residents are mostly engaged as agricultural labourers . there is one middle school in the village. besides there are no other facilities available like health centre support services etc.

The team observed that in the village which is not very small , there was disparity in the facilities extended to girls and boys . The girls were dissuaded from obtaining education while the boys were made to repeat class on failures.

There were girls who had some desire to attend school but purdah system segregated them from the society and they were discouraged from having an independent opinion . Girls are married off at the onset of puberty hence they are not allowed to go to school where no female teachers were present.

The enrolment was very low in the village with a high drop-out rate. The retention rate is low as the girls help with a lot of household chores , demand lesser time for themselves when they do not attend school . The nutrition available to girls is low considering the fact that they are going to bring forth the next generation.

The girls and women in the village had little say and no participation in decision making. The parents illiterate specially mothers further results in girls being uneducated .

There was gender disparity in the village and there was a need for their empowerment.

Suggested Interventions

There were fourteen villagers who took part in the focused group discussion with the study team. They were one headmaster, one community leader, two male teachers, five males and five females.

The above mentioned problems were observed during the course of discussion which resulted in the suggested interventions.

1. The government should upgrade the middle schools to high schools.
2. More female teachers should be appointed.
3. All facilities should be extended to female teachers to improve their performance.
4. Educated daughters and daughters-in-law of the village should be employed.
5. Support services like Anganwadis, Balwadis, creches etc. should be started.
6. NFE centres should be started in the village.
7. Girls should be motivated to attend schools. They should be given prizes for their good performance in exams.
8. Girls should be given extra coaching to compensate for their lost time in doing household work.
9. The parents should be explained the problems that arise from early marriages and early child birth.
10. The Mahila Mandals should be energised with income generating programmes, thus leading to their equality and empowerment.

(07)
NAME OF VILLAGE / HABITATION - BARKHED
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	15 Kms.
* Distance from BEO	:-	12 Kms.
* Distance from Railway Station	:-	15 Kms.
* Linking Pakka road	:-	01 Km.
* Bus service	:-	07 Kms.
* Total No. of Households	:-	400
* Nature of land	:-	Hill Area
* Crops grown	:-	Soyabeen, Wheat, Maize Sugarcane, grains
* Main Communities	:-	Hindu (Kuhbi), Pawar
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	03
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	04
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Available
Middle School	:-	Available
Secondary School	:-	Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Available
* No. of Teachers for Primary Class		
Male	:-	07
Female	:-	02
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	20 (12 male & 8 female)

(07)

Village : Barkhed

Block : Multai

District : Betul

Village Barkhed is a hilly area in block Multai , district Betul. It has a population of 2800 persons living in 400 households. the occupants are mainly agricultural labours growing wheat , soyabean, maize and sugarcane.

The village has separate primary school for boys and girls and co-educational middle and high school. Among the support services only Mahila Mandal is functional . Others are lacking or non-functional.

There are primary , middle and high schools available in the village itself hence access was no problem for the students. But in the course of discussion it was found that as there are no seprate middle and high school for girls parents do not allow their daughters to continue education after primary level.

Due to poor economic conditions the parents prefer to send their sons to schools rather than daughter as daughters help with domestic work while sons are to be made economically independent.

The villagers suggested opening up to separate schools for girls or to run the school in two shifts one for girls and ore for boys.

The negative attitude of teachers towards students in general ,and girls in particular also acts as a demotivating factor and this accounts for low enrolment rates, since the teachers themselves are unable to act as focal points in stimulating and transmitting the message of the significance of

girls education . Parents want that after primary level , female teachers must teach their daughters.

Lack of understanding by the girls , the children and their parents of the prescribed syllabus of the school retails achivement among girls and children in the village , as parents are unable to guide them well . As the classes go higher the subjects difficulty level increases and creates , lack of confidence and fear in the minds of children specially girls who find it extremely difficult to cope up with this stressful situation.

The question of gender equity and women's empowerment strikes repeatedly in the content of object economic poverty and social invisibility of girls and women. The age old socialisation process continue to foster gender inequality and non empowerment among girls and women by perpetuating the system of purdah , early child marriage and by depriving them of their social , political and educational rights.

Suggested Interventions

About 20 villagers took part in the group disscussion with the study team. They constituted as one community leader,two headmasters , four teachers five male and five female villagers and three children. The following interventions are suggested.

1. Provision of separate schools for girls and boys.
2. More female teachers saould be employed especially after the primary level.
3. More incentives like free books,stationery,free uniform , free meals and scholarships should be provided to encourage students to continue their education.

4. Education imparted should be directed towards vocation . Hence vocational training should be incorporated in the curriculum.
5. Teachers should have a positive attitude and must be used as an agency of resocialising parental attitude and social value of the place by making them aware of the value of modern education systems for girls and boys.
6. Support services like Balwadis , Anganwadis and creches should be started to support girls education.
7. Adult Education Centre should play a pivotal role in the village by educating the masses and in turn making them aware of the importance of girls education.
8. Early marriages should be discouraged.
9. Mahila Mandals should play an important role in promoting income generating skills.
10. Nukkad natak , folk songs , puppet shows can be an effective tool for campaigning to bring about awareness regarding the importance and utility of education.

(08)
NAME OF VILLAGE / HABITATION - SAINKHERA
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	07 Kms.
* Distance from BEO	:-	05 Kms.
* Distance from Railway Station	:-	05 Kms.
* Linking Pakka road	:-	01 Km.
* Bus service	:-	01 Km.
* Total No. of Households	:-	450
* Nature of land	:-	Hill Area
* Crops grown	:-	Soyabean, Wheat, Maize Sugarcane, grains
* Main Communities	:-	Hindu (Kuhbi), Pawar
* Main occupation	:-	Agriculture , Laboures
* Health Facilities	:-	Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	05
No. of Tap - water	:-	Not Available
No. of Tube - well	:-	Not Available
No. of well	:-	02
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Available
Middle School	:-	Available
Secondary School	:-	Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Available
Mahila Mandal	:-	Available
* No. of Teachers for Primary Class		
Male	:-	03
Female	:-	02
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	15 (9 male & 6 female)

(08)
Village : Sain khera
Block : Multai
DisatRICT : Betul

The village Sainkhera in block Multai has about 450 households and a population of 3100 persons. The villagers are engaged mainly in agricultural operations either as farmers or labourers.

The village has separate primary school for boys and girls , a coeducational middle school and a privately run high school. There are Health Centre , Mahila Mandal , Anganwadi , NFE Centre are available in the village.

In the village team observed during the course of group discussion that the girls are deprived of school education despite having access to school. Since the middle school is coeducational , parents do not send their daughters to school after the primary level.

The villagers being poor cannot afford the fees of privately run high school. They requested for a government run high school in village and the middle school to be run in two shifts so that girls can be sent to middle school.

The other reason for their low enrolment is that girls work on the fields to add to the family's income. The girls take care of the sibilings and do houshold work while the mothers work to get extra income.

The students are disinterested due to unattractive schools , not very caring teachers , absence of playgrounds in the schools. The villagers like to have their daughters taught by female teachers after the primary level.

Lack of motivation of teachers is due to low pay packets , causal attitude of students ,no accommodation and security available.

The students are unable to get guidance from their parents regarding their studies. The parents illiteracy also acts as a demotivating factor . The girls are expected to stay quiet , learn to do household work and get married . They are deprived of nutritious food , are debilitated and are over burdened with work. This leads to low self esteem and their subjugation thereby making women's empowerment a difficult goal to achieve.

Suggested Interventions

There were fifteen villagers who took part in the group discussion with the study team. They were one headmaster , five school teachers , one community leader , five villagers and three children . The following interventions are suggested.

1. Government should open separate schools for girls after primary level. The middle school can be in two shifts , one for the boys and other for girls.
2. Government should open high school in the village as private school is unaffordable for most of the parents.
3. There should be posting of lady teachers in the village schools specially for the girls schools.
4. Full security , accommodation and other facilities to be provided to the lady teachers for their improved performance.
5. More incentives should be given to the students specially girls so that they are encouraged to attend school.
6. The curriculum should be simplified and made more interesting so that the education becomes easier to impart.

7. The schools can be made more attractive by including games and sports and extra curricular activities.
8. There can be vocational skills imparted in the school so as to make it more meaningful and of great utility.
9. Early marriages should be discouraged so that girls have better development and they can have time for education.
10. Adult Education Centres should be started so that illiteracy is tackled at war footing.

(09)
NAME OF VILLAGE / HABITATION - RAJIV NAGAR SLUM
BLOCK - MULTAI
DISTRICT - BETUL

1. INFRASTRUCTURAL FACILITIES	:	
* Distance from DPEO	:-	04 Kms.
* Distance from BEO	:-	04 Kms.
* Distance from Railway Station	:-	04 Kms.
* Linking Pakka road	:-	01 Km.
* Bus service	:-	01 Km.
* Total No. of Households	:-	200
* Nature of land	:-	Hill Area
* Crops grown	:-	Soyabeen, Wheat
* Main Communities	:-	Scheduled Tribe & O.B.C.
* Main occupation	:-	Agriculture , Laboures Daily Wages
* Health Facilities	:-	Not Available
* Electricity	:-	Available
* Drinking water facilities		
No. of Handpump	:-	02
No. of Tap.- water	:-	Not Available
No. of Tube - well	:-	Not Available
* Educational setup		
Part school	:-	Not Available
Primary school	:-	Not Available
Middle School	:-	Not Available
Secondary School	:-	Not Available
Higher Secondary School	:-	Not Available
No. of Balwadi	:-	Not Available
No. of Aganwadi	:-	Not Available
Mahila Mandal	:-	Not Available
* No. of Teachers for Primary Class		
Male	:-	No
Female	:-	No
* Households Surveyed	:-	30
* No of Community leaders in Group Discussion	:-	01
* No. of Participants in Group Discussion	:-	08 (6 male & 2 female)

(09)

Slum : Rajiv Nagar

Block :- Multai

District : Betul

The slum Rajiv Nagar is on the outskirts of Betul which at a distance of five kilometers from the main city . The slum has 20 households with a population of 1500 persons. The tribals and ojhas are the main caste residing in this area. The dwellers are occupied in selling kerosene and working a labour on daily wages. The slum is over populated and poverty situation .

During the course of group discussion the following came into light.

The nearest school school is in the locality itself but the dwellers cannot afford even the bare exgenses of educating their children. Instead they send their children to the city to work so as to add to the family income . Since they have so many mouths to feed , the question of educating all of them does not arise . If at all they send , it is the sons who gets an opportunity to study.

The girls and boys do not get good moral values , they are encouraged to indulge in theft and prostitution . the parents feel that education is useless for them as they feel that it will not help them in earning income.

The negative attitude of teachers also accounts for low enrolment as they do not show keen interest in teaching the children of slum dwellers as they are not clean and dress in rags. The parents suggested that education imparted should be directed towards vocation. Vocational training should be given more importance.

(106)

The question of gender equality and women's empowerment strikes us repeatedly when we look at the situation of girls and women in the context of their abject economic poverty and social invisibility.

The age old socialisation process continues to foster gender inequality and among girls and women by perpetrating early marriages , depriving them of basic rights to education which are their due.

Suggested Interventions

About 18 slum dwellers took part in the focused group discussion , initiated by the study team. The Focus group discussion resulted in the following interventions.

1. There is a need for starting income generating programmes in the area.
2. The teachers should be made aware of the problems of slum dwelling children , they should be trained to be more sympathetic towards there children.
3. Support services like Anganwadis , Khelghar , creches should be started.
- 4 Students should be given incentives to attend school. they should be encouraged by giving cash prizes for regular attendance. Uniforms , books etc should be given free of cost.
5. Some vocational skills should be imparted to the students.
6. Teachers must be used as an agency for changing the parental attitude towards education and changing the social and moral values of the people.
7. Adult Education Centres should be started, evening classes should be started for them.

8. Mahila Mandals should be energised with income generating programmes to improve the economic conditions of the people.
9. Effective campaigning is required to make parents aware of the importance of education.
10. Stingent laws are to be enforced to discourage child labour and immoral trafficking.

CHAPTER III
ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

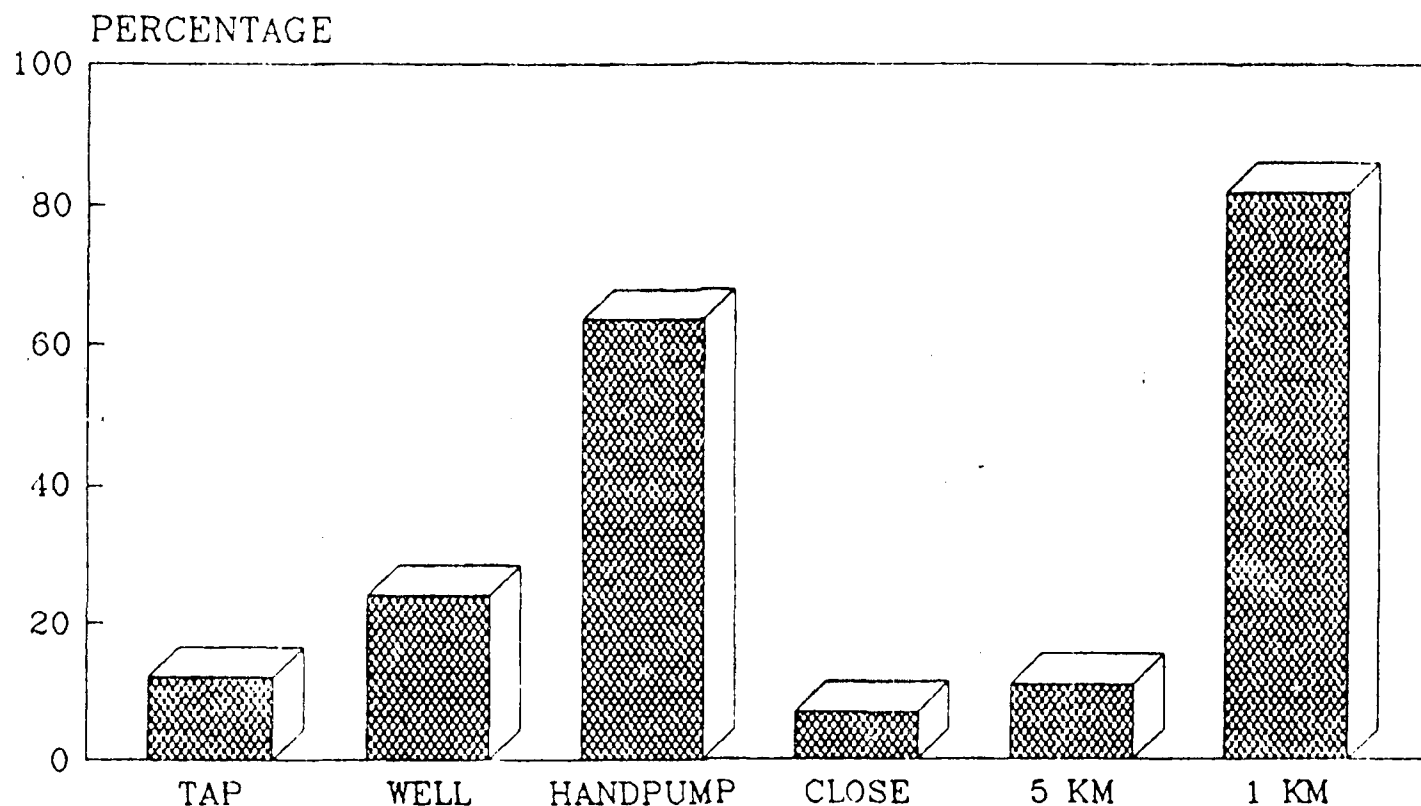
In all, 270 households were visited, the information obtained by the investigators is presented below.

TABLE 3.1.1
DESCRIPTION OF SAMPLE HOUSEHOLDS IN
BLOCK : MULTAI, DISTRICT : BETUL

* Total Number of Households :	270
* Total Number of Members of Households :	1587
* Average Size of Households :	5.8
* Major Religion:	HINDU
	No. %
	265 98.2%
* Mother Tongue:	HINDI
	No. %
	270 100%

In all 1587 persons were residing in the sample Households. The average size of the Household was 5.8. Majority 98.2 percent of the sample population were Hindu and mother tongue was Hindi.

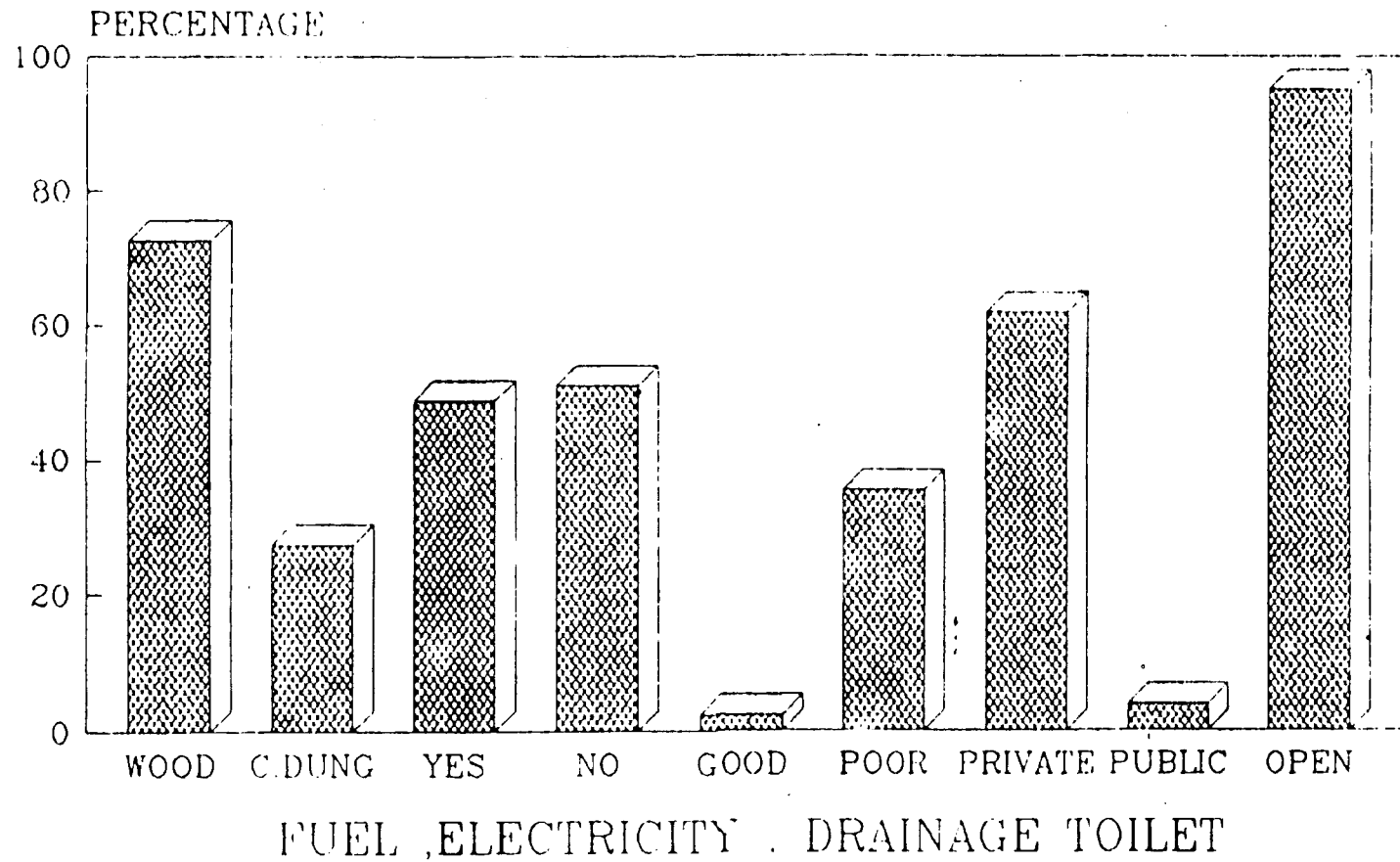
SOURCE AND DISTANCE OF DRINKING WATER DISTRICT : BETUL



SOURCE AND DISTANCE OF DRINKING WATER

SOURCE : SAMPLED 9 VILLAGE DATA

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : BETUL



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.2
DRINKING WATER

* Source of Drinking Water		
	No.	%
Well	65	24.1
Handpump	172	63.7
Tap	33	12.2
* Distance of Source of Drinking Water		
	No.	%
Close by	19	7.0
0.5 Km.	30	11.1
1 Km. and above	221	81.9

24 percent of the population take water from well where as 64 percent of the population is using handpump for drinking water.

18 percent of the total population have source of drinking water within 0.5 Km. More than 81 percent have to walk more than a kilometer to fetch drinking water. This task is being done largely by women and girls.

Table 3.1.3
Fuel and Electricity

* Main Source of Fuel		
	No.	%
Wood	196	72.6
Cow-Dung Cakes	74	27.4
* Availability of Electricity		
	132	48.89

73 percent of sample population is using wood as fuel and Cow-dung Cakes by 27 percent.

Nearly 49 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation		
	No.	%
Good	6	2.2
Poor	96	35.6
No response	168	62.2
Toilet facilities		
	No.	%
Private	3	1.1
Public	11	4.0
Open	256	94.9

Two percent households have good drainage ; nearly 36 percent have poor drainage leading to waterlogging and insanitary conditions and Private toilets are being used in 3 Households only (2 in urban slum). Majority i.e., 256 households (95%) used open spaces for depication , The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

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

Age Group	Persons	%	Male	%	Female	%
0 - 5	160	10.08	90	12.05	70	08.34
6 - 11	421	26.53	172	23.03	249	29.64
12 - 14	268	16.89	81	10.84	187	22.26
15 +	738	46.50	404	54.08	334	39.76
Total	1587	100.00	747	100.00	840	100.00

Close to 60 percent of the household members belong to age group 0 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	970	61.12	409	54.75	561	66.79
Literate below primary	251	15.82	123	16.47	128	15.24
Primary	202	12.73	123	16.47	079	09.40
Middle	120	07.56	061	08.17	059	07.02
High School	026	01.64	015	02.01	011	01.31
Higher Secondary	016	01.01	014	01.87	002	00.24
Degree (Graduate)	002	00.12	002	00.27	000	00.00
Total	1587	100.00	747	100.00	840	100.00

Table 3.1.6 shows that 61 percent of the sampled household members were found illiterate, 16 percent were literate below primary level and only 23 percent had completed primary education and above.

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

Age Group	Total	%	Male	%	Female	%
Primary						
6 - 10	205	51.64	76	39.79	129	62.62
11 - 14	102	25.69	53	27.75	49	23.79
15 - 18	018	04.53	16	08.38	02	00.97
Middle						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	031	07.81	14	07.33	17	08.25
15 - 18	034	08.56	26	13.61	08	03.88
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	001	00.25	00	00.00	01	00.49
15 - 18	006	01.51	06	03.14	00	00.00
Total	397	100.00	191	100.00	206	100.00

In 270 Household's data for age group 6 - 14 years shows 196 girls are going to primary and upper primary classes. Only 08 are in upper primary classes in the age group 15-18. Rest 2 girls of age - group 15-18 are still enrolled in primary class.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	169	49.85	64	40.25	105	58.33
11 - 14	132	38.94	69	43.39	63	35.00
15 - 18	38	11.21	26	16.36	12	06.66
Total	339	100.00	159	100.00	180	100.00

In 270 household's data for age group 6 - 14 years shows that 168 girls had never been enrolled in school. 12 Girls of age group 15-18 were also not enrolled for schooling.

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

Age Group	Total	%	Male	%	Female	%
Primary Drop-out						
6 - 10	56	37.09	12	32.43	44	38.60
11 - 14	64	42.38	11	29.73	53	46.49
15 - 18	15	09.93	07	18.91	08	07.02
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	09	05.96	03	08.10	06	05.26
15 - 18	07	04.64	04	10.81	03	02.63
Total	151	100.00	37	100.00	114	100.00

In 270 household's data for age group 6 - 18 shows 105 girls had dropped out from primary classes and 9 girls from middle classes.

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

Educational Level	Father	%	Mother	%
Illiterate	47	56.63	63	75.90
upto 4	13	15.66	10	12.05
7	12	14.56	07	08.43
10	07	08.43	03	03.62
12	04	04.81	00	00.00
12+	00	00.00	00	00.00
Total	83	100.00	83	100.00

BY BIRTH ORDER

Birth order	No.	%
1	25	30.12
2	37	44.58
3	11	13.25
4	10	12.05
5	0	00.00
Total	83	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	01	01.20
10,000	53	63.56
5,000 and below	29	34.94
Total	83	100.00

BY CASTE

Caste	No.	%
General	30	36.14
Scheduled Caste	39	46.99
Scheduled Tribe	14	16.87
Total	83	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	34	40.96
4	12	12.45
5	19	22.89
6	09	10.84
7	06	07.23
8	03	03.61
9	00	00.00
Total	83	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	61	50.83	87	72.50
Literate upto 4	35	29.17	27	22.50
7	13	10.83	06	05.00
10	09	07.05	00	00.00
12	01	00.82	00	00.00
12+	00	00.00	00	00.00
Total	120	100.00	120	100.00

BY BIRTH ORDER

Birth order	No.	%
1	57	47.50
2	29	24.17
3	21	17.50
4	09	07.50
5	04	03.33
Total	120	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	19	15.83
10,000	57	47.50
5,000 and below	44	36.67
Total	120	100.00

BY CASTE

Caste	No.	%
General	50	41.67
Scheduled Caste	42	35.00
Scheduled Tribe	28	23.33
Total	120	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	03	02.05
4	36	30.00
5	42	35.00
6	19	15.83
7	11	09.17
8	9	07.05
9	0	00.00
Total	120	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Culti.	124	07.81	70	09.37	54	06.43
Service	81	05.10	81	10.85	0	00.00
Casual Labour	367	23.14	189	25.30	178	21.19
House Wife	98	06.17	00	00.00	98	11.67
Others	46	02.90	44	05.89	2	00.24
Non Workers	871	54.88	363	48.53	508	60.47
Total	1587	100.00	747	100.00	840	100.00

Table 3.1.7 shows 55 percent of the sampled household persons are non-workers and 23 percent are working as casual labourers. Only 8 percent are cultivators. Service sector covers even less than 6 percent.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income	No. of Household	% to total
1.	12,000 +	20	07.41
2.	9,000	83	30.74
3.	6,000	90	33.33
4.	3,000	64	23.70
5.	3,000 below	13	04.82
Total		270	100.00

Table 3.1.8 indicates that 62 percent sample households had income between Rs.3,000 to 6,000 per annum. Nearly 5 percent households had below Rs. 3,000 per annum, which shows poverty in the area. That is to say that people work either as non-worker or agricultural labourers in the district.

Only 7 percent people had income 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	15	05.56	11	04.07
Middle	33	12.22	19	07.04
High school	47	17.41	05	01.85
Hr. Secondary	53	19.63	30	11.11
Graduation General	65	24.07	12	04.44
Graduation Professional	05	01.85	02	00.74
P.G. and above	03	01.11	00	00.00
No Response	49	18.15	191	70.75
Total	270	100.00	270	100.00

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (what will they get after being educated; No use for education) were lower for boys, 13 percent parents wish their girls going upto primary middle and secondary levels whereas 59 percent want secondary and post secondary education for sons. Nearly one fourth parents, want higher education for boys. Only 5 percent aspire for higher education for daughters. This is however significant of changing attitudes towards education of girls.

TABLE 3.1.10

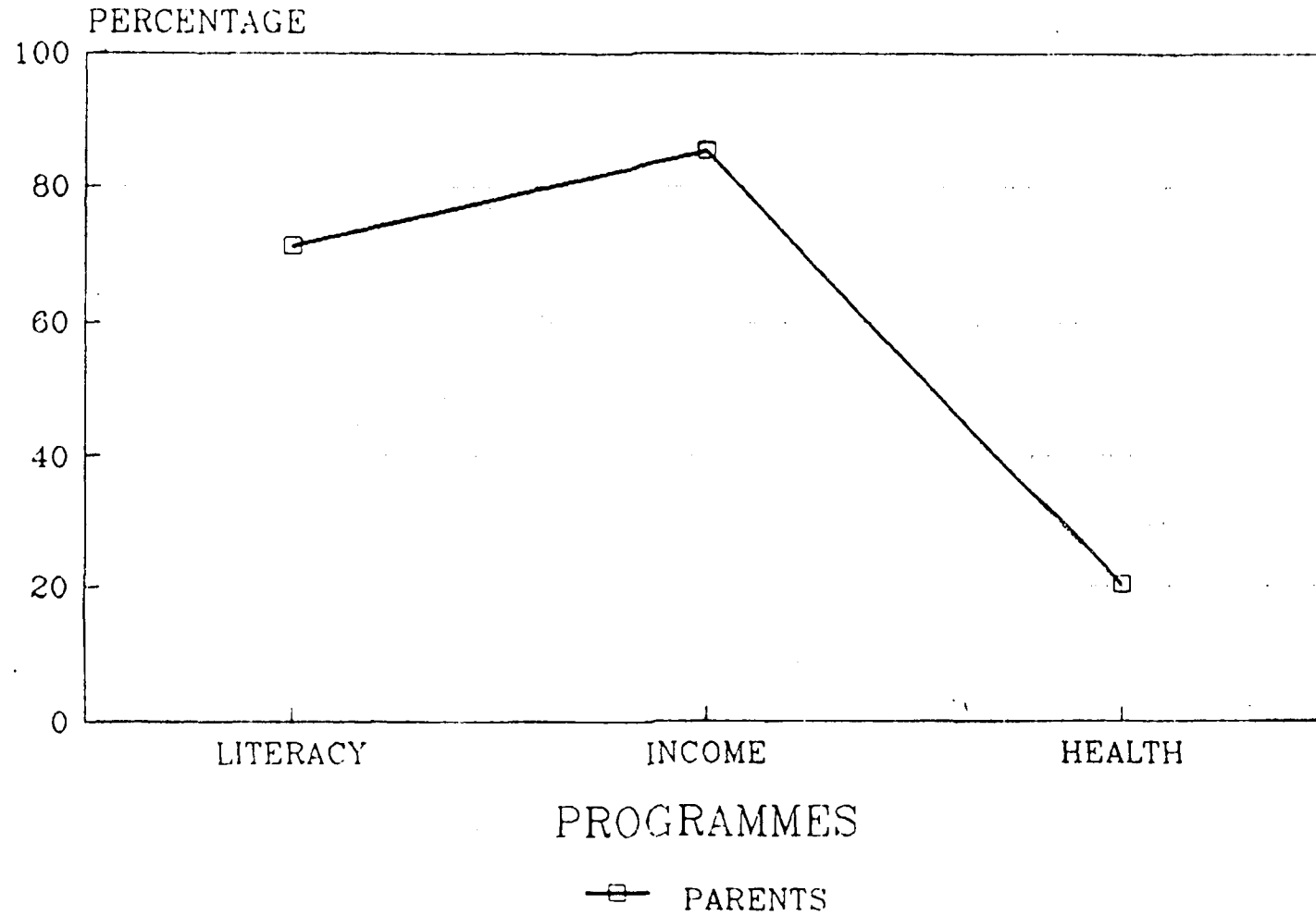
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	27	10.00	17	06.30
Doctor	09	03.33	07	02.59
Police Officer	03	01.11	02	00.74
Tailoring	39	14.44	00	00.00
Nurse	00	00.00	24	08.89
House Wife	00	00.00	34	12.59
Govt. Service	77	28.52	17	06.30
Engineer	00	00.00	00	00.00
No Aspiration	115	43.33	169	61.85
Total	270	100.00	270	100.00

Table 3.1.10 shows as for education, lower occupational aspirations are noticed for daughters compared to sons with 13 percent daughters seen as housewives only visualise teaching, government services and tailoring as occupations for daughters but also 3 percent wish to see them as doctors, police officers.

In some, the occupational aspirations are children as a whole are not very high. Government services are preferred by most. In the case of girls, the occupational aspiration are low and sex stereotyped.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT BETUL



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS & WOMEN

Programmes	Yes	%
Literacy Programme	192	71.11
Income generating	230	85.19
Programme on health and Nutrition	55	20.37

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

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	234	86.67
2. Parental education	177	65.56
3. Parental motivation	136	50.37
4. Parental Support like:		
i. Payment of fees other than tuition fees	71	26.30
ii. Provision of books and stationery	71	26.30
iii. Provision of adequate food and clothing	55	20.37
iv. Creating space and time for studies at home	30	11.11
v. Provision of academic Support (themselves or paid)	0	00.00
5. Self motivation of the girl child.	144	53.33
6. Positive attitude of teachers	56	20.74

Five main reasons for continuance of Girls in schooling :-

1. Better economic standing Household (86.67%).
2. Parental education (65.56%).
3. Self motivation of the girl child (53.33%).
4. Parental motivation (50.37%).
5. Provision of books and stationery (26.30%).

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	209	77.41
2. Inability of parents to provide clothes and shoes	186	68.89
3. Inability of parents to provide books	160	59.26
4. Inability of parents to provide stationery	129	47.78
5. Inability of parents to provide food	61	22.59
6. Helping parents in occupation	74	27.41
7. Engaged in remunerative employment	15	05.56
8. Domestic work	237	87.78
9. Care of siblings	110	40.74
10. Absence of support services viz. Anganwadi, Balwadi, Creches	85	31.48
11. Early marriage	83	30.74
12. Social taboo on onset of poverty	32	11.85
13. Parental lack of motivation	113	41.85
14. Parental illiteracy	156	57.78
15. Lack of academic support/help, from parents/family members, others	5	01.85
16. School far away	63	23.33
17. Un-attractive school environment	20	07.41
18. Un-suitable school timings	4	01.48
19. Lack of relevance of curriculum	2	00.74
20. No women teachers	5	01.85
21. Lack of separate schools	36	13.33
22. Teachers' negative attitude	11	04.07
23. Failure	4	01.48
24. Illness of family members	1	00.37
25. Own Illness	0	00.00

Five main reasons for dropping out of girls from school :

1. Domestic Work (87.48%).
2. Inability of parents to pay extra tuition fee/fund (77.41%).
3. Inability of parents to provide clothes and shoes (68.89%).
4. Inability of parents to provide books (59.26%).
5. Parental Illiteracy (57.78%).

TABLE 3.1.14

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

Reasons	Respondents (n=270)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	200	74.07
2. Inability of parents to provide clothes and shoes	172	63.70
3. Inability of parents to provide books	164	60.74
4. Inability of parents to provide stationery	133	49.26
5. Inability of parents to provide food and medicines	64	23.70
6. Helping parents in occupation	82	30.37
7. Engaged in remunerative employment	7	02.59
8. Domestic work	225	83.33
9. Care of siblings	68	25.19
10. Parental lack of motivation	62	22.96
11. Parental illiteracy	82	30.37
12. Non-availability of school / NFE centres close to habitation	43	15.93
13. Un-suitable school timings	4	01.48
14. No female teachers	4	01.48
15. No separate school for girls	22	08.15
16. Lack of support services such as anganwadies, balwadies, creches	47	17.41
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	17	06.30

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

1. Domestic Work (83.33%).
2. Inability of parents to pay extra tuition fee/fund (74.07%).
3. Inability of parents to provide clothes and shoes (63.70%).
4. Inability of parents to provide books (60.74%).
5. Inability of parents to provide stationery (49.26%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents (n=270)	
	No.	%
1. Develops a positive self image and confidence among girls	174	64.44
2. Prepares girls for economic contribution	210	77.78
3. Can improve health and nutritional status of children and other family members	46	17.04
4. Will ensure education of future generations	179	66.30
5. Will make girls and women aware of their rights	98	36.30
6. Helps in raising age of marriage and reduce maternal , infant and child mortality	40	14.81
7. Helps in reducing the family size	104	38.52
8. Will prepare girls for leadership roles in society	38	14.07
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	14	05.19

Five main PERCEPTIONS of parents on utility of girls education:

1. Prepare Girls for economic contribution (77.48%).
2. Will ensure education of future generations (66.30%).
3. Develops a positive self image and confidence among girls (64.44%).
4. Helps in reducing the family size (38.52%).
5. Will make girls and women aware of their rights (36.30%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	229	84.81
2. Both need to be given equal amount of food	263	97.41
3. Both need to be given equal health care and medical attention when needed	262	97.04
4. Both can be assigned same duties/ responsibilities	141	52.22
5. Both should be given the same freedom	71	26.30
6. Both should be given equal time to play	95	35.19
7. Both can perform all tasks equally well	140	51.85
8. Both can have similar occupations	142	52.59
9. Both have same intelligence and abilities	189	70.00
10. Men and Women should be paid equal wages for equal work	208	77.04
11. Husband and wife should take all decisions jointly	190	70.37
12. Household work must be shared by all members of the household	169	62.59
13. Assets of the family should be registered in joint names of husband and wife	110	40.74

Five main perceptions of parents about gender equality:

1. Both need the same kind of food (97.41%).
2. Both need to be given equal health care (97.04%).
3. Girls and boys need equal education (84.81%).
4. Men and women should be paid equal wages for equal work (77.04%).
5. Husband and wife should take all decisions jointly (70.37%).

Parents appear to favour equal food , education , health and medical care for their children. A large no.of parents (85%) perceive the boys and girls need equal education but they are not agree to share the house hold work by all members of the household. Same time they are not agreeing that both boys and girls have same intelligence and abilities. Concept of their ingorance towards girls is very much clear.

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households wherein 270 girls were found, out of them 83 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming studies.

TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	09	10.84
2.	9 - 11	13	15.66
3.	12 - 14	60	72.29
4.	15 +	01	01.21
Total		83	100.00

Table 3.2.1 shows that out of total 83 interviewed girls, 72 percent were in the age group 12-14 years followed by girls of 9 to 11 age group 16 percent. It is interesting to note that due to governmental efforts during last few years for universal access, enrolment and retention, many girls tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls are between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	05	06.03
2.	IIInd	10	12.05
3.	IIIrd	19	22.89
4.	IVth	07	08.43
5.	Vth	11	13.25
6.	VIth +	31	37.35
	Total	83	100.00

DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respondent	Regularity		Punctuality	
	Yes %	No. %	Yes %	No. %
83	74 89.16	9 10.84	76 91.57	7 08.43

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 18 percent girls of the sample household had dropped out of their school after classes I and II. 08 percent of the respondents completed class four of schooling. Only 13 percent girls had completed 5 years of schooling. Only 37 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

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

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	23	27.71
2.	Domestic work	12	14.46
3.	Parental Illiteracy	16	19.28
4.	Lack of self motivation	11	13.26
5.	Mother / own illness	15	18.07
6.	Early Marriage	05	06.02
7.	School far away	01	01.20
Total		83	100.00

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

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME STUDIES

Total	Positive Responses	%	Negative Responses	%
83	68	81.93	15	18.07

Table 3.2.4 cleary shows that 82 percent of the drop-out girls wish to resume their studies and 18 percent do not want to resume their studies for one reason or the other.

TABLE 3.2.5

DISTRIBUTION OF RESPONDENTS BY THEIR PARENT'S WILLINGNESS TO RESUME STUDIES

S.No.	Reasons	No. of Respondents	%
1.	Education of future generation	29	34.94
2.	Economic Support.	17	20.48
3.	Create self confidence in the girls.	31	37.35
4.	Self motivation	06	07.23
Total		83	100.00

Any one can infer from Table 3.2.5 that most of the parents are in favour of their daughters resuming their studies because they feel that their education shall help the future generation (35%) and girls will attain self confidence (nearly 37%).

TABLE 3.2.6

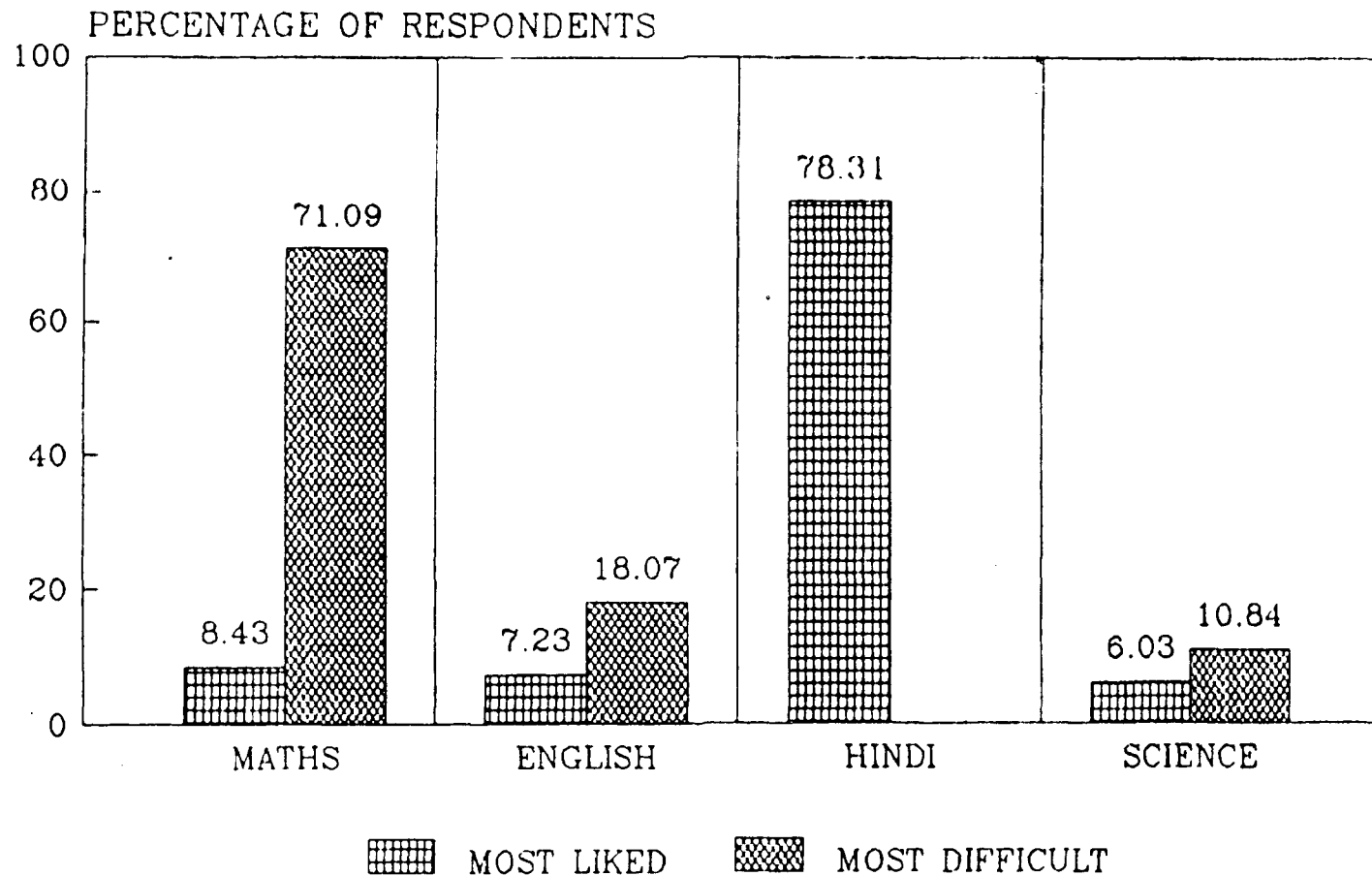
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=83)	No. of Respondents	%
1.	For Teachers	78	93.98
2.	For School	81	97.59
3.	For Learning	65	78.31

The girls show positive liking of the teachers 94 percent, their school 98 percent and for learning at school 75 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT BETUL



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.2.7

DISTRIBUTION OF RESPONDENTS ACCORDING TO : SUBJECTS MOST LIKED / DIFFICULT

S.No.	Subjects	Subjects Most Liked Respondents		Subjects Most Difficult Respondents	
		No.	%	No.	%
1.	Mathematics	07	08.43	59	71.09
2.	English	06	07.23	15	18.07
3.	Hindi	65	78.31	00	00.00
4.	Science	05	06.03	09	10.84
Total		83	100.00	83	100.00

Table 3.2.7 shows that 78 percent of the total respondents say that they like Hindi the most and 8 percent for Mathematics and 7 percent for English. 71 percent of the total respondents say that the most difficult subject is mathematics and 18 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR HOME FROM SCHOOL

S.No.	Distance	No. of Respondents	%
1.	Close	19	22.89
2.	1 Km.	25	30.12
3.	2 Km.	16	19.28
4.	3 Km.	23	27.71
Total		83	100.00

Table 3.2.8 shows that 53 percent of the total respondents reside within one kilometer of the school whereas 47 percent had to commute 2 or 3 kilometers to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	68	81.93
By Bus	02	02.41
By Cycle	13	15.66
Total	83	100.00

Most of the drop-out girls had been commuting to their respective school on foot 82 percent, only 13 (15.6%) of them availed of the cycle.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	67	80.72
Negative	16	19.28
Total	83	100.00

Table 3.2.10 shows that 81 percent of total respondents had received help from teachers when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	No.	Respondents %
Difficulty faced	34	40.96
No Difficulty	49	59.04
Total	83	100.00

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

TABLE 3.2.12

DISTRIBUTION OF RESPONDENTS ACCORDING TO FAILURE IN EXAMINATION

Response	No.	Respondents %
Positive	30	36.14
Negative	53	63.86
Total	83	100.00

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

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

Reasons	Respondents No.	(n=83) %
1. Inability of parents to pay extra tuition fee/fund	62	74.70
2. Inability of parents to Provide clothes and shoes	52	62.65
3. Inability of parents to provide books	50	60.24
4. Inability of parents to Provide stationery	38	45.78
5. Inability of parents to provide food	22	26.51
6. Helping parents in occupation	25	30.12
7. Engaged in remunerative employment	03	03.61
8. Domestic work	73	87.95
9. Care of sibilings	28	33.73
10. Absence of support services viz. Aganwadi, Balwadi, Creches	24	28.92
11. Early marriage	36	43.37
12. Social taboo on onset of puberty	10	12.02
13. Parental lack of motivation	25	30.12
14. Parental illiteracy	36	43.37
15. Lack of academic support/help from parents/family members	02	02.41
16. School far away	20	02.41
17. Un-attractive school environment	01	01.20
18. Un-suitable school timings	01	01.20
19. Lack of relevance of curriculum	04	04.82
20. No female teachers	10	12.05
21. Lack of separate schools for girls	26	31.33
22. Teachers negative attitude	07	08.43
23. Failure	11	13.25
24. Illness of family members	03	03.61
25. Own Illness	03	03.61

Main Reasons for Dropping Out :

1. Domestic work (87.95%).
2. Inability of parents to pay extra tuition fee/fund (74.70%).
4. Inability of parents to provide clothes and shoes (62.65%).
3. Inability of parents to provide books (60.24%).
5. Inability of parents to provide stationery (45.78%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=83)	
		No.	%
1.	Food	37	44.58
2.	Clothing	31	37.35
3.	Toys/Games	51	61.44
4.	Books, Magazines, Stationerys	45	54.22
5.	Help in studies	41	49.40
6.	Ritual and Social Visits	34	40.96
7.	Opportunities for play	30	36.14

Parental Discrimination

1. Toys / Games (61.44%).
2. Book , Magazines, Stationeries (54.22%).
3. Help in studies (49.40%).
4. Food (44.58%).

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

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

TABLE 3.2.15
WORK DONE BY GIRLS AT HOME

S.No. Activities	Respondents (n=83)	
	No.	%
1. Fetching water	82	98.80
2. Collection fodder & fuel	49	59.04
3. Caring of livestock	34	40.96
4. Making cowdung cakes	59	71.08
5. Caring sibilings	24	28.92
6. Cooking	79	95.18
7. Washing / cleaning utensils	72	86.75
8. Grazing cattle	04	04.82
9. Wage earning activities	06	07.23
10. Agricultural operations	09	10.84
11. Home based production	01	01.20

Main works Done by the girls at Home

1. Fetching water (98.80%).
2. Cooking (95.18%).
3. Washing / Cleaning Utencils (86.75%).
4. Making cowdung cakes (71.08%).
5. Fetching fodder and fuel (59.04%).

Discussions with drop-out girls showed that they are used to spend 4 to 7 hours daily on an average on activities like fetching water , collecting fodder and fuel, caring livestock , making cow-dung cakes , cooking, washing , cleaning and caring younger sibilings. In addition , many of them reported that they help their parents for about 5 hours a day in their economic activities like agricultural operations or working as domestic helpers in diferent households of the village. They used to spent upto 5 hours helping their parents in economic / wage - earning viz. agricultural operations as working as domestic help in more affluent households of the village.

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 120 never enrolled girls were interviewed to obtain information about the reasons for their non-enrolment in school and also to ascertain if they would be interested in resuming the studies.

TABLE 3.3.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	40	33.33
2.	9 - 11	23	19.17
3.	12 - 14	32	26.67
4.	15 +	25	20.83
Total		120	100.00

The table indicates the following:

i) 53 percent of the never enrolled girls belong to primary age group 06-11 years and another 27 percent belong to the elementary age group 12-14 years.

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

TABLE 3.3.2

DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=120)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	98	81.67
2.	Inability of parents to provide clothes and shoes	82	68.33
3.	Inability of parents to provide books	93	77.50
4.	Inability of parents to provide stationery	80	66.67
5.	Inability of parents to provide food and medicines	36	30.00
6.	Helping parents in occupation	45	37.50
7.	Engaged in remunerative employment	08	06.67
8.	Domestic work	104	86.67
9.	Care of siblings	54	45.00
10.	Parental lack of motivation	48	40.00
11.	Parental illiteracy	86	71.67
12.	Non-availability of school / NFE centre close to habitation	24	20.00
13.	Un-suitable school timings	10	08.33
14.	No female teachers	08	06.67
15.	No separate school for girls	26	21.67
16.	Lack of support services such as anganwadies, balwadies, creches	45	37.50
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	32	26.67

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

1. Domestic Work. (86.67%)
2. Inability of parents to pay extra tuition fee / fund (81.67%)
3. Inability of parents to provide books (77.50%).
4. Parental Illiteracy. (71.67%)
5. Inability of parents to provide clothes and shoes (68.33%)

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
120	109 (90.83%)	11 (09.17%)

Figures in parenthesis show percentages. Majority of 91 percent of the never enrolled girls interviewed desired to go to school.

TABLE 3.3.4

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

Total no. of Respondents	Yes	No
120	96 (80.00%)	24 (20.00%)

Figures in parenthesis show percentages. About 80 percent of the girls respondents had talked to their parents about their desire to go to school.

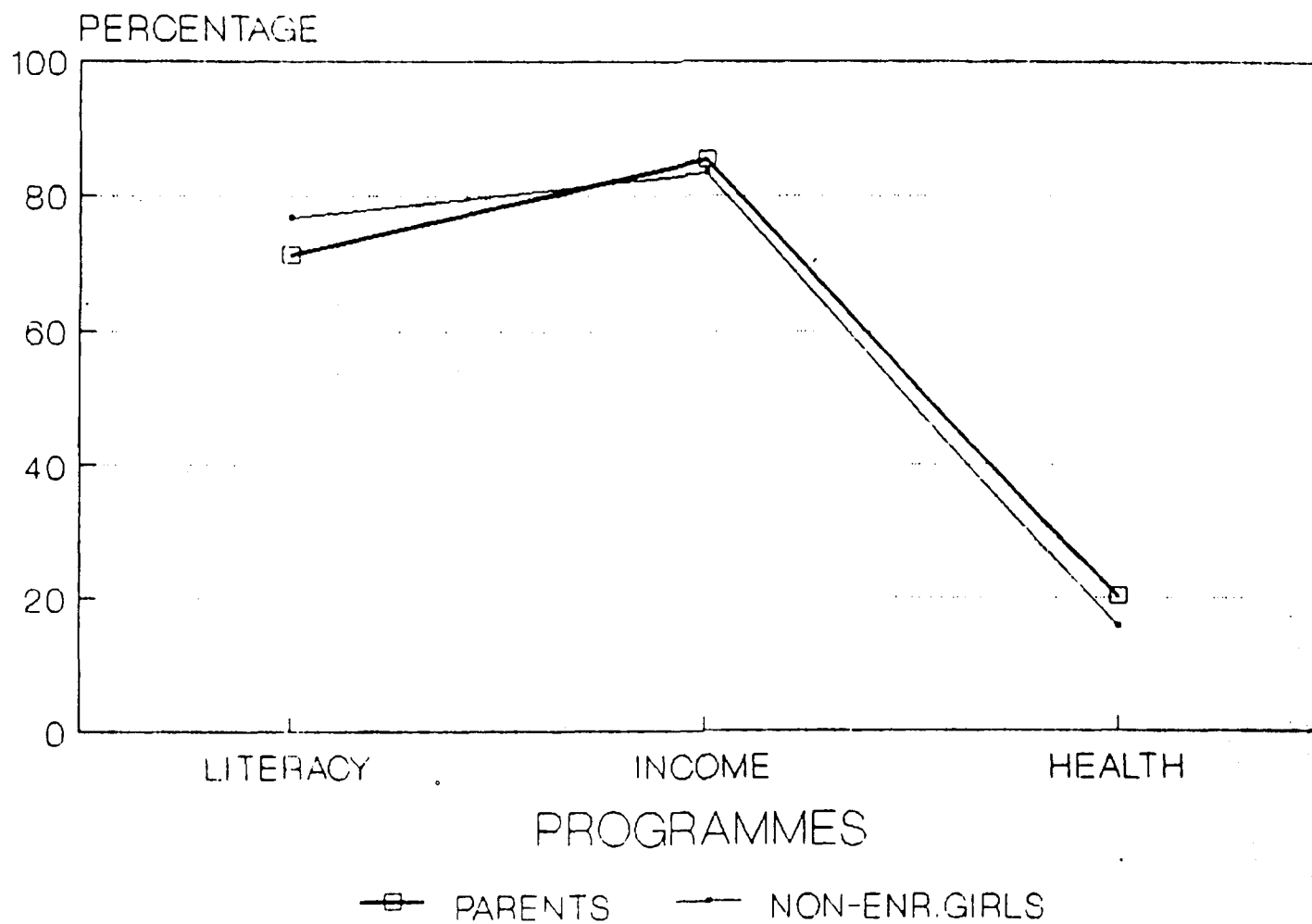
TABLE 3.3.5

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

Total no. of Respondents	Yes	No
120	42 (35.00%)	78 (65.00%)

Figures in parenthesis show percentages. Only about 35 percent girls indicated that their parents may send them to school, if approached.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT BETUL



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.3.6

DISTRIBUTION OF RESPONDENTS BY THEIR ABILITY TO READ AND WRITE

Ability	Respondents (n=120)	
	No.	%
1. Ability to read/write	06	05.00
2. Ability to write name	05	04.17
3. Ability to count	20	16.67
4. Can not read/write	89	74.17

Out of 120 never enrolled girls , only 6 could read and write, 5 could barely write their name and 20 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

Programme	Respondents (n=120)	
	No.	%
Literacy programme	92	76.67
Income generating programme	100	83.33
Health and Nutrition programme	19	15.83

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

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

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

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=120) %
1.	Food	18	15.00
2.	Clothing	12	10.00
3.	Toys/Games/Play	37	30.83
4.	Ritual and Social visits	53	44.17

Majority of the never enrolled girls interviewed expressed their feelings of being discriminated by their parents in matters of food, clothing , toys / games and time for playing.

CHAPTER 3.4

TEACHERS AND THEIR PERCEPTIONS

In all 14 teachers were interviewed, out of them 4 were females. The age of these teachers ranged between 23-58 years with majority of them belonging to age group 49 and below. The service length of these teachers ranged from 01 to 38 years. Only 6 teachers had more than 25 years as length of service. Three of female and 06 male teachers had JBT qualification.

All the teachers were married except 1 male teacher. 5 had three children each, 3 had 4 children each and form each had two children. Only one teacher had no child. Average number of children per teacher was around 3. Average household size of teachers was around 5. Out of 14 teachers, only 8 lived at a distance of less than 2 kilometer from the school . About 5 teachers lived at a distance of 2 to 5 Kms. and were using bycycle. One teacher is using his own bike.

TABLE 3.4.1

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

Reasons	Respondents (n=14)	
	No.	%
1. Better economic standing of households	14	100.00
2. Parental education	11	78.57
3. Parental motivation	10	71.43
4. Parental Support like:		
i. Payment of fees other than tuition fees	04	28.57
ii. Provision of books and stationery	00	00.00
iii. Provision of adequate food and clothing	01	07.14
iv. Creating space and time for studies at home	05	35.71
v. Provision of academic Support (themselves to paid)	01	07.14
5. Self motivation of the girl child.	08	57.14
6. Positive attitude of teachers	05	35.71

Major Reasons for Continuance of Girls in Schooling

1. Better economic standing of house hold (100.00%).
2. Parental education (78.57%).
3. Parental motivation (71.43%).
4. Self motivation of the girl child (57.14%).
5. Positive attitude of teachers (35.71%).

TABLE 3.4.2

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

Reasons	Respondents (n=14)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	13	92.86
2. Inability of parents to Provide clothes and shoes	08	57.14
3. Inability of parents to provide books	10	71.43
4. Inability of parents to Provide stationery	10	71.43
5. Inability of parents to provide food	06	42.86
6. Helping parents in occupation	01	07.14
7. Enagaged in remunerative employment	01	07.14
8. Domestic work	10	71.43
9. Care of siblings	10	71.43
10. Absence of support services viz. Anganwadi, Balwadi, Creches	01	07.14
11. Early marriage	06	42.86
12. Social taboos on onset of Poberity	03	21.43
13. Parental lack of motivation	07	50.00
14. Parental illiteracy	11	78.57
15. Lack of academic support/help from parents/family members, others	01	07.14
16. School far away	02	14.29
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	01	07.14
20. No female teachers	01	07.14
21. Lack of separate schools	03	21.43
22. Teachers negative attitude	00	00.00
23. Failure	07	50.00
24. illness of family members	03	21.43
25. Own illness	06	42.86

Major reasons for dropping out of girls from school

1. Inability of parents to pay extr tuition fee/fund (92.86%).
2. Parental illiteracy (78.57%).
3. Care of Siblings (71.43%).
4. Domestic Work (71.43%).
5. inability of parents to provide clothes and shoes (57.14%).

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

Reasons	Respondents (n=14)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	14	100.00
2. Inability of parents to provide clothes and shoes	09	64.29
3. Inability of parents to provide books	11	78.57
4. Inability of parents to provide stationery	10	71.43
5. Inability of parents to provide food and medicines	09	64.29
6. Helping parents in occupation	00	00.00
7. Engaged in remunerative employment	01	07.14
8. Domestic work	12	85.71
9. Care of siblings	12	85.71
10. Parental lack of motivation	07	50.00
11. Parental illiteracy	09	54.29
12. Non-availability of school / NFE centre close to habitation	02	14.29
13. Un-suitable school timings	00	00.00
14. No female teachers	01	07.14
15. No separate school for girls	03	21.43
16. Lack of support services such as anganwadies, balwadies, creches	07	50.00
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	00	00.00

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

1. Inability of parents to pay extra tuition fee / fund (100.00%).
2. Care of siblings (85.71%).
3. Domestic Work (85.71%),
4. Inability of parents to provide books (78.57%).
5. Inability of parents to provide stationery (71.43%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

Majority of teachers reported domestic work and sibling care as the major reasons for irregular attendance of girls in villages. "As they do not attend classes regularly, they miss the course and fall back in class." In many cases it leads to failure or drop-out.

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

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

Eight out of 14 teachers reported that incentives were not distributed on time. The teachers perceive that incentives being given to schedule caste children especially girls have had a positive effect on their enrolment and attendance. They recommended that these incentives, viz., free uniforms, attendance scholarships, free books and stationery must be made available to all girls. It was also expressed by many of them that the noon meal scheme, which can easily be supported by a grain rich state like Madhya Pradesh, will definitely attract children from poverty groups.

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

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

TABLE 3.4.4

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

	Utility	Respondents (n=14)	
		No.	%
1.	Develops a positive self image and confidence among girls	10	71.43
2.	Prepares girls for economic contribution	12	85.71
3.	Can improve health and nutritional status of children and other family members	05	35.71
4.	Will ensure education of future generations	14	100.00
5.	Will make girls and women aware of their rights	13	92.86
6.	Helps raise age at marriage and reduces maternal , infant and child mortality	05	35.71
7.	Helps in reducing the family size	08	57.14
8.	Will prepare girls for leadership roles in society.	05	35.71
9.	Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	11	78.57

Five main PERCEPTIONS of parents on utility of girls education:

1. Will ensure education of future generations (100.00%).
2. Will make girls and women aware of their rights (92.86%).
3. Prepare girls for economic contribution (85.71%).
4. Will prepare girls for participation and decision process in all works in life (78.57%).
5. Develops a positive self image and confidence among girls(71.43%)

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=14)	
	Agree	%
1. Girls and boys need equal education.	14	100.00
2. Both need to be given equal amount of food.	14	100.00
3. Both need to be given equal health care and medical attention when needed.	14	100.00
4. Both can be assigned same duties/ responsibilities.	11	78.57
5. Both should be given the same freedom.	10	71.43
6. Both should be given equal time to play.	14	100.00
7. Both can perform all tasks equally well.	08	57.14
8. Both can have similar occupations.	10	71.43
9. Both have same intelligence and abilities.	12	85.71
10. Men and Women should be paid equal wages for equal work.	09	64.29
11. Husband and wife should take all decisions jointly.	14	100.00
12. Household work must be shared by all members of the household.	11	78.57
13. Assets of the family should be registered in joint names of husband and wife.	10	71.43

Five main perceptions of parents about gender equality:

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

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

CHAPTER : 3.5

INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

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

TABLE 3.5.1

Physical Facilities In schools (6 Sample Schools)

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

INCENTIVE SCHEMES

Free uniforms , attendance scholarships for Scheduled Caste girls were the incentive schemes given in these institutions , Education is free. Free writing materials , free stationery and book bank are the other schemes for Scheduled Caste students upto senior secondary level for all girls.

TABLE 3.5.2

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

Reasons	Respondents (n = 6)	
	No.	%
1. Better economic standing of households	05	83.33
2. Parental education	05	83.00
3. Parental motivation	03	50.00
4. Parental Support like:		
i. Payment of fees other than tuition fees	01	16.67
ii. Provision of books and stationery	03	50.00
iii. Provision of adequate food and clothing	02	33.33
iv. Creating space and time for studies at home	02	33.33
v. Provision of academic Support (themselves to paid)	04	66.67
5. Self motivation of the girl child.	00	00.00
6. Positive attitude of teachers	04	66.67

Major Reasons for Continuance of Girls in Schooling

1. Parental education (83.33%).
2. Better economic standing of households (83.33%).
3. Positive attitude of teachers (66.67%).
4. Provision of academic support (66.67%).
5. Provision of books and stationery (50.00%).

TABLE 3.5.3

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

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

Major reasons for dropping out of girls from school

1. Inability of parents to pay extra tuition fee/fund (100.00%).
2. Parental illiteracy (66.67%).
3. Parental lack of motivation (66.67%).
4. Early marriage (66.67%).
5. Care of siblings (66.67%).

TABLE 3.5.4

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

Reasons	Respondents (n = 6)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	05	83.33
2. Inability of parents to provide clothes and shoes	03	50.00
3. Inability of parents to provide books	03	50.00
4. Inability of parents to provide stationery	03	50.00
5. Inability of parents to provide food and medicines	03	50.00
6. Helping parents in occupation	01	16.67
7. Engaged in remunerative employment	02	33.33
8. Domestic work	05	83.33
9. Care of siblings	04	66.67
10. Parental lack of motivation	02	33.33
11. Parental illiteracy	04	66.67
12. Non-availability of school / NFE centre close to habitation	01	16.67
13. Un-suitable school timings	00	00.00
14. No female teachers	00	00.00
15. No separate school for girls	02	33.33
16. Lack of support services such as anganwadies, balwadies, creches	01	16.67
17. Cultural factors such as early marriage, social taboo's and customs, segregation of women, purdah etc.	03	50.00

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

1. Domestic work (83.33%).
2. Inability of parents to pay extra tuition fee/fund (83.33%).
3. Parental illiteracy (66.67%).
4. Care of siblings (66.67%).
5. Cultural factors such as early marriage, social taboo (50.00%)

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARY

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

ADMINISTRATORS EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROPOUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

Head of institutions expressed that noon - meal schemes will definitely attract children from poverty groups.

TABLE 3.5.5

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

Utility	Respondents (n=6)	
	No.	%
1. Develops a positive self image and confidence among girls	05	83.33
2. Prepares girls for economic contribution	05	83.33
3. Can improve health and nutritional status of children and other family members	04	66.67
4. Will ensure education of future generations	04	66.67
5. Will make girls and women aware of their rights	05	83.33
6. Helps raise age of marriage and reduce maternal, infant and child mortality	02	33.33
7. Helps in reducing the family size	04	66.67
8. Will prepare girls for leadership roles in society	04	66.67
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	04	66.67

Five main PERCEPTIONS of parents on utility of girls education:

1. Will make girls and women aware of their rights (83.33%).
2. Prepare girls for economic contribution (83.33%).
3. Develops a positive self image and confidence among girls (83.33%)
4. Will prepare girls for participation and decision process in all works in life (66.67%).
5. Will prepare girls for leadership roles in society (66.67%).

TABLE 3.5.6

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

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

Five main perceptions of parents about gender equality:

1. Assets of the family should be registered (100.00%).
2. Both can have similar occupations (100.00%).
3. Both can perform all tasks equally well (100.00%).
4. Both should be given an equal time to play (100.00%).
5. Both can be assigned the same duties / responsibility (100.00%)

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

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

TABLE 3.5.7

PARTICIPATION OF WOMEN IN TEACHING IN DISTRICT BETUL

Category	Total	Female	Female as %
Rural	1412	70	04.96
Urban	2174	535	24.61
Total	3586	605	16.87

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (7 SAMPLE SCHOOLS)

S.No.	Communities	Girls	Boys	Total
1.	All Communities	221	334	545
2.	Scheduled Caste	95	106	201
3.	Scheduled Tribe	81	122	203
4.	General	45	96	141

ANNEXURE 2

NUMBER OF TEACHERS (7 SAMPLE SCHOOLS)

S.No.	Communities	Male	Female
1.	All Communities	10	4
2.	Scheduled Caste	3	1
3.	Scheduled Tribe	4	1
4.	General	3	2

ANNEXURE 3

AVERAGE ATTENDANCE IN PERCENTAGE (7 SAMPLES SCHOOLS) (FEB 1994)

Class	Percentage of attendance	
	Girls	Boys
I	76.98	81.03
II	69.91	80.00
III	72.24	85.90
IV	74.15	81.11
v	79.89	80.32

CHAPTER 3.6

COMMUNITY LEADER

All the 08 community leaders interviewed were engaged in agriculture.

Their age ranged from Thirty five to Sixty years. Only two community leaders were below 40 years. 1 community leader had no education, 2 had higher secondary qualification, the rest had primary to matriculation.

TABLE 3.6.1

DISTRIBUTION OF RESPONDENTS BY THEIR PARTICIPATION IN :

	Yes	No
(n = 08)		
i) Village Panchayat	02 (25.00%)	06 (75.00%)
ii) Mahila Mandals	04 (50.00%)	04 (50.00%)
iii) Political or Social Organisations	01 (12.50%)	07 (87.50%)

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

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

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

TABLE 3.6.2

STATE OF INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	06 (75.00%)	02 (25.00%)
ii) For Nomadic Tribe Girls	05 (62.50%)	03 (37.50%)
iii) NFE Scheme	06 (75.00%)	02 (25.00%)

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

Only 06 out of 08 community leaders expressed the need of separate NFE centres for girls. Further discussion revealed that as most of the girls who would go to NFE would be overage (post pubertal). "It may be advisable to have separate NFE centres preferbly run by women instructors." Only 06 percent community leaders indicated that they had reservation regarding girls and

boys studying in the same institution and about 04 percent had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=8)	
	No.	%
1. Develops a positive self image and confidence among girls	06	75.00
2. Prepares girls for economic contribution	08	100.00
3. Can improve health and nutritional status of children and other family members	04	50.00
4. Will ensure education of future generations	07	87.50
5. Will make girls and women aware of their rights	04	50.00
6. Helps raise age of marriage and reduce maternal , infant and child mortality	04	50.00
7. Helps in reducing the family size	05	62.50
8. Will prepare girls for leadership roles in society	04	50.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	06	75.00

Five main PERCEPTIONS about utility of girls education:

1. Prepare girls for economic contribution (100.00%).
2. Will ensure education of future generations (87.50%).
3. Will prepare girls for participation and decision process in all works in life (75.00%).
4. Develops a positive self image and confidence among girls (75.00%).
5. Helps in reducing family size (62.50%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=8)	
	Agree	%
1. Girls and boys need equal education.	08	100.00
2. Both need to be given equal amount of food.	08	100.00
3. Both need to be given equal health care and medical attention when needed.	08	100.00
4. Both can be assigned same duties/ responsibilities.	06	75.00
5. Both should be given the same freedom.	05	62.50
6. Both should be given equal time to play.	08	100.00
7. Both can perform all tasks equally well.	07	87.50
8. Both can have similar occupations.	07	87.50
9. Both have same intelligence and abilities.	08	100.00
10. Men and Women should be paid equal wages for equal work.	07	87.50
11. Husband and wife should take all decisions jointly.	07	87.50
12. Household work must be shared by all members of the household.	07	87.50
13. Assets of the family should be registered in joint names of husband and wife.	07	87.50

Five main PERCEPTIONS about gender equality:

1. Both need the same kind of food (100.00%).
2. Both can have similar intelligence and abilities (100.00%).
3. Both need to be given time to play (100.00%).
4. Both need to be given equal health care (100.00%).
5. Girls and boys need equal education (87.50%).

CAUSES FOR NON ENGAGEMENT OF GIRLS - BETUL

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic Work (83.33%).	1. Inability of parents to pay extra tuition fee (100%).	1. Domestic work (83.33%).	1. Domestic work (87.39%).
2. Inability of parents to pay extra tuition fee/fund (74.07%).	2. Care of sibilings (85.71%).	2. Inability of parents to pay extra tuition fee (83.33%).	2. Parental illiteracy (63%).
3. Inability of parents to provides clothes and shoes (63.70%).	3. Domestic work (95.71%).	3. Parental illiteracy (66.67%).	3. Early marriage (61%).
4. Inability of parents to provide books (60.74%).	4. Inability of parents to provide books (78.57%).	4. Care of sibilings (66.67%).	4. No female teachers. (50%).
5. Inability of parents to provide stationery (49.26%).	5. Inability of parents to provide stationery (71.43%).	5. Cultural factoras such as early marriage, social taboo (50.00%).	5. No seperate schools for girls (56%).
6. Parental illiteracy (30.37%).	6. Inability of parents to provide clothes & shoes (64.29%).	6. Inability of parents to provide books (50%).	
7. Helping parents in occupations (30.37%).	7. Inability of parents to provide food & medicises (64.29%).	7. Inability of parents to provide stationery (50%).	
8. Care of sibilings (25.19%).	8. Parental illiteracy (54.29%).	8. Inability of parents to provide food (50%).	
9. Inability of parents to provide food & medicises (23.70%).	9. Parental lack of motivation (50.00%).		
10. Parental lack of motivation (23.96%).			

CAUSES FOR DROPOUT AMONG GIRLS - BBTUL

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Domestic work (87.48%).	1. Inability of parents to pay extra tuition fee (92.86%)	1. Inability of parents to pay extra tuition fee/fund (100%).	1. Parental illiteracy (100%).
2. Inability of parents to pay extra tuition fee/fund (77.41%).	2. Parental illiteracy (78.57%).	2. Parental illiteracy (66.67%).	2. Domestic work (89%)
3. Inability of parents to provide clothes & shoes (68.83%).	3. Care of siblings (71.43%).	3. Parental lack of motivation (66.67%).	3. Early marriage (61%).
4. Inability of parents to provide books (59.26%).	4. Domestic Work (71.43%).	4. Early marriage (66.67%).	4. Care of siblings (52%)
5. Parental illiteracy (57.78%).	5. Inability of parents to provide clothes and shoes (57.14%).	5. Care of siblings (66.67%).	5. Parental lack of motivation (76%).
6. Inability of parents to provide stationery (47.78%).	6. Parental lack of motivation (50.00%).	6. Domestic work (66.67%).	
7. Parental lack of motivation (41.85%).	7. Own illness (42.86%).	7. Inability of parents to provide food (50%).	
8. Care of Siblings (40.74%).	8. Early marriage (42.86%).	8. Inability of parents to provide books (50%).	
9. Absence of Support Services Vis Anganwadi , Balwadi (31.48%).	9. Inability of parents to provide food (42.86%).		
10. Early marriages (30.74%).			

PERCEPTION OF UTILITY OF GIRLS EDUCATION - BETUL

PARENTS (270)	TEACHERS (14)	ADMINISTRATORS (6)	COMMUNITY LEADER (8)
1. Prepare Girls for economic contribution (77.48%).	1. Will ensure education of future generations (100%).	1. Will make girls and women aware of their rights (83.33%).	1. Prepare girls for economic contribution (100%).
2. Will ensure education of future generations (66.30%).	2. Will make girls and women aware of their rights (92.86%).	2. Prepare girls for economic contribution (83.33%).	2. Will ensure education of future generations (87.50%).
3. Develops a positive self image and confidence among girls (64.44%).	3. Prepare girls for economic contribution (85.71%).	3. Develops a positive self image and confidence among girls (83.33%).	3. Will prepare girls for participation and decision (75.00%).
4. Helps in reducing the family size (38.52%).	4. Will prepare girls for participation and decision (78.57%).	4. Will prepare girls for participation and decision (66.67%).	4. Develops a positive self image and confidence among girls (75%).
5. Will make girls and women aware of their rights (36.30%).	5. Develops a positive self image and confidence among girls (71.43%).	5. Will prepare girls for leadership roles in society (66.67%).	5. Helps in reducing family size (62.50%).
6. Can improve health & nutritional status of children & other family members (17.04%).	6. Helps in reducing the family size (57.14%).	6. Helps in reducing the family size (66.67%).	
7. Helps in raising age of marriage and reduce maternal, infant child mortality (14.81%).	7. Will prepare girls for leadership roles in society (35.71%).	7. Will ensure education of future generations (66.67%).	
8. Will prepare girls for leadership roles in society (14.07%).			

GENDER EQUALITY : PERCEPTION - BETUL

PARENTS (270)	TEACHERS (14)	ADMINISTRATORS (6)	COMMUNITY LEADER (8)
1. Both need the same kind of food (97.41%).	1. Girls and boys need equal education (100%).	1. Asents of the family should be registered (100%).	1. Both need th same kind of food (100%).
2. Both need to be given equal health care (97.04%).	2. Both need the same kind of food (100%).	2. Both can have similar occupations (100%).	2. Both can have similar intelligence and abilities (100%).
3. Girls and boys need equa. education (84.81%).	3. Both need to be gives equal health care (100%).	3. Both can perform all tasks equally well (100%).	3. Both need to be given time to play (100%).
4. Men and women should be paid equal wages for equal work (77.04%).	4. Both should be given equal time to play (100%).	4. Both should be given an equal time to play. (100%).	4. Both need to be given equal health care (100%).
5. Husband and wife should take all decisious jointly (70.37%).	5. Husband and wife should take all decisious (100%).	5. Both can assigned the same datien/responsibility(100%).	5. Girl and boys need equal education (87.50%).
6. Both have sane intelligence and abilities (70.00%).	6. House hold vor must be shared by all members of the household (78/57%).	6. Girls and boys need equal education (100%).	
7. Household work must be shared by all members of the household (62.59%).	7. Both can be assigned sane datien /responsibility (78.57%).	7. Both need to be given equal amount of food (100%).	
8. Both have sane similar occupations (52.59%).			
9. Both can perform all tasks equally well (51.85%).			

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING

PARENTS	TEACHERS	ADMINISTRATORS	COMMUNITY (GROUP DISCUSSION)
1. Better economic standing Household (86.67%).	1. Better economic standing Household (100%).	1. Parental education(83.33%).	1. Parental motivation (60%)
2. Parental education (65.56%).	2. Parental education (78.57%).	2. Better economic standing of households (83.33%).	2. Parental education (78%)
3. Self motivation of the girl child (53.33%).	3. Parental motivation (71.43%).	3. Positive attitude of teachers (66.67%).	3. Positive attitude of teachers (72%).
4. Parental motivation (50.37%).	4. Self motivation of the girl child (57.14%).	4. Provision of academic support (66.67%).	4. Better economic standing of households (70%).
5. Provision of books and stationery (26.30%).	5. Positive attitude of teachers (35.71%).	5. Provision of books and stationery (50.00%).	5. Self motivation of the girl child (69%).
6. Payment of fees other than tuition fees (26.30%).	6. Creating space and time for studies at home (35.71%).	6. Parental motivation (50%).	
7. Positive attitude of teachers (20.74%).	7. Payment of fees other than tuition fees. (28.57%).	7. Provision of adequate food and clothing (33.33%).	
8. Provision of adequate food and clothing (20.37%).			
9. Creating space and time for studies at home (11.11%).			

CHAPTER IV
DISTRICT - BETUL
MAJOR FINDING AND RECOMMENDATION

Finding :

1. Mapping out gender disparities in access enrolment and retention .
 - 1.1 There are 256 dhanas that are unserved in the district.
 - 1.2 Forty Seven percent (47.82%) of those enrolled at primary level are girls . SC girls form 48.18 percent of the total number of SC children enrolled at this stage . This vindicates positive impact of special incentives for SC children.
 - 1.3 Dropout rate amongst girls is 55.98 percent compared to 47.78 percent for boys. For SC girls drop out rate is 42.53 percent compared to 38.52 percent for boys. For ST girls dropout rate is 42.53 percent compared to 44.30 percent for boys. SC - ST children especially girls need to be given necessary support for better retention.
 - 1.4 The problem of access is largely of dhanas which are schoolless and very large villages where the school is located in one corner and is overcrowded.
 - 1.5 In 270 sample households in Betul there are 436 girls in the age group 6-14 years.
 - 1.5.1 Out of these 196 were attending school 168 were never enrolled and 123 enrolled in primary classes.
 - 1.5.2 Out of the 178 enrolled in primary classes 62.6 percent are in the age group 6 - 10 years and 32 percent are in the age.group 11-14 years.

This finding is largely in line with the estimated average phenomenon of 3 percent at the primary level.

1.5.3 Out of the 180 never enrolled girls 58 percent belong to age group 6 - 10 years and 35 percent were between 11-14 years.

1.5.4 Out of the 114 dropout girls , 105 dropped out from the primary classes 9 from the middle stage , out of the 151, who dropped out , 114 were girls , 38.6 percent were of 6 - 10 years and the rest 52 percent were 11-14 years.

2. Identification of causes for non-enrolment and dropout of girls and propose effective districts / level specific strategies for improved enrolment and retention.

2.1 Factors contributing to girls Enrolment and Retention are :

2.1.1 Parental education

2.1.2 Parental motivation

2.1.3 Better economic standing of the household which enables parents to meet extra tuition costs , give adequate food and clothing , books , stationery , space and time for studies at home. 2.1.4 Parental support for academic work.

2.1.5 Positive attitude of the teachers.

2.2 Never Enroled girls

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

- 2.2.2 72.5% mothers of the never enrolled girls were illiterate, 29 percent fathers had primary education.
- 2.2.3 Bulk of non enrolled girls belong to families with annual income to less than Rs. 10000/- , 35 percent came from scheduled caste families and 23 percent from Scheduled tribe.
- 2.2.4 These girls were largely from among alder children , first born second born and third born.
- 2.2.5 Majority were from medium and large sized families/ household.
- 2.2.6 All of them were involved in work (income saving , income generating.)
- 2.2.7 Majority felt discriminated against in matters of food,play, health care.
- 2.2.8 Eighty nine percent would like to study and learn.

2.3 Dropout amongst girls

- 2.3.1 Parental illiteracy , lack of interest and parental economic status pushad girls out of schools at a faster pace , domestic work , sibling care , livestock care , engaged in remunerative activities lead to girls dropout.
- 2.3.2 Cultural factors such as social taboos , early marriages , fandy traditions and discrimination towards girls were evident.
- 2.3.3 Lack of support services such as anganwadis , balwadis and creches was observed.

- 2.3.4 Parents educational status had a positive correlation with drop out girls.
- 2.3.5 Dropout phenomenon was also related to birth order. It was observed that the majority of dropouts had first or second birth order.
- 2.3.6 About 53 percent dropout girls belong to families having household income below Rs. 10000/-. Some girls of higher income groups dropped out of school when their marriages were settled or they got married.
- 2.3.7 Majority of the dropouts were from agricultural families.
- 2.3.8 Dropouts reported to have liked their schools and teachers. The subject they enjoyed was Hindi and Social Studies while mathematics was the subject which was disliked by most.
- 2.3.9 Sixty three percent of dropout girls were willing to go back to school to continue their education in one form or the other.

3 . Situation of Girls and women in Betul District

- 3.1 Women form 49.13 percent of the populatio in Betul .
- 3.2 Sex ratio is highly averse, there are only 966 females per thousand males in Betul (1991) . In 1981 sex ratio was 980. Sex ratio ranges from 984 (1991) in Multai . the situation is more alarming in the age group 0-6 years , where as sex ratio 984 (1991) girls per thousand boys.
- 3.3 The phenomenon of sex selective abortions has been reported be some villagers. There is excess of female mortality over male mortatality in all age groups upto the age of 35 years.

- 3.4 Decadal population growth in 1981-91 was 25.5 percent compared to 26.7 for Madhya Pradesh.
- 3.5 Total fertility rate was 224 in 1981 for district Betul .
- 3.6 IMR (1988) was 158 for females in district Betul .
- 3.7 Mean age at marriage for Betul was 16.90 (1981) , 38.84% of females in the age group 15-19 were found married in 1981.
- 3.8 Field obserenton shows that cultural practices desogatory to status of women abound in M.P. There is a total enviroment of hurling indignities on women . Early marriages, dorwy , purdah , strong son preference unequal rights for girls in parental property etc. are noticed. Low valuation of female life in general and gross discrimination in matters of distribution of food , health and medical care, provision. supplements like books, stationery ,clothes to girls are practiced. Prosperity has further aggravated the sad plight of women and girls who regardless of economic status of the household are continously involved in domestic work to include livestock care and provieling support in cultivation of cash crops.
- 3.9 The field data further shows that nuclearization of households adds to the problems of women who have to leave the young children often in the care of the older children who are in all cases, girls.
- 3.10 The parents were of the opinion that they would like to give equal food, equal education and health care to their children in sitution of plenty . Almost 70 percent parents feel that boys and girls have equal intelligence and

ability. Very few parents agreed to giving equal freedom to boys and girls. Most parents were of the view that boys and girls cannot be given equal duties and responsibilities.

In principle there was consensus that there should be equality in household work but it was never practiced. Dropout and never enrolled girls were of the view that their parents discriminated against them in matters of food, clothing, health care, play and educational opportunities.

3.11 The teachers were of the view that both boys and girls should have equal food, education, wages and that they have equal intelligence and ability. The teachers were of the view that there should be equal time and opportunity for studies and play. Most of them thought that the household work should be shared equally and that decisions should be taken collectively. 3.12 Community leaders were of the opinion that boys and girls should be given equal opportunity to play and food and education. Most of them agreed that boys and girls have equal levels of intelligence and abilities. For equality in terms of performance task only 87.5 percent expressed favourable opinion. Joint ownership of family assets also did not find favour with majority of community leaders. Giving equal freedom, equal time to play and aspiring for the same occupation did not find favour with 32.5 percent of community leaders.

- 3.13. An egalitarian view was expressed by the administrators. They favoured equality between boys and girls regarding education, food, health, equal wages, family decision making, equal time to play, can be assigned equal responsibilities. They also favoured the joint ownership of assets by husbands and wife both. With these views we can expect a positive change in the society as they can act as catalyst and bring forth an egalitarian society.
4. Collection of information on gender bias in text books and curriculum transactions.
- 4.1 Text books should be reviewed to identify gender bias in the text and supporting pictorial presentation.
- 4.2 Gender role perception of teachers and administrators show that there is a need for their sensitization.
5. Identification supportive community structures such as women groups, VECs, Panchayats, PTAs, teacher organisations, Youth clubs supportive of UPE amongst girls.

There are a total of 272 Mahila mandals covering 1328 villages in Betul. These were also not functioning properly. Panchayats are taking keen interest in school buildings and need further encouragement VECs do not exist. They need to be made functional at the earliest. Identification and facilitation of coverage of services of different departments for UPE among girls (focal areas ECCE, Health and Support Services.)

6.1 At the moment there was near absence of any connection between the Department of Health and the school system. There was no coordination between the Anganwadis and the school.

6.2 In all there were 400 Anganwadis for a child population of (0-6) years 242853.

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

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

7.1 Incentives like free text books, stationery, uniforms, attendance prizes are being given to scheduled caste girls. This has had a visible impact on enrolment of scheduled caste girls at the primary stage.

7.2 Maximum numbers 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. Participation of Women in teaching and Administration

8.1 In Betul 3586 of the total primary teachers (1992-93) were female.

8.2 Despite this , it was found that there were very few women teachers in remote areas. Without fail 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) teacher's school as they felt that their daughters were not safe especially if the teacher was absent.

8.3 Both the DPEO of the district and the BEO of the block were males . Out of this 6 Head teachers interviewed Only one was female.

9 Development of State / District Level Monitoring and evaluation frame work.

9.1 As soon as the data is analysed , indicators for monitoring girls education and women's empowerment shall be developed (To be done under MIS).

Suggested Interventions

Administrative Measures

1. Incentives scheme should be implemented for improved enrolment and retention in primary schools . The incentives should be given timely.
2. School should be provided in the unserved villages and slums.
3. A sincere effort should be made to implement compulsory primary education especially for girls at warfooting.
4. The village which have primary and middle schools those should be upgraded to middle and high school respectively.
5. For far off scattered population day boarding schools should be started.
6. Hostel facilities should be provided to scheduled caste and scheduled tribe girls do that they can obtain middle and high school education.
7. Adult Eduation should ne campaigned to improve adult literacy.
8. In the planning phase of the educational network at the district level , small and far off habitation should be taken into consideration.
9. Separate schools should be opened for girls wherever the inhabitants have demanded it.
10. Drastic change is required in the primary education to make it more meaningfull and of greater utility to the girls.
11. All single teacher schools should be replaced by multiple teacher schools.

12. More female teachers should be posted in the rural areas to improve the enrolment of girls.
13. All round efforts should be made to bring girls into schools.
14. The parents should be actively involved in the school affairs. They should be involved in the school functions and informed regularly about their wards.
15. Awards should be given to those panchayats and teachers who are effective in obtaining cent percent enrolment.

Teachers

1. It is an urgent need that more teachers are appointed . Local educated youths and literate women should be employed for better performance of the students.
2. Women should be given due representation in administration and functioning. Women should be inducted at JD,AD,DD and BEO levels. At least one women should be given any of the above posts.
3. Orientation of the teachers is a must for the purpose that they can be sympathetic and caring towards the girls . A conscious effort can be made to bring about a social awakening regarding girls education and gender equality.
4. More rural women teachers should be encouraged to enhance their qualifications.
5. More security and better accommodation should be provided to the female teachers.
6. The universal Primary Education of girls should be included in the action programme of teachers organisations.

INCENTIVES

1. Government should provide more funds for incentives
Incentives should be given to all needy children irrespective of caste and creed.
2. Uniforms / winter uniforms should be provided.
3. Quality and quantity of Incentives should be enhanced so as to draw girls from poor families.
4. For improvement of enrolment of girls in schools incentives should be provided to them at par with scheduled caste and schedule tribe students.
5. Transport facilities should be provided for girls free of cost, so that girls can go to nearby high school to continue their education.
6. Government should provide all possible mean and materials which is connected with educational upliftment.
7. Government should make new schalorship scheme which is concerned with upliftment of girls education.
8. Mid-day meal should be provided for poor girls and other children.
9. Incentives in kind like cereals , pulses flour etc. can be given to girls to improve their attendance.

Curriculum

1. It is important that the curriculum does not perpetuate gender bias For this the books should be analysed and if a bias is identified it should be eliminated.

2. The curriculum should be include more of sports, games and adventure .
3. More vocational and income generating skills should be taught to the students.
4. Syllabus should be simplified and made more relevant to rural set up.
5. Girls should be provided with extra coaching and tution so as to bring them at par with other students.
6. Both girls and boys should be involved in activities at school so as to make them learn household work as well as fields work alike.

Support services

1. Efforts should be made to let the girls free from household and sibiling care activities, mothers should be taught about the value of girls education.
2. Family planning should be promoted in the villages, villagers should be encouraged to adopt it.
3. To create a conducive environment for sending children to school more support services like Anganwadis , Balwadis , Khelghar etc, should be provided.
4. Efforts should be made to develop positive attitude towards education in the villages.

Mobilisation of parents and Communities for girls Education and Women's empowerment

1. Literacy of mothers should be given first preference because women play an important role in development of their children.
2. Parents teachers association should be formed , this will help to increase interaction between teachers and parents . Thus parents will indirectly participate in the process of solving problems related to their children.
3. Mass media , meetings with local population and administration and various Government departments should be used to create awareness towards girl's education in community.
4. Gender bias should be abhorred mahila mandal & VECs should be utilised to increase the status of women & girls .
5. Physical, mental and emotional effects of early marriages should be highlighted. Legal Age of marriage should be raised.
6. Practise which play a derogatory role in scarring the women image should be prohibited (such as Dowry , early marriages)
7. Villages heving peculiar characterstics. related to their situation , customs superstitions , which create special problems, should be adopted by the government to make them an ideal village.
8. Local volunteers especially women fuice should be trained to encourage UPE's proceedings.
9. Self confidence should be develop in women and girls to make them economically independent & empowered .

10. Mahila mandal should be started & given enough power to supervise primary school various programme on girls education should be organised and women should be stimulated to participate in them.
11. All administrative institution should be checked from time to time efforts should be made to implement regularity.
12. Distance education system should be introduced so that they can have access to education where schools are not possible to run.
13. Toilets in schools should be provided.

Programme Area

In the study , following emerged as major programme areas.
Social mobilisation on Issues of the Girls Child and Women's
Empowerment.

1. Effective campaigning to create parental awareness and motivation and soliciting community support.
2. Strengthening and preparing Mahila Mandals for playing a key role in UPE.
3. Orientation programmes for members of VECs and panchayats.

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

1. The girls should be provided with free books and stationary.
2. Uniforms , shoes and winterwear should be provided to girls.
3. Midday meals to be provided to the girls.
4. Transportation is a problem with the girls if they are given a bicycle after primary level they can attend middle and high schools.

Serving out of school girls

1. Distance education mode should be adopted for the betterment and further education of out of school girls.
2. Non Formal Education has emerged as an important source of education especially for girls above eight years.
3. Balika yojna (scheme for Adolescent girls , Department of women and child Development.)

NIEPA DC



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Total Literacy Campaign

1. TLC should lay greater stress on parents illiteracy specially mothers illiteracy.
2. Development of gender sensitive materials focussing on women's achievement , contributions and their rights.

Convergence of services

1. Support services like creches ,anganwadis khelghars etc. can play a vital role thus taking care of the young infants , leaving girls free to attend school.
2. NFE Centre can work simultaneously with Anganwadis, Creches.
3. Gender sensstization of Anganwadi workers.

Gender sensstive curriculum Development and Transaction

1. Identification of gender discreminating portions of syllabus and their elimination.
2. Orientation of teachers and teacher educators.
3. Orientation of eduational planners and administrators.
4. Preparation of gender inclusive materials for NFE both for instructors and learners.

LIST OF ABBREVIATIONS

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

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