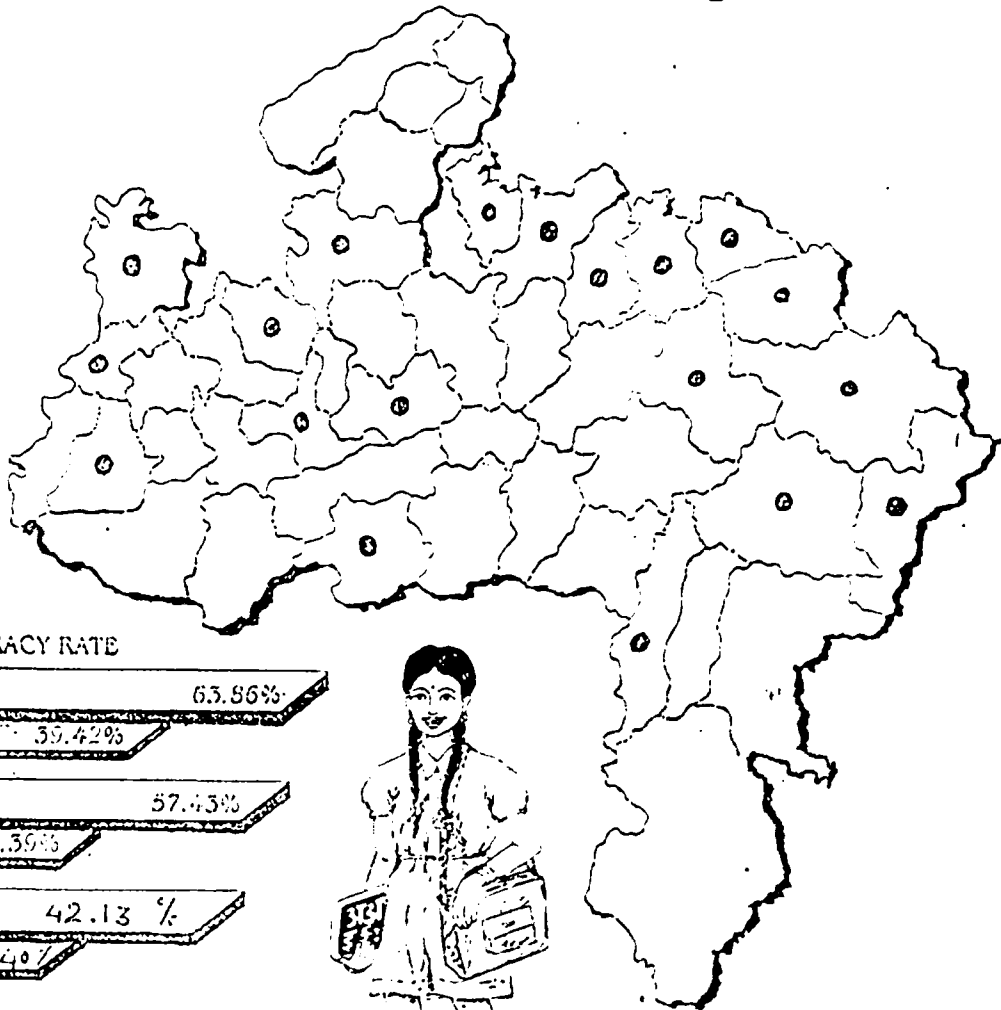


DISTRICT PRIMARY EDUCATION PROGRAMME

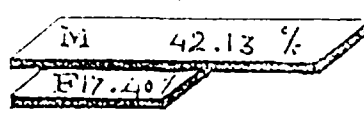
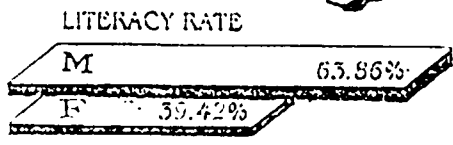
DPEP

GENDER STUDIES

MADHYA PRADESH



INDIA
M.P.
DISTRICT



SARGUJA

M	Male
F	Female

● DPEP DISTRICTS

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES

MADHYA PRADESH

District

SARGUJA

NIEPA DC



D08242

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

1994

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg.
New Delhi-110016
DOC, No D-8242
Date 28-9-94

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

National Project Director : **Usha Nayar**

Consultant : **Sarojini Bisaria**

Madhya Pradesh

State Controlling Officer : **U.S.Pathak**

State Coordinator : **Madhu Mishra**

State Team :

District Surguja

- | | |
|-----------------------|-------------------|
| (1) Sona Verma | (4) Mona Verma |
| (2) Sushma Chaturvedi | (5) Anjali |
| (3) Monika Sahagal | (6) Kavita Saxena |

Computer Analysis : **Akash Deep Gupta**

CONTENTS

Introduction

a.	Figures at a Glance India, Madhya Pradesh & Distt. SURGUJA	001 - 001
b.	DPEP Gender Studies An overview	003 - 024
c.	DPEP Gender Studies Project Madhya Pradesh	025 - 028
d.	India - Brief Analysis	029 - 038
e.	Madhya Pradesh - Brief Analysis	039 - 056
f.	Gender Studies (DPEP) in M.P. Coverage, Target Group, Goals & Objectives	057 - 064
g.	Operational Details	065 - 070

Chapter

I	District Surguja : An overview	071 - 088
II	The Study Locale: Observation & Interaction	089 - 108
III	Analysis of Data	
3.1	The House hold Context.	109 - 126
3.2	Analysis of the Dropout Girls Schedule	127 - 136
3.3	Analysis of Non-Enrolled Girls	137 - 142
3.4	Analysis of Teachers Schedule	143 - 152
3.5	Analysis of Institutional and Educational Administrators Schedule	153 - 162
3.6	Analysis of Community Leaders Schedule	163 - 176
IV	Major Finding and Recommendations	177 - 188
	Suggested Interventions	189 - 194
V	Programmes Areas	195 - 196
	List of Abbreviations	

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

		INDIA	MADHYA PRADESH	SURGUJA
1. POPULATION	T. PERSONS	844,324,222	66,135,862	20,82,930
	MALES	437,805,805	34,232,048	10,65,684
	FEMALES	406,518,417	31,903,814	10,17,246
	R. PERSONS	950,251,746	50,787,815	18,32,114
	MALES	627,146,597	26,123,971	9,31,144
	FEMALES	323,105,149	24,663,844	9,00,970
	U. PERSONS	217,177,625	15,348,047	2,50,816
	MALES	114,780,656	8,108,077	1,34,540
	FEMALES	102,476,969	7,239,970	1,16,276
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	27.52
	RURAL	19.71	22.11	22.84
	URBAN	36.19	44.98	76.67
3. AREA (sq, km)		3,287,263	443,446	22,337
4. DENSITY OF POPULATION (Per sq, km)		267	149	893
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	955
	RURAL	941	944	968
	URBAN	893	893	864
6. LITERATES	PERSONS	362,174,360	23,491,956	3,61,428
	MALES	230,406,481	16,101,046	2,71,721
	FEMALES	131,767,519	7,390,910	89,707

SOURCE : CENSUS OF INDIA - 1991

INTRODUCTION

DPEP GENDER STUDIES

An Overview

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

(Article 45).

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

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

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

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

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

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

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

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

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

MAJOR FEATURES OF DPEP

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

FURTHER EMPHASIES OF DPEP :

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

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

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

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

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

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

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

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

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

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

Following studies were carried out :

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

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

METHODOLOGY

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

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

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

GOALS OF GENDER STUDIES

GOALS (IMMEDIATE)

GENDER AWARE * Gender Sensitive Project Planning and Implementation.

IMPROVING SUPPLY * Increasing number of schools places for formal/Non-formal education centre.

* Improving infrastructure and support services for girls, increasing number of women teachers.

* Making the content and process of education gender bias free and gender inclusive,

* Gender sensitization of all educational personnel, parents and community.

* Monitoring progress towards gender equality

GENERATING DEMAND

* Social Mobilisation awareness generation, consciousness raising, advocacy, campaigns for survival, protection and development of the Girl Child Education and key input.

WOMEN'S EMPOWERMENT

* Energising existing women's groups

* Organising new groups

* Supporting action by women and community to raise status of women.

* Reconstruction and deconstruction of gender roles.

GOALS (LONG TERM)

* When being a man or a woman works neither to the advantage nor to the disadvantage of a person.

* It is noted that gender roles are socially created and hence are not immutable.

SPECIFIC OBJECTIVES OF THE STUDY

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

SECONDARY DATA WAS COLLECTED ON THE FOLLOWING :

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

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

SOURCES OF SECONDARY DATA

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

Secondary Data had to be utilized for preparation of :

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

PRIMARY DATAS

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

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

INTERVIEW SCHEDULES

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

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

THE SAMPLE DESIGN

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

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

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

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

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

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

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

In each block some teachers were to be interviewed.

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

DPEP GENDER STUDIES ORIENTATION PROGRAMMES AND WORKSHOPS

S.NO	Orientation
1.	State Coordinators, Gender Studies 8-9 July, 1993
2.	Assam 6-8 October, 1993 Prof.Usha Nayar, Dr.K.C.Nautiyal Ms. Gauri Srivastava, Dr. S.C.Nuna.
3	Haryana 30 Sept.-3 October 1993 Prof.Usha Nayar, Prof.S.Bisaria, Dr.KC.Nautiyal, Dr.J.Duggal, Harish Tyagi, Mohd. Yunus, Anil kumar, Rajindra pal
4	Kerala 19-21 October 1993 Prof.Usha Nayar, Dr.K.Devendra Mohd. Yunus, Anil kumar
5	Madhya Pradesh 11-12 October, 1993 Prof.Usha Nayar, Prof.S.Bisaria
6	Maharashtra 22-23 October, 1993
7	Orissa 22-23 February, 1994 Prof.Usha Nayar, Dr.S.S.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.

DPEP GENDER STUDIES PROJECT

MADHYA PRADESH

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

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

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

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

DIFFICULTIES FACED IN PROJECT IMPLEMENTATION

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

The aforementioned circumstances caused a total delay of three months.

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

PROPOSED FRAME WORK FOR DPEP (GENDER) IMPLEMENTATION

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



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

1994

MADHYA PRADESH

INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

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

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

Decadal growth rate of population of India decline to 23.85 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 perview of literacy question, forms 17.94 percent of the total population of the country. Keeping in view the above decision, literacy rates for population aged 7 years and above have been worked out for 1991. Comparative position for the census years 1961, 1971 and 1981 was available for population aged 5 years and above as at that time children of the age group 0-4 only were excluded form the census literacy question.

NATIONAL LEVEL

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

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

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

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

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

STATE LEVEL

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

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

While 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 Chandigarh in respect of all persons and from 19.31 percentage points in Sikkim to 3.02 percentage points in Chandigarh in respect of only females. Increase in Literacy rates was over ten percentage points in the States/UTs. of Arunachal Pradesh, Sikkim, 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 Chandigarh (3.00).

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

LIBRARY & DOCUMENTATION CENTRE

(35) National Institute of Educational
Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC. No.

Date

D-8242

28-9-94

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

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

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

DISTRICT LEVEL

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

Table 01
Frequency distribution of districts by literacy rates in respects of all persons for Total and Rural areas is given below-

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

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

It is observed that there are 27 districts which are still having literacy rate below 30 percent. These districts are located in the states/uts of **Madhya Pradesh (3)**, Arunachal Pradesh(2), Bihar(10), Rajasthan(3), Orissa(1), Uttar Pradesh(7) and Andhra Pradesh(1). More than 50 percent of the total districts of the country are still having literacy rate below 50 percent. Only 21 districts (less than 5% of total) are above the 80 percent mark. These districts are located in the states of 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 82

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



MADHYA PRADESH

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

1994

MADHYA PRADESH

BRIEF ANALYSIS

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

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

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

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

The State has 12 commissioner divisions, 45 revenue districts 307 tehsils, 459 Community development Blocks including Tribal Development Blocks. In addition it has 76488 villages, 465 towns and 23 cities according to 1991 census.

Demographic Scenario

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

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

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

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

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

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

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

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

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

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

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

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

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

Table 06
Density of Population (Persons/sq km)

	1981	1991
INDIA	216	274
M.P.	118	149

Decadal Growth rate of population

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

GROWTH - RATE

The growth-rate of population in Madhya Pradesh has gone up from 25.27 per cent in 1971-81 to 26.75 per cent in 1981-91. The highest growth-rate of 50.92 per cent has been recorded by Bhopal district, followed by Jhabua district with 42.03 per cent. The third position in terms of growth-rate of population is occupied by Sidhi district, registering a growth-rate of 38.51 per cent in 1981-91. The growth-rate of Bhopal district has gone down from 56.38 per cent in 1971-81 to 50.92 per cent in 1981-91 whereas during the same period the growth-rate of Jhabua has gone up from 19.07 per cent to 42.03 percent and of Sidhi district from 27.51 per cent to 38.51 per cent. Indore district, in which is situated the throbbing industrial and commercial hub of the State, recorded a growth-rate of 29.90 per cent in 1981-91, as against the growth-rate of 37.49 per cent during the previous decade i.e., 1971-81. Dewas district, the stellate of Indore, has registered a growth-rate of 29.83 per cent in 1981-91, as compared to 33.81 per cent during 1971-81. On the other hand, the lowest growth-rate of 18.72 per cent, has been recorded in Balaghat district in 1981-91, while during the previous decade of 1971-81, Raigarh district had recorded the lowest growth-rate of 12.36 percent.

Decadal Variation in Population:

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 population 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 87
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 Rates:

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	105	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	150	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. NUNÁ - 1990

Table II
Mortality Rates For Fertility 1981
(DPEP) Districts in Madhya Pradesh

State/ distr- icts	% Married Fem- ales in age group 15-19	Mean age at marriage of currently married females	crude birth rate	General marital/ Fertili- ty rate	1988 couple protect ion rate
GUNA	77.91	15.00	42.03	215	28.50
TIKAMGARH	84.36	14.30	44.48	224	29.40
CHHATARPUR	80.33	14.50	42.19	221	24.40
PANNA	80.42	15.00	45.54	222	27.60
SATNA	79.36	14.80	41.20	197	24.60
REWA	83.72	14.40	40.55	191	46.40
SHAHDOL	78.22	14.80	35.57	165	27.80
SIDHI	84.38	14.60	38.70	187	24.00
HANSAUR	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	15.80	33.35	157	32.60
RAIGARH	38.53	17.00	37.22	149	45.50

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

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

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

Economic Scenario

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

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

Table 12

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

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

Source: National Sample Survey.

Table 13

The Work Participation Rate in 1981
Madhya Pradesh & Kerala

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

Source : Census of India 1981

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

Table 14

The Marginal Workers in M.P. (1991)

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

Source : Census of india 1991

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

LITERACY

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

Table 15
Literacy Rates

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

(0 - 6 age groups has been excluded.)

Source : Census of India - 1991

Table 16
Comparative Literacy Rates Including of all Age Groups

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

Source : Census of India , 1981

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

State	Rural		Urban	
	IMR	Female Literacy	IMR	Female Literacy
Kerala	30	73.0	22	79.6
Madhya Pradesh	127	15.6	83	34.0

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

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

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

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

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

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

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

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

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

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

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

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

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

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

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

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 25
Dropout rate in Madhya Pradesh

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

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

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

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

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

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

Table 27
Schools without Buildings (in Thousands)
Madhya Pradesh

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

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

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

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

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

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

Table 29
Primary Schools
Teachers (in thousands)
Madhya Pradesh

	Male	Female	All
Total	138	43	181
Trained	95	26	121

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

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

DPEP : Proposed Coverage in Madhya Pradesh

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

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

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

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

BASIC DATA OF 19 DPEP DISTRICTS
Madhya Pradesh

DIVISION	S. NO.	DISTRICT	LITERACY RATE			NO. OF		NO. OF		NO. OF N.F.E.	GER 30.09.92				
			M	F	TOTAL	VILLAGE	HABITATION	GOVT	NON-GOVT		TOTAL	CENTRES	BOYS	GIRL	OVER ALL
Bhopal	1	Sehore	56.9	22.0	40.4	5	1083	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	584	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	86.7	90.2
Gwalior	5	Guna	48.9	18.0	34.6	9	2277	2590	1349	84	1433	700	95.01	81.01	88.01
Indore	6	Dhar	47.6	20.7	34.5	13	1570	3017	1522	29	1551	689	91.01	60.01	76.01
Ujjain	7	Ratla	58.4	29.1	44.2	6	1070	1308	971	168	1139	575	86.01	72.01	79.01
	8	Handsaur	67.9	28.3	48.7	8	1765	1580	1397	280	1677	685	91.7	90.8	90.4
Sagar	9	Tikangarh	47.5	20.0	34.8	6	973	1671	901	82	983	700	90.7	89.9	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	81.4	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
Reva	13	Rewa	60.7	26.9	44.4	9	2745		1459	261	1720	749	104.5	79.8	92.6
	14	Satna	60.0	27.8	44.7	8		2040	1191	196	1387	70	86.34	62.1	70.7
	15	Sidhi	43.2	13.6	29.2	8			1208	71	1279	640	70.80	69.90	71.70
	16	Shahdol	48.4	20.1	34.8	12	2112	4118	2029	218	2247	700	86.90	62.60	75.01
Bilaspur	17	Bilaspur	62.9	27.3	45.3	25	3528	4841	5004	129	5133	800	77.99	50.06	64.27
	18	Raigarh	58.0	28.5	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	2438	6864	3055	127	3182	600	79.66	59.33	69.69
			54.3	23.7	39.5	198	24326	34489	24783	1886	26689	9696			

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

DIVISION	S. NO.	DISTRICT	TOTAL NO. OF BLOCKS	NO OF T.L.C. BLOCKS	NO OF ONGOING PROJECTS				WHETHER DIST. IN COVERED UNDER SCOPE
					ICDS	NFE	EAS	INT JRY	
Bhopal	1	Sehore	5	0	2	5			YES
	2	Raisen	7	7	2	6			YES
	3	Rajgarh	6	0	1	6			YES
	4	Betul	10	1	6	6	10	10	
Gwalior	5	Guna	9	0	3	7			
Indore	6	Dhar	13	0	11	7	12	12	YES
Ujjain	7	Ratlam	6	6	2	6	3		
	8	Mandsaur	6	1	1	7			
Sagar	9	Tikangarh	6	0	3	7			YES
	10	Chhatarpur	8	8	4	6			
	11	Panna	5	0	2	5			
Durg	12	Rajnandgaon	12	2	3	13	8	8	YES
Reva	13	Reva	9	9	3	8			
	14	Satna	6	6	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	(PARTILLY)
TOTAL			198	56	95	152	100	97	

The previous tables give basic, demographic, administrative and educational data in relation to the 17 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.

Indentification 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.

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY CAMPAIGN

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

CONVERGENCE OF SERVICES

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

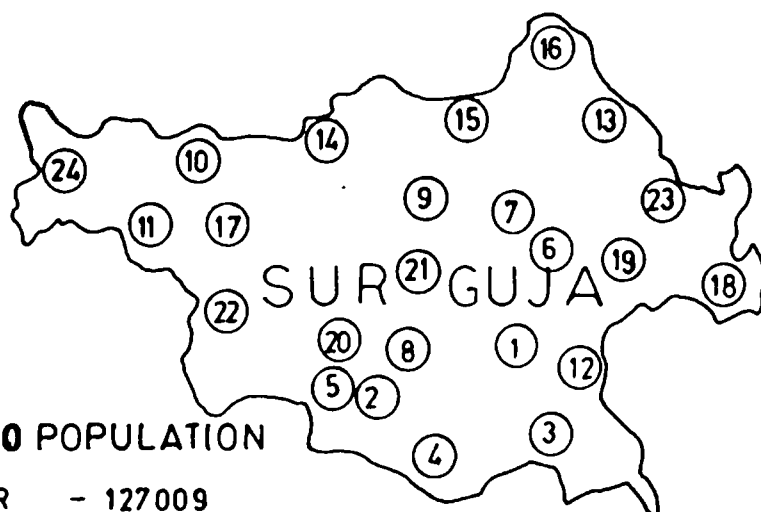
01. Preparation of materials for teacher training, curriculum development and transaction
02. Orientation of teachers and teacher educators
03. Orientation of educational planners and administrators
04. Preparation of gender inclusive materials for NFE both for insutructors and learners.

STATE : MADHYA PRADESH
DISTRICT : SURGUJA



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

STATE : MADHYA PRADESH
 DISTRICT : SURGUJA
 BLOCK WISE POPULATION



① BLOCK ① POPULATION

① AMBIKAPUR	- 127009	②① SONHAT	- 31380
② BATOLI	- 50839	②② MANENDRAGARH	- 71108
③ MENPAT	- 53770	②③ KHARGAVA	- 143011
④ UDAYPUR	- 53496	②④ BHARATPUR	- 60041
⑤ SITAPUR	- 71573		
⑥ RAJPUR	- 70692		
⑦ LAKHANPUR	- 82360		
⑧ SURAJPUR	- 142026		
⑨ PRATAP PUR	- 96420		
⑩ BHAIYATHAN	- 89151		
⑪ PREM NAGAR	- 42941		
⑫ LUNDRA	- 83733		
⑬ RAMANUJGANJ	- 84484		
⑭ ODAGI	- 57926		
⑮ RAMCHANDRAPUR	- 92354		
⑯ BALRAMPUR	- 72198		
⑰ WADRAPHNAGAR	- 102284		
⑱ KUSMI	- 80237		
⑲ SHANKARGARH	- 52616		
⑳ BAIKUNTHPUR	- 143300		

SOURCE : CENSUS 1991

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

Chapter 1

District Surguja

An overview

Surguja, The second biggest district of state Madhya Pradesh, is situated in Bilaspur revenue Division. It emerged in its present shape in the year 1948, consequent upon the merger of erstwhile princely states of Surguja, Korba and change Bhakher. The district may be well identified as a coal Bowl of the eastern Madhya Pradesh due to the location of Dishrampur Churcha, Jhagrahand, Doman Hill, Khonga pani and Bhatagao coal mines.

Surguja is the district of numerous tribals. The district has been divided into eleven revenue tehsils and six sub divisions. The head quarter of the district is Ambikapur for the purpose of development. The district has been divided into 24 tribal blocks.

Geographical profile :

District Surguja is located in the north east corner of Madhya Pradesh. It lies between 22° 38' and 24° 61' north latitude and 81° 35' and 85° 15' east longitude. The district is 609 meters above the sea level.

The geographical area of the district is 22337 sq. kms. out of which 12091 sq.kms. i.e. 54% is forest area.

The Surguja district is surrounded by Mirzapur district of Uttar Pradesh in North, Palamu district of Bihar state in the east, Raigarh and Bilaspur districts of M.P in South, Sidhi in north west and Shahdol in the west.

The district is endowed with coal mines and on the other hand 54% of the total area is covered with dense forest. The eastern part of the district has various hill plateaus viz. Mainpat, Jamirapat, Jarangzpat, Lahsunpat etc. Among them Mainpat is most attractive with fascinating natural beauty and climatic conditions. It is well known for its carpets.

The main river of the district are Rihand, Hasdo and Kanhar which have so many tributaries. The central part of the district consists of plains of Rihand and Hasdo river where as the western part comprises of hills and plateaus.

Demographic Profile.

As per 1991 census the population of the district is 20,82,930 out of which 1065684 are males and 1017246 are females hence the sex ratio is 955 which is higher as compared to the state figure of 932. The population of scheduled tribes is 11.18 lakhs i.e. 53.68% and scheduled caste population is 1.5 lakhs i.e. 5.52% of the district population.

As per the 1991 census the total 2,50,816 persons are living in urban areas and 18,32,114 in rural areas.

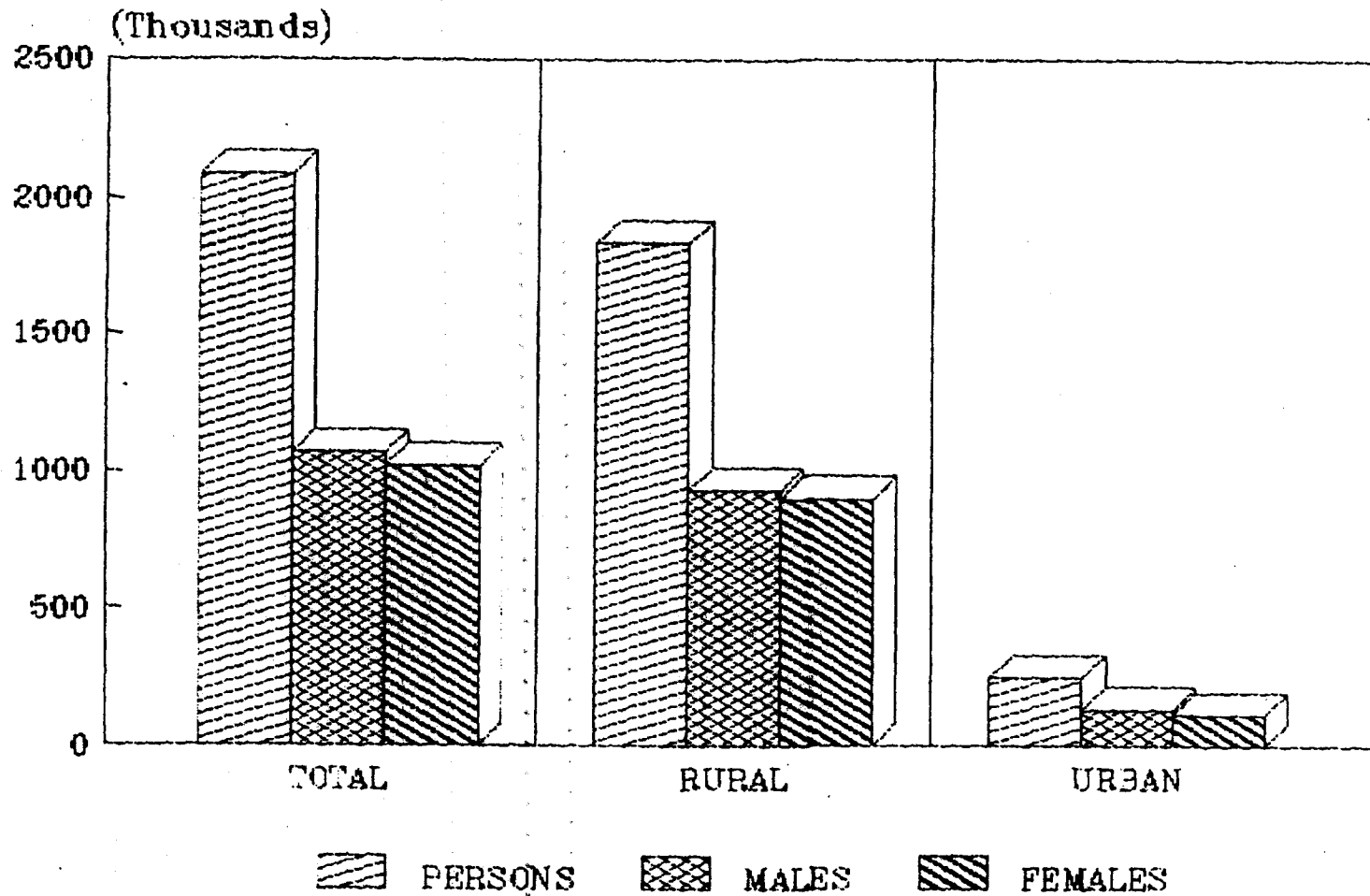
Table 1.1

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

State/ District	Males	Females	Sex-Ratio		Decennial Growth Rate	
			1981	1991	71-81	81-91
Madhya Pradesh	34,232,048	31,903,814	941	932	25.27	26.75
Surguja	1,065,684	1,017,246	962	955	23.15	27.52

Source : Census, of India - 1991

GENDER WISE TOTAL, RURAL, URBAN POPULATION DISTRICT : SURGUJA



SOURCE : CENSUS OF INDIA . 1991

Table 1.2

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

S. No.	STATE / DISTRICT	TOTAL POPULATION		PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
		1991		
01.	MADHYA PRADESH	66,135,862		100.00
02.	SURGUJA	2,082,930		3.15

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.	SURGUJA	91.31	08.69	87.96	12.04

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
SURGUJA	962	955	073	093	+23.15	+27.52

SOURCE : CENSUS OF INDIA - 1991

Table 1.5

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

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	44.90	932	944	893
SURGUJA	27.52	22.84	76.67	955	968	864

SOURCE : CENSUS OF INDIA , 1991

Table 1.6

DECADAL VARIATION IN POPULATION SINCE 1901
District Surguja , Madhya Pradesh

STATE / DISTT.	PERCENTAGE DECADAL VARIATION IN POPULATION								
	1901-11	11-21	21-31	31-41	41-51	51-61	61-71	71-81	81-91
M.P.	+15.30	-01.30	+11.39	+12.34	+00.67	+24.17	+26.67	+25.27	+26.75
SURGUJA	+27.51	-07.07	+20.71	+13.59	+17.45	+26.12	+27.94	+23.15	+27.51

SOURCE : CENSUS OF INDIA - 1991

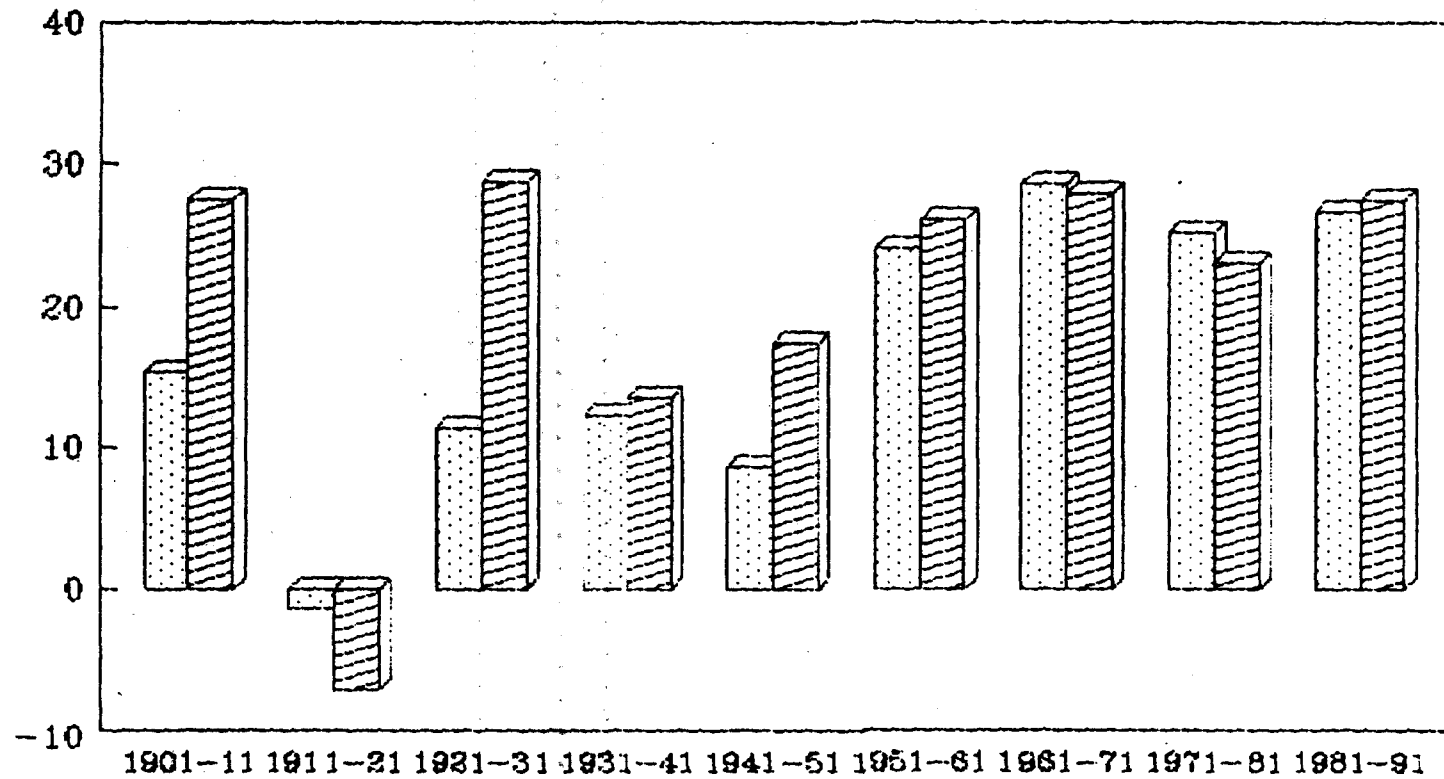
Table 1.7

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

STATE / DISTRICT	RURAL / URBAN	SEX - RATIO									
		1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
MADHYA PRADESH	R	995	991	982	983	980	975	970	956	956	944
	U	937	913	878	872	882	907	856	868	884	893
SURGUJA	R	970	966	959	964	953	957	963	974	973	968
	U	-	-	-	-	894	850	807	847	862	864

SOURCE : CENSUS OF INDIA , 1991

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

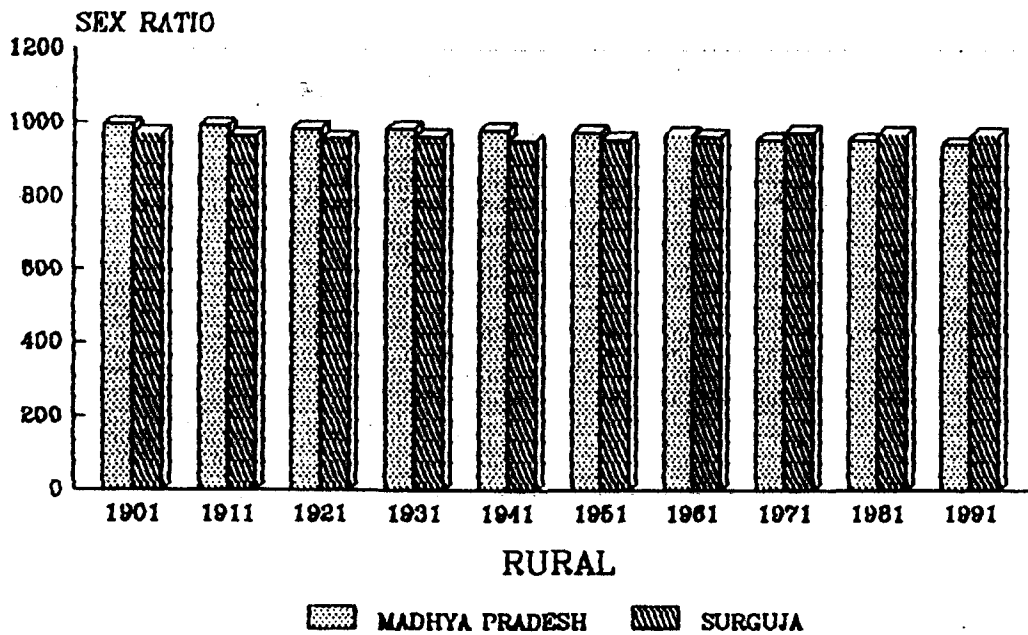


MADHYA PRADESH

 SURGUJA

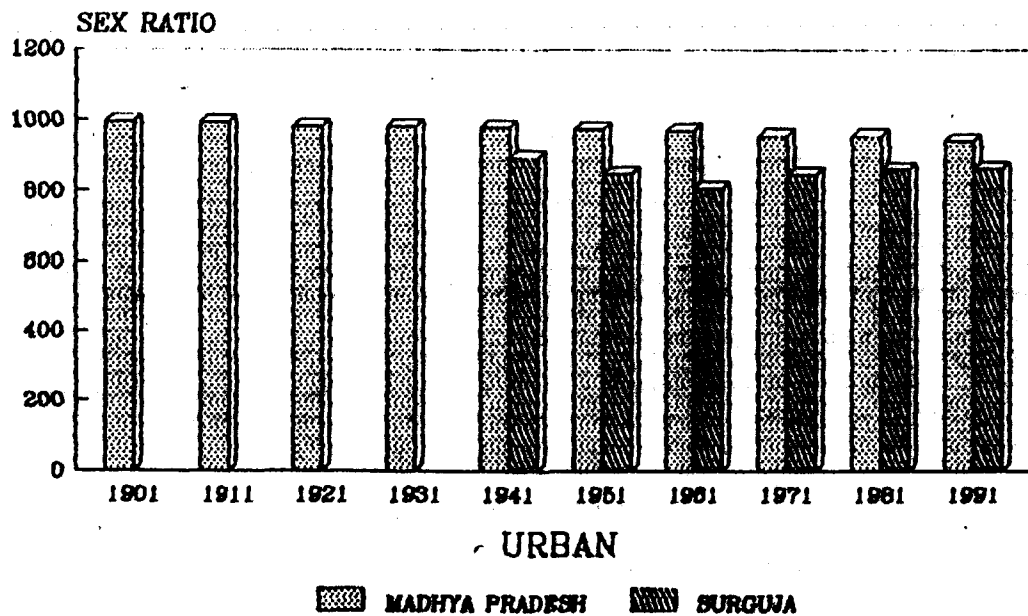
SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

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

As per 1991 census the population density of the district is 95 persons per square kilometer while it is 149 persons per square kilometer in the state and 267 persons per square kilometer in the country. The district is predominantly rural, having 88% rural population and 12% urban population.

It is a common feature that population increases in a decade, but on the contrary, the population of Batauli block of the district has decreased in the decade 1981-91 from 51314 to 50839. There are six municipal areas in the district, 2439 villages and 8237 habitations.

The language used in the district is Hindi. Surgujia is the most popular dialect followed by chhatisgarhi. The tribals use Kuduk dialect.

Economic Status.

Main occupation of the inhabitants of the district is agriculture. Besides sale of forest products are also a means of livelihood. Besides these, wages is also a means of financial source as the residents work in coal and Bauxite mines.

Table 1.8

**Classification of the population among workers and non-workers
District Surguja, Madhya Pradesh**

	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Cultivators	405611	89990	405601	2395	200	2638
Agriculturist	70701	54261	124968	1111	409	1520
Collage Industry	7723	2536	10259	1300	125	1425
Other workers	48818	5292	54110	55051	4389	59440
Marginal workers	11111	223714	234825	381	1124	1505
Non workers	387174	525177	912351	74303	109985	184288
Total	931144	900970	1832114	134540	116276	250816

Source : i. Census of India - 1991
ii. District Statistical Handbook, (Latest Issue)

Table 1.9

TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS
District Surguja, Madhya Pradesh

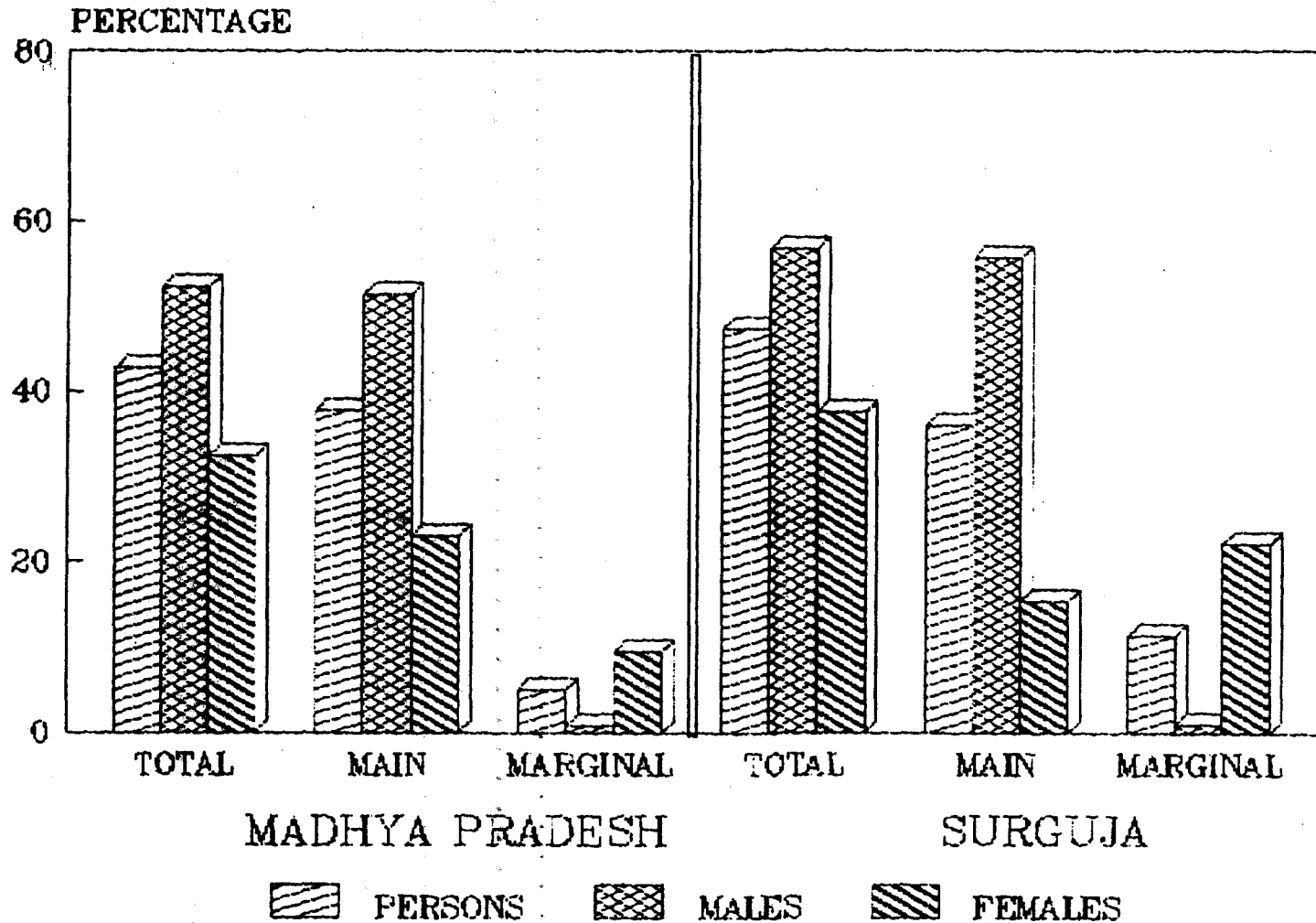
STATE /DISTRICT	TOTAL RURAL URBAN	P M F	TOTAL POPULATION	TOTAL WORKERS	MAIN WORKERS	MARGINAL WORKERS
NADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663044	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
SURGUJA	TOTAL	P	2082930	986291	746961	236330
		M	1065684	604207	592715	11492
		F	1017246	382084	157246	224838
	RURAL	P	1832114	919763	684938	234838
		M	931144	543970	532859	11111
		F	900970	375793	152079	223714
	URBAN	P	250816	665285	65023	1505
		M	134540	60237	59856	381
		F	116276	6291	5167	1124

SOURCE : CENSUS OF INDIA - 1991

The main crops are paddy, oil pulses, Gotangi, Kodo, Kutki, Maize and Mustard. But those dwellers who are occupied in agriculture are very poor. There is not much of an industrial development in the district.

Wearing of luni Galicha is done mainly on Hathkargha (Handlooms). Besides, small industrial units are established for making cans, pots of aluminium and apparatus used in coal mines. Kosa silk and fisheries is also another source of income for SC and ST families.

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Table 1.10

PERCENTAGE TO TOTAL POPULATION OF WORKERS.
District Surquja, Madhya Pradesh

STATE /DISTRICT	T R U	P M F	PERCENTAGE TO TOTAL POPULATION OF TOTAL WORKERS					
			MAIN WORKERS		MARGINAL WORKERS		TOTAL WORKERS	
			1981	1991	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.00	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
SURQUJA	T	P	47.68	47.35	37.93	36.00	9.75	11.35
		M	61.87	56.70	60.55	55.62	1.32	1.08
		F	32.33	37.56	14.42	15.46	18.51	22.10
	R	P	49.51	50.20	38.89	37.38	10.62	12.82
		M	63.24	58.42	61.86	57.23	1.38	1.19
		F	35.39	41.71	15.28	16.88	20.11	24.83
	U	P	28.46	26.52	27.75	25.92	0.71	0.60
		M	48.33	44.77	47.62	44.49	0.71	0.28
		F	05.43	05.41	04.72	04.44	0.71	0.97

SOURCE : CENSUS OF INDIA - 1991

The present per capita income in the district is Rs. 732/-.

The total number of people living below poverty line are 395292 of which 150007 are SC and 245285 are ST. Financial help and aid are extended to these families through D.R.D.A. and Antyavasai Niqam.

Educational Scenario.

As per 1991 census the literacy rate of the district is 30.09, which does not include literacy rates of the children in age group of 0 - 6.

Table 1.11

COMPARATIVE LITERACY RATE

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Surguja District	30.09	42.13	17.40

Source : Statistical Department, Distt. Surguja, Madhya Pradesh

Table 1.12

BASIC DATA IN REGARD TO THE DISTRICT

1. Literacy Rate (1991 Census)	
Group	Literacy Rate
1. Overall	30.09
2. Male	42.13
3. Female	17.14
4. SC	
a) Overall	12.94 (1981)
b) Male	18.62
c) Female	3.91
5. ST	
a) Overall	14.45
b) Male	15.95
c) Female	2.87
2. No. of Villages	
1. Total	2439
2. Inhabited	2421
3. Un-inhabited	18
3. No. of Rural Habitations	
1. As per Census 1991 -	8237
2. As per vth All India -	6864
	Education Survey, 1986

Source : Statistical Department, Distt. Surguja, Madhya Pradesh

Table 1.13

RURAL POPULATION AND NUMBER OF LITERATES			
S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.89	144.64
2.	SURGUJA	18.32	3.61

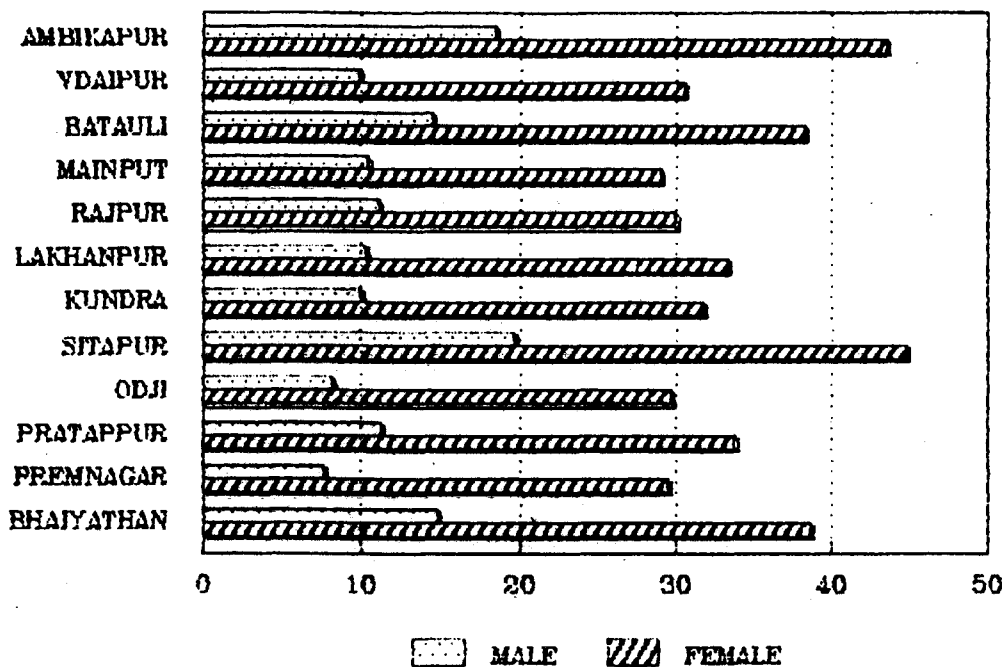
SOURCE : CENSUS OF INDIA - 1991

Table 1.14

**Blockwise Population, No. of Habitations and Literacy Rate
District Surguja, Madhya Pradesh**

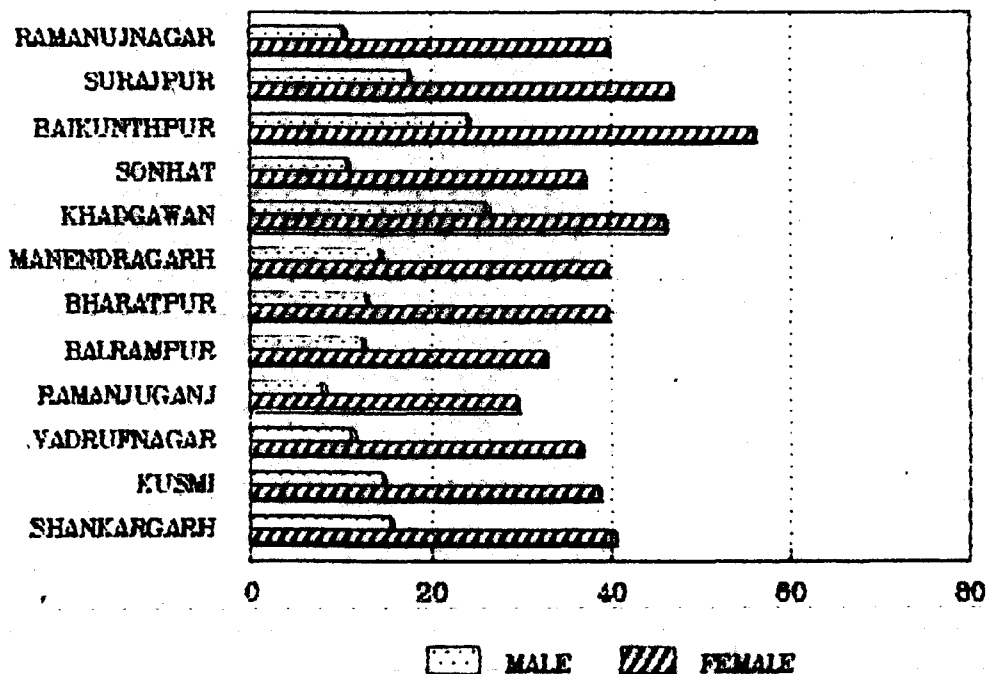
Block Population (Census)	Number of Villages		Habitations	Literacy Rate			
	Inhabited	Un-inhabited		Male	Female	Total	
1. AMBIKAPUR	177286	126	--	378	44.65	18.45	31.50
2. LAIPUR	53498	87	--	269	36.14	09.87	20.30
3. BATAULI	50839	54	--	189	38.61	14.47	26.50
4. MAINPAT	53730	46	--	187	22.74	10.43	19.80
5. RAJPUR	70692	87	--	277	29.92	11.12	20.70
6. LAKHANPUR	82360	98	01	267	33.04	10.31	21.00
7. LUNDRA	83733	112	--	340	32.12	10.80	21.40
8. SITAPUR	71573	51	--	241	36.39	19.59	32.10
9. ODAGEE	57926	99	01	304	29.71	08.16	19.20
10. PRATAPPUR	96420	116	--	437	33.73	11.21	22.64
11. PREMNAGAR	42941	47	--	197	28.99	07.65	18.58
12. BHAIYATHAN	89151	91	--	306	38.71	14.85	28.56
13. RAMANUJGANJNAGAR	84484	76	--	395	40.10	10.39	25.04
14. SURAJPUR	155075	120	--	298	50.40	17.46	32.06
15. BAIKUNTHPUR	151616	142	01	629	44.20	24.00	40.42
16. SONAHAT	31380	103	01	220	15.40	10.74	24.09
17. KHADGANUA	143011	92	--	570	70.28	25.98	39.68
18. MANENDRAGARH	111367	129	02	341	39.18	14.38	27.43
19. BHARATPUR	60041	175	08	490	31.00	12.73	26.46
20. BALRAMPUR	72198	123	02	272	32.00	12.31	22.65
21. RAMANUJGANJ	100188	113	--	209	35.00	08.01	19.02
22. WADRAFANAGAR	102284	120	02	328	28.37	11.24	24.24
23. KUSNI	80237	106	--	349	16.00	14.55	26.63
24. SHANKARGARH	52616	86	--	242	40.04	15.33	27.88
Total	2082630	2400	18	7728	36.82	12.49	24.89
Aggregate for urban areas	251159	509	WARD	509	77.81	54.77	57.23
Grand Total for District	2082630	2421	18	8237	42.13	17.14	30.69

COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : SURGUJA



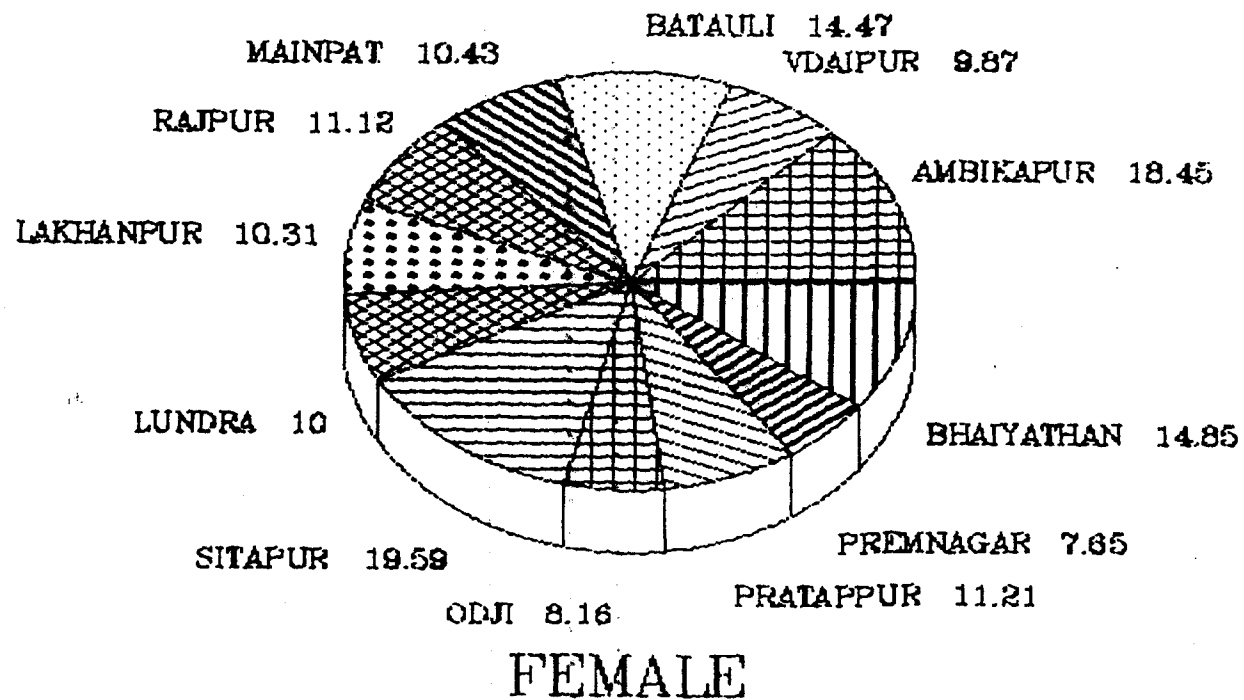
SOURCE : CENSUS OF INDIA 1931

COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : SURGUJA



BLOCK WISE LITERACY RATE

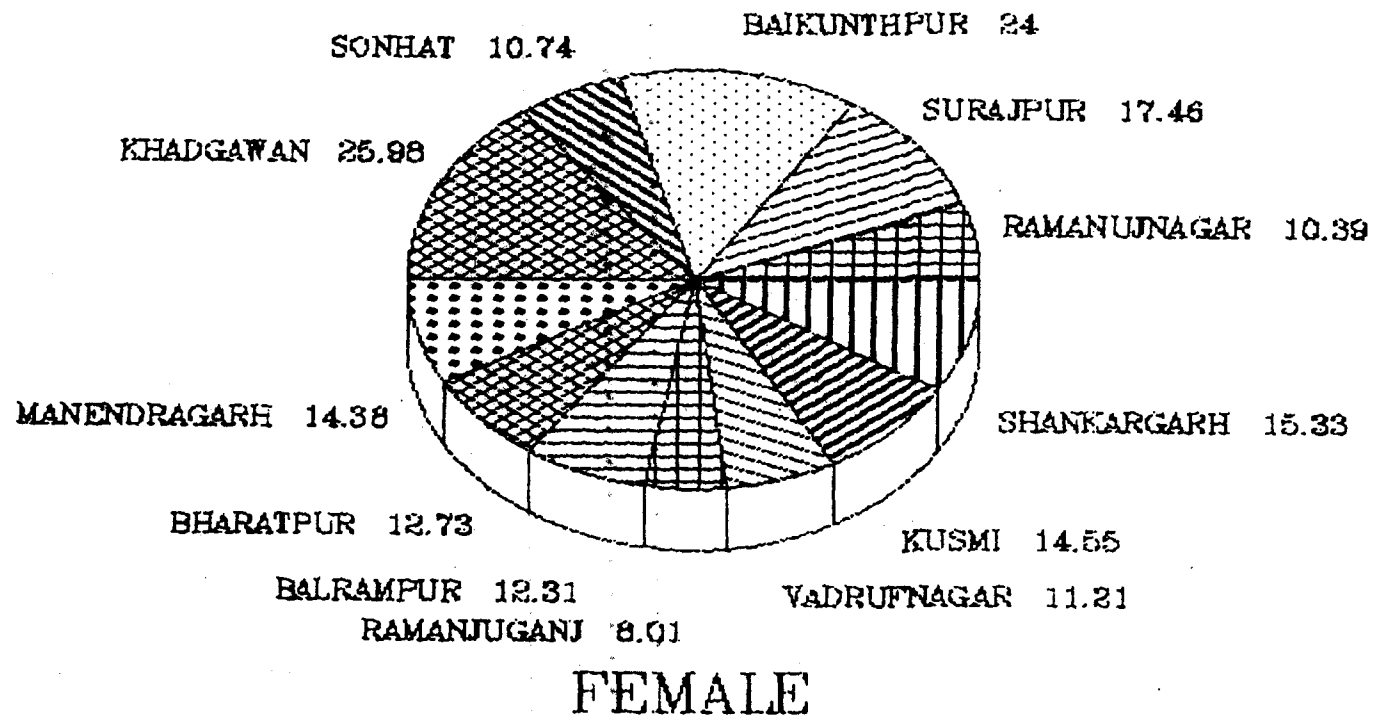
DISTRICT : SURGUJA



SOURCE : CENSUS OF INDIA 1981

BLOCK WISE LITERACY RATE

DISTRICT : SURGUJA



SOURCE : CENSUS OF INDIA 1991

Table 1.15
Blockwise, sexwise literacy rates
District Surguja Madhya Pradesh.

S.No. Block	Aggregate Literacy Rate	Female Literacy Rate	Male Literacy Rate
1. Ambikapur	31.53	18.45	43.83
2. Udaipur	20.39	9.87	30.56
3. Batauli	26.54	14.47	38.30
4. Mainpat	19.82	10.43	28.96
5. Rajpur	20.70	11.12	29.96
6. Lakhanpur	21.89	10.31	33.27
7. Lundra	21.46	10.00	31.70
8. Sitapur	32.11	19.59	44.77
9. Odji	19.22	8.16	29.70
10. Pratappur	22.64	11.21	33.73
11. Premnagar	18.88	7.65	29.51
12. Bhaiyathan	28.56	14.85	38.71
13. Ramanujnagar	25.04	10.39	39.44
14. Surajpur	32.00	17.46	46.54
15. Baikunthpur	40.42	24.00	55.74
16. Sonhat	24.09	10.74	36.82
17. Khadgawan	39.66	25.98	45.75
18. Manendragarh	27.43	14.38	39.17
19. Bharatpur	26.46	12.73	39.28
20. Balrampur	22.65	12.31	32.44
21. Ramanjuganj	19.02	8.01	29.32
22. Vadruffnagar	24.24	11.21	36.36
23. Kusmi	26.63	14.55	38.37
24. Shankargarh	27.88	15.33	40.04

In the district the lowest literacy rate is in Premanager Block which is 18.88 while for females it is 7.65. In the district the literacy rate is 23.21% as per 1991 census.

Table 1.16
Administrative Data

1. ITDP, Sud-Divisions, Tahsils and Blocks,	
i) No. of ITDPs	04
a) Total	04
b) Major	04
c) Medium	---
d) Small	---
ii) No. of sub-Divisions	06
iii) No. of Tahsils	11
iv) No. of Blocks	24
a) Total	24
b) TD	24
c) Non-TD	---

Table 1.17

**Educational Data for the District
No. of Schools (Ref. Date : 30.9.93)**

Category	No.
1. Total	1788
2. Co.-Education	1196
3. Girls only	592
4. Urban	35
5. Rural	1753
6. Primary	1666
7. Upper Primary	122

Source : Statistical Department, Distt. Surguja, Madhya Pradesh

In the Surguja district there are 3276 primary schools of which 3167 primary schools are in urban area and 109 schools in rural areas.

The number of boys and girls students are enrolled in the primary school of the district are as follows.

Table 1.18

Enrolment in Primary Schools as on 30/9/93

	Boys	Girls
S.C.	7973	5471
S.T	70353	49707
Total	133487	99573

Source DPEP : District Surguja

There are in all 233060 students enrolled in the Surguja district in the primary schools. There are 7185 teachers posted in the district and the teacher pupil ratio is 1:33. There are 164 primary schools which have one teacher for each class. The remaining 2927 primary schools have on an average two teachers per school. Junior 185 primary school of the district are single teacher school.

The status of different educational institutions for Higher Secondary/Higher Education and Technical Education is as follows:

Table 1.19

Upto Higher Secondary Standard

S. No.	Form of Management	Middle School		High School		Higher Secun.		Vocational	
		Co-Ed.	Girl	Co-Ed.	Girl	Co-Ed.	Girl	Co-Ed.	Girl
1.	Education Deptt.	127	31	24	08	14	05	07	04
2.	Tribal Welfare Department.	332	31	65	09	25	08	09	05
3.	Private and Local Bodies Educational Institutions	74	--	15	--	12	--	--	--

Source : Statistical Department, Distt. Surguja, Madhya Pradesh

There are 11 degree colleges in the state of which two are only for women. There is one polytechnic, one I.T.I one training cum production centre, one womens ITI and one DIET.

Table 1.20

**Class - wise enrolment position in primary schools as on 30/9/93
District Surguja, Madhya Pradesh**

Class	S.C.		S.T.		Total	
	Boy	Girl	Boy	Girl	Boy	Girl
First	1695	1292	18513	12382	31921	23271
Second	1818	1435	15116	11080	32720	24344
Third	2008	1522	17171	12304	35034	26458
Fourth	1439	713	12044	8349	20387	15527
Fifth	1013	509	7509	5592	13425	9973
TOTAL	7973	5471	70353	49707	133487	99573

Source : District Statistical Handbook, (Latest Issue)

Table 1.21

**Class - wise enrolment position of Middle Schools
as on 30/9/93**

District Surguja, Madhya Pradesh

Class	S.C.		S.T.		Total	
	Boy	Girl	Boy	Girl	Boy	Girl
Sixth	964	434	5754	1973	14567	7893
Seventh	675	346	6004	1269	14023	5793
Eighth	618	316	6178	1083	12678	4904
TOTAL	2457	1096	17936	4325	41260	18590

Source : District Statistical Handbook, (Latest Issue)

Table 1.22

**Management wise number of Schools.
District Surguja, Madhya Pradesh**

Management from	Junior primary Schools		Primary Schools		Middle Schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Education Department	25	-	1366	62	127	31
Tribal welfare Department	165	-	1369	116	332	31
Private/Local Govt.	-	-	169	08	74	-
Primary Ashrams	-	-	52	09	-	-
Total	185	-	2896	195	513	62

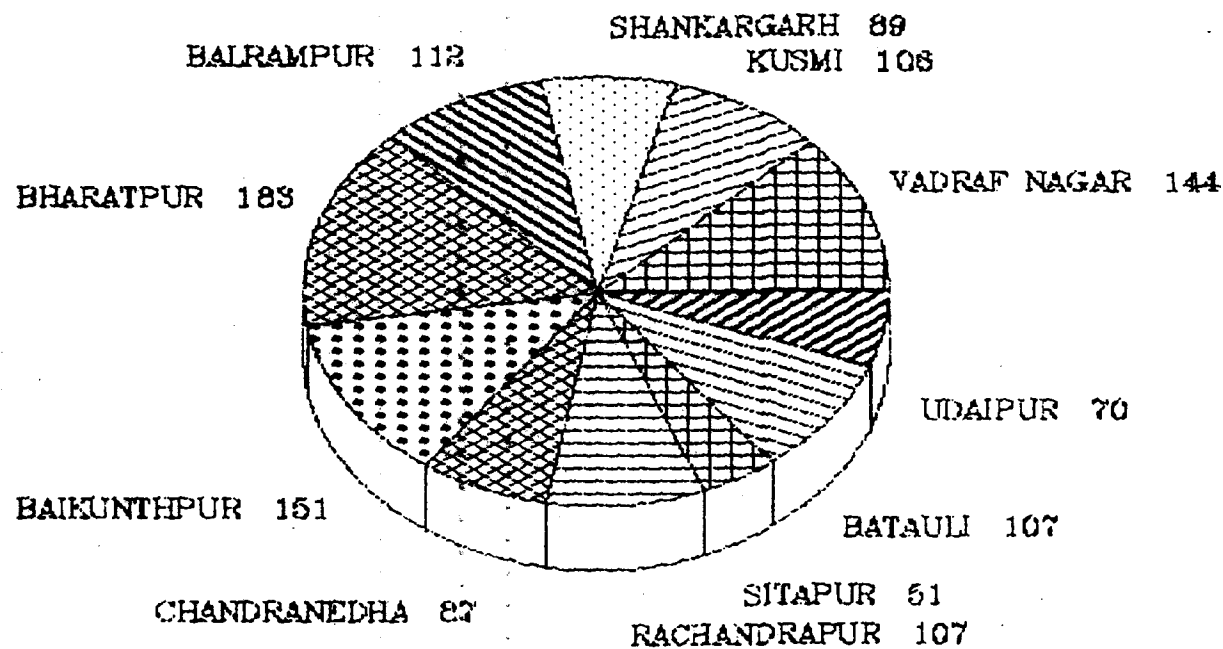
Source : Statistical Department, Distt. Surguja, Madhya Pradesh

Table 1.23

**Management - wise Number of teachers in Primary Schools
District Surguja, Madhya Pradesh**

S.No. : Description of Management :	Number of Posts		
	Sanctioned	Filled	Vacant
1. : Education Department :	3314	3001	313
2. : Tribal welfare Department :	3420	2833	587
3. : Local bodies and Private :	1360	1351	09
: TOTAL	8094	7185	909

I.C.D.S. & OTHER E.C.C.E. PROGRAMMES DISTRICT : SURGUJA



No. of ANGANWADIS

SOURCE : CENSUS OF INDIA 1991

Only 11 blocks of the district are covered under I.C.D.S. scheme. In these blocks 1177 Anganbaris are functioning. Through these anganbaris, 8441 children of 0-7 age-group, 16359 children of 3-6 age-group, 6218 lactating mothers and 4893 pregnant ladies have been benefitted by providing nutritious meals, inoculation and other health facilities:

Table 1.24

**I.C.D.S. and Other E.C.C.E. Programmes
District Surguja, Madhya Pradesh**

S.No.:	Name of Project	Year of	Number of Anganbari
:	:	Establishment	Centres
1.	2.	3.	4.
1.	Vadraf Nagar	1982-83	144
2.	Kusmi	1982-83	106
3.	Shankargarh	1982-83	89
4.	Balrampur	1983-84	112
5.	Bharatpur	1983-84	183
6.	Baikunthpur	1986-87	151
7.	Chandranedha	1986-87	87
8.	Ranchandrapur	1986-87	107
9.	Sitapur	1986-87	51
10.	Batauli	1989-90	107
11.	Udaipur	1989-90	70
Total			1177

Food-grain in form of nutrition meals is being distributed by the CARE Madhya Pradesh through Anganbaris.

Participation :-

As on 30/09/93 the G.E.R. of the district is 83.08 and the R.R. of the district is 53.28.

Table 1.25

G.E.R. /R.R.	Total	Scheduled Tribes		Scheduled Caste					
		Boys	Girls	Boys	Girls	Total			
G.E.R.	83.08	93.62	72.06	95.13	68.41	81.94	101.41	72.49	87.27
R.R.	53.28	56.67	48.39	50.99	44.88	48.37	52.25	46.11	49.65

The average attendance of the students in the Primary Schools is approximate 60%. Thus the G.E.R. is 83.08, whereas the R.R. of the district is 53.28 .

Table 1.26

**Enrolment, GER,RR and out-of-school Children at Primary Stage
(Ref. Date 30/09/93)**

Category	Estimated Population in 6-11 age group (30.9.93)			Enrolment					
				Schools			NFE		
	B	G	T	B	G	T	B	G	T
All	164019	156836	320855	133487	99537	233024	20082	13485	33567
SC	9039	8652	17691	7973	5471	13444	1194	801	1995
ST	87156	85021	172177	70353	49707	120060	12565	8462	21027

Table 1.27

**Enrolment, GER, RR and Out-of-School Children at Primary Stage
(Ref. Date 30/09/93)**

Category	GER			RR		
	B	G	T	B	G	T
1. Overall	93.62	72.06	83.08	56.67	48.79	53.28
2. SC	101.41	72.49	87.27	52.25	46.11	49.65
3. ST	95.3	68.41	81.94	50.99	44.88	48.37

**Table 1.28
Primary Teacher Data**

1. Total No of Teachers in Primary Schools and Primary Sections of higher schools	6948
a) Male	5896
b) Female	1052
2. Teachers whose qualification is less than High School	
No. -	448
% -	6.44
3. Untrained Teachers (who do not have a Teacher Training qualification BTC/B.Ed)	
No. -	3487
% -	50.18
4. Teacher-Pupil Ratio at the Primary stage	1:38

Table 1.29
INDEX ON GENDER EQUALITY
19 DPEP DISTRICTS OF MADHYA PRADESH
RATIO OF FEMALE LITERATE TO TOTAL LITERATE

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

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

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

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

Chapter - 2

The Study Locale : Interaction and Observation.

The District Primary Education Programme (DPEP) is a major attempt to actualise constitutional promise of equality and more protective discrimination to girls and women, specially those belonging to the disadvantaged groups of population and under developed region of the country. Mainly low female literacy districts have been taken up for DPEP (except Kerala) in eight states.

Through the efforts aiming towards redesigned curricula, textbooks, training and orientation of teachers and administrators will bring about a positive change in the value system.

To bring about a social reawakening the women studies can play a vital role and promote the education and empowerment of women.

Sarguja is one of the nineteen districts of Madhya Pradesh selected of DPEP. Sarguja is one of the 71 districts with less than 20% female literacy in the country according to 1991 censuses. The female literacy rate of Sarguja district is 13.71% and for rural females of Sarguja district it is 9.83% and for urban females it is 43.72%. The rural urban divide is exorbitant as the urban female literacy is more than four times the rural figure.

Education will bring about new awakening, new values through redesigned curricula, orientation of teachers, decision makers and administrators and active involvement of all educational institutions. It is expected that women studies will play a pivotal role in promoting action aimed at education and development of women.

The villages were selected from among lists of four types, viz.,

- a. Villages unserved by a primary school,
- b. Villages with a primary school only,
- c. Villages with a middle school,
- d. Villages with a high/higher secondary school.

The factors of continuance and discontinuance (NCERT, 1979, a study) of girls in elementary schooling stratified random sampling was done to capture the continuum of small to large sized villages. This was based on the assumption that availability of educational and development infrastructure was related positively with population size. This study found that girls were village bound and utilized educational facilities available within the village only and parents avoided inter village commuting of girls on grounds of lack of their personal safety. In the present study again, stratified random sampling was employed using the stratificatory variable of level of education, i.e. primary, middle, high/higher secondary instead of population size of the village. This mode of purposive stratified random sampling gave us the population size continuum, with unserved villages with small populations and availability of better schooling facilities in large villages.

Main features of Saale Villages

(1) Village : Berpara

Block : Surajpur

District : Surguja

Berpara habitat is a part of village Girwanganj which is 7 kms. away from the Surajpur block. This locality is situated in the interior of the main village. There are about 50 households with a population of 350 persons. The caste composition of the locality is 30% Manikpuri, the rest belong to the general category.

Most of the habitants work as agricultural labourers. Collection of tendu leaves is the main occupation of the habitants. This locality is surrounded by dense forests.

The cultural heritage of the locality is very rich. Traditional dances like Salla, Sua and Karma are very popular here.

This locality lacks in basic infrastructural facilities. The habitat has no school in its vicinity, which is the major cause for non enrolment in schools. The absence of support services further aggravates the problem. But the villagers have shown an interest in educating their children. Some parents send their children to primary school situated 2 kms. away from their village. But after the primary level, non accessibility of middle and high school accounts for dropouts.

Girls are engaged in wage earning activities like collecting tendu leaves and mahua flowers and also as day labourers in fields etc., this prevents them from enrolling themselves in school and also low retention in case of school going girls. Complicated with it is the problem of alcoholism and exploitation by rich landlords. The tribals are exploited economically as well as socially, especially the women folk are harassed.

(2) Village Tiliswa.

Block : Suarajpur

District : Surguja

Village Tiliswa is situated at distance of 2 kms. from the block headquartrs. There are 195 households in the village and a population of 992, the male being 511 and femals 481. In the age grroup of 0-6 years, the number of boys is 99 and girls is 99 which is unusual that there are identical number of girls and boys in the village. The number of literates in the village are 226 and the crude literacy rate fo the village is 22.78%, The female literacy rate is 7.69% which is very low specially in comparison to the male literacy rate which is 36.99% .

At the time of the study team visit the villagers were celebrating and welcoming the harvest season by singing and dancing.

In the village there is problem of alchoholism and it even affects the children. It was observed that kids of 10-15 years of age are consuming alchohol even during the day time also.

There is superstition in the village and people believe in quacks. They show reluctance in coming out of the age old traditions and customs.

The village has only one primary school. There is no middle school, high school and support services. Hence the children have problem attending school after the primary level.

The girls are expected to look after the household chores and take care of younger siblings. They also add to the family's income by collecting Mahua and Tendu leaves. The girls are expected to engage in such activities other than go to school. Poor economic condition inability of teachers to motivate the students, early mariages are other factors which are barriers in girls path to education.

(3) Habitat Maanpur.

Block : Surajpur

District : Surguja

Habitat Maanpur of block Surajpur in district Surguja is about 12 kms. away from the Surajpur block.

Population of this habitat is 1000 and the caste composition is scheduled Tribe 60% Scheduled Caste 20% and other backward caste 20%.

In the village, there are just five handpumps and it is insufficient for the villagers. They have to face problems in obtaining potable water. There is one pre medical centre only to look after the villagers health problems. The village has no other support service.

There is one primary school in the village and no middle or high school is available in the village.

Cultural heritage of the habitat is very rich, San, Salla and Karma, the traditional dances are performed in the habitat on the day of Ekadashi. Maanpur habitat is surrounded by dense forest.

Major problem of this habitat is alcoholism, which is very common amongst young girls and boys also. This addiction is a hindrance to education.

Superstition, voodoo, quacks all lead to further backwardness in their lifestyle. Lack of education, absence of support services further aggravates the problem.

(4) Village Chandarpur.

Block : Suarajpur

District : Surguja

Village Chandarpur is 5 kms. from the block headquarters. There are 242 households in the village and a population of 1224 of which males are 617 and 607 females. In the 0-6 population there are 260 children of which 129 are boys and 131 girls which makes a favourable ratio for the girls of 1015. The tribals in the village are 696 in number of which males are 349 and females 347. The Scheduled Caste population in the village is 72. The literates in the village are 260 and the crude literacy rate is 21.24 and that for females is 11.04.

Village is economically backward. Most of the people are engaged as agriculture labourers. They also collect Tendu Leaves and Mahua flowers which are later sold to make bidis and liquor respectively.

The village has a primary school. However the support services like Mahila Mandal, Balwadi, Anganwadi are not available in the village.

The problem regarding girls' education is quite pronounced as there are no school after primary level and the girls are mostly village bound.

The other serious problem faced by the villagers which also includes children is their habit of alcoholism which they find it difficult to get over. This habit prevents children from going to school.

The girls are mostly engaged in income generating activities and household chores. This leaves very little time to them for education.

The school building is dilapidated and no toilet facility is available for the girls.

The villagers do not see any utility of education. For them it has only bearing with income and jobs which are not available in the villages.

(5) Village Girwarganj.

Block : Suarajpur

District : Surguja

Village Girwarganj is 10 kms. from the block headquarters and 58 kms. from the District headquarter. There are 304 households with the population consists of 1788 persons, the males being 877, and females 911. The sex ratio is favourable in the village i.e. 1039. In the age group of 0 to 6 years the number of boys is 189 and girls 187. The scheduled tribe in this village are 145 while scheduled caste are 63 in number. The male literates are 320, while the female literates are 73. The crude literacy rate of the village is 21.98%. The literacy rate of females is 9.01%.

In the village the main occupation of the village is agriculture. Most of the villagers are engaged as daily wages labours.

The village has two primary schools, one for boys and one for girls, there is a co-educational middle school in the village. There is no high school in the village.

In the village no stress or importance is laid on education and if at all the education is stressed it is in reference to the boys rather than girls.

The girls are overburdened with the household chores and parents lack the awareness about utility of education, hence girls education suffers.

(6) Village Parri.

Block : Suarajpur

District : Surguja

Village Parri is situated at a distance of 6 kms. from the block headquarters. There are 264 households in the village and a population of 1284, the males being 634 and females 650. In the age group of 0-6 years the number of boys is 105 and girls 125. The situation seems to be favourable for women as the women outnumber men by far and there are more girls than boys in 0-6 population. There are 423 tribals living in the village while the scheduled castes are 50 in number. The number of literates in the village are 430 of which males are 298 and females 132. The crude literacy rate for the village is 33.49 and for females it is 20.31% which is better than other villages in general.

The villagers are engaged in agricultural field work and those who do not possess a land of their own work as agricultural labourers in the fields of others. The labour class are often subjected to exploitation by the rich landlords and are paid less for their hard work. The villagers are perpetually in debt. After the harvesting season, the tribals take to collection of tendu leaves and mahua flowers to earn some money. The girls also help parents in this work and are unable to attend school.

Though there is a primary and a middle school in the village, not many girls can obtain education. The general economic condition of villagers is poor and it also hinders the education of their children specially girls.

To quote a villager, "when there is shortage of food, how will education benefit us ?"

The boys are favoured in the matter of food, play, education, health care etc. The problem of alcoholism also affects the health of people in the village.

(7) Village Ketka.

Block : Suarajpur

District : Surguja

Village Ketka is about 12 kms. from the block headquarter. The population consists of 1370 persons, the males being 697 and female 673. There are 300 households in the village. In the 0-6 age group the number of boys is 136 and girls 137, the majority of the population is tribal, there being 594 males and 594 female tribals are in the village. The number of literates in the village is 130, the crude literacy rate of the village is 10.94% which is very low. The literacy rate for females is 2.53 % which is extremely shocking.

The villagers' main occupation is agriculture, some are also engaged in collecting tendu leaves and mahua flowers. Even the children are forced by poverty to work and add to the family's income.

In the village there are three government run primary schools and one coeducational middle school. There is one high school run by the Tribal Welfare department. Despite so many schools the female literacy rate is very low which is very surprising.

In the village the alcohol has many under its grip, even the women and children are not spared.

(8) Village Basdei.

Block : Suarajpur

District : Surguja

Village Basdei is a fairly large village with an area of 1218.4 sq. kms. and 539 households. The population of the village is 2773 the males being 1332 and females 1401. The female are more in number than the males, as the grind of work is for women than men in the tribal areas. Sex determination test is also not freely available here. The 0-6 population is 542 in number of which boys are 246 and girls 296. The number of literates in the village are 576. The crude literacy rate is 20.77 and that for females is 8.42%.

The main occupation of this village is agriculture. The economic condition of the village is quite good. This village has won a prize for its all round development in the field of infrastructural facilities and for providing medical facilities. All houses of this village are provided with electricity.

The main problem of this village is alcoholism, which is rampant in this area. Children are easy prey to this and most of them have become alcoholics, thus affecting their efficiency in studies. Even girls of this village are no exception and they are addicted to alcohol.

Lack of motivation among parents affects the education of their daughters. Also illiteracy of parents is an important reason for high rate of dropouts and low rate of enrolment among girls in the school.

Socialization pattern is geared towards preparing girls for early marriage while boys are mentally prepared to become economically independent and self reliant.

GROUP DISCUSSIONS AND OBSERVATIONS.

The group discussions with the villagers bring forth the following major issues of girls education and women's empowerment.

The participants were very vocal, both men and women highlighted the problems which they felt more important and the manner in which the government could overcome it. They were genuinely interested in bringing a positive change in their lives. Alcohol has many under its grip and it is an important factor that affects negatively the mental and physical health of the people.

01. The literacy rates were extremely low, the availability of the educational facilities also did not affect the literacy rates substantially.
02. The smaller villages had lesser infrastructural and developmental facilities as compared to the large villages. There is water scarcity in the villages and fetching of potable water from distant places is a tedious job. The girls and women are mostly involved in such drudgery.
03. In the villages the girls education suffers due to various factors, the girls are expected to do household chores, add to the family's income by selling mahua flowers and tendu leaves. This work leaves no time for school.
04. The villagers objected to sending girls to co-educational institutes, specially after the middle level. The parents feel that after puberty they feel unsafe in sending their daughters to co-educational schools specially if there are no female teachers around.

05. In the villages the sanitation is poor, hygiene is not maintained, mostly the villages had no health centre or they were ill equipped.
06. It was good to notice that the village had desire to improve their condition. They demanded potable water, child care centres, health centres, for schools. They asked for better communication with the outside world.
07. There was a demand from some to launch an anti liquor drive as even the children were addicted in the villages. They asked for rehabilitation centres and banning of country liquor.
08. The discussions lead to the conclusion that parents wanted more regularity of teachers and poor teaching were factors for low retention among all children. The girls were expected to perform the household duties, fetch fuel, fodder and water.
09. The girls are considered less important and any spending on them is infructuous considering the nature of their temporariness in the parental home. Whatever money is there it is saved for her wedding and for their dowries.
10. There was opposition to the ideas like late marriages, no dowry, property rights for girls and equal freedom for them.
- Men were of the view that they were heads of families, capable of taking all decisions independently and make women agree to that they are inferior beings.

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 : SURAJPUR, DISTRICT : SURGUJA

* 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.

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.

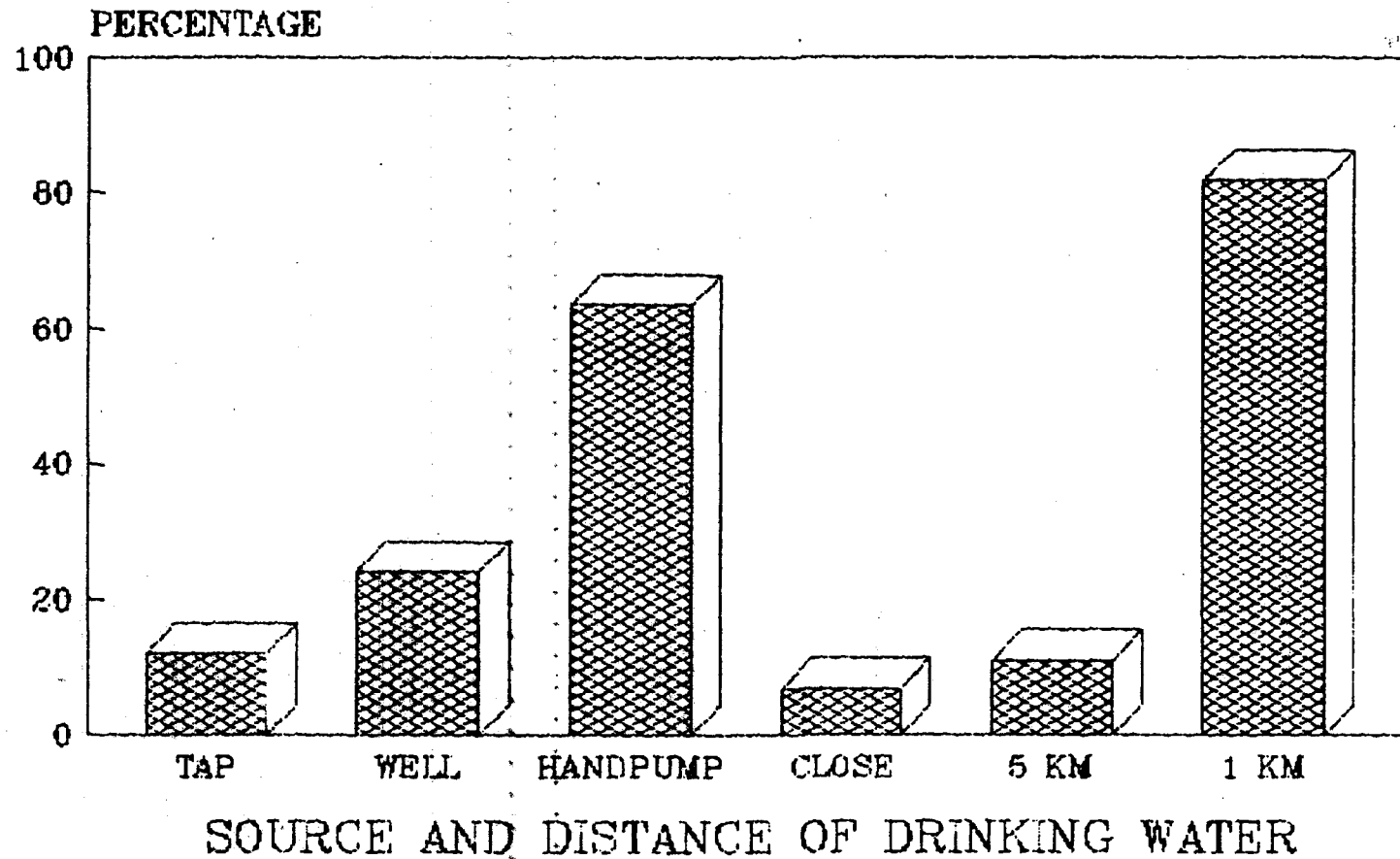
Table 3.1.3

Fuel and Electricity

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

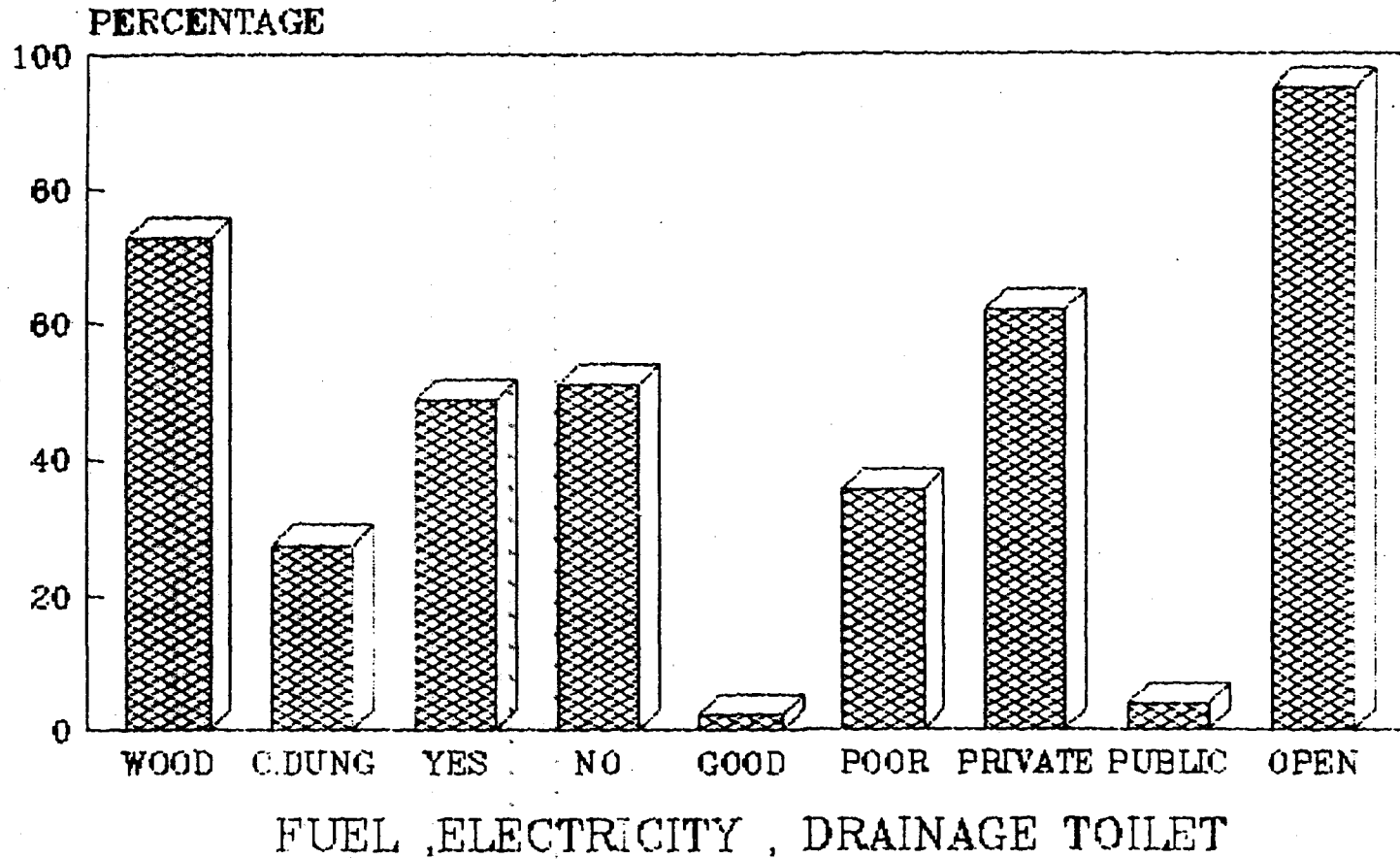
* Availability of Electricity		
	No.	%
	132	48.89

SOURCE AND DISTANCE OF DRINKING WATER DISTRICT : SURGUJA



SOURCE : SAMPLED 9 VILLAGE DATA

FUEL, ELECT, DRAINAGE, TOILET FACILITY DISTRICT : SURGUJA



SOURCE : SAMPLED 9 VILLAGE DATA

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.

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

Age Group	Total	%	Male	%	Female	%
Primary						
6 - 10	174	43.83	76	39.79	98	47.57
11 - 14	102	25.69	53	27.75	49	23.79
15 - 18	049	12.34	16	08.38	33	16.02
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	59.33
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	27	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	01	05.10	01	10.05	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	05.09	2	00.24
Non Workers	871	54.88	363	48.59	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.

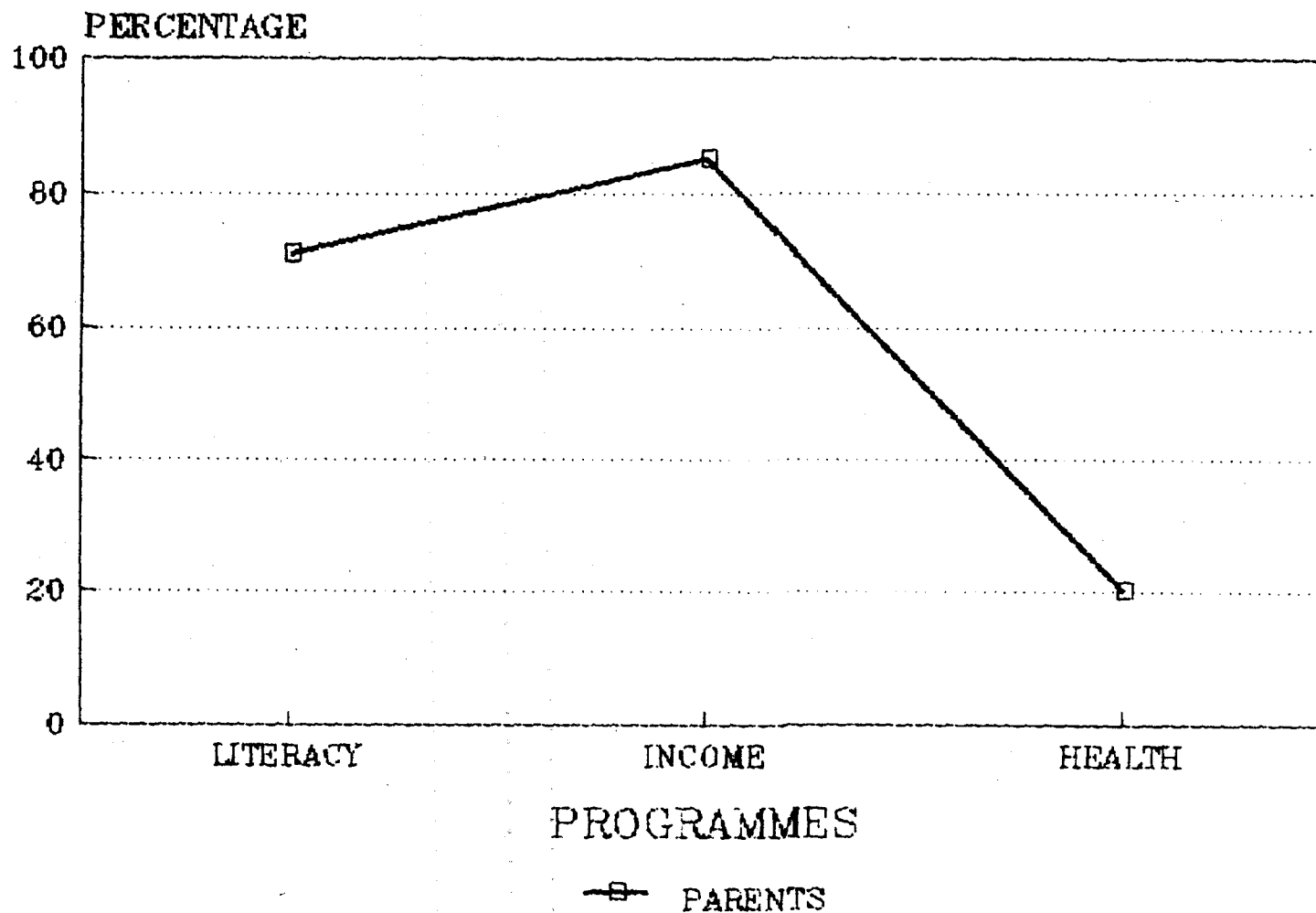
Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS & WOMEN

Programmes	Yes	%
Literacy Programme	192	71.11
Income generating Programme	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.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SURGUJA



SOURCE : SAMPLED 9 VILLAGE DATA

TABLE 3.1.12

PERCEPTION OF PARENTS ABOUT REASONS FOR CONTINUANCE OF GIRLS IN SCHOOL

Reasons	Respondents (n=270)	
	No.	%
1. Better economic standing of household	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 3.1.12

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents No.	(n=270) %
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 40 maternal , infant and child mortality		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	200	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.	IInd	10	12.05
3.	IIInd	19	22.89
4.	IVth	07	08.43
5.	Vth	11	13.25
6.	Vith +	31	37.35
	Total	83	100.00

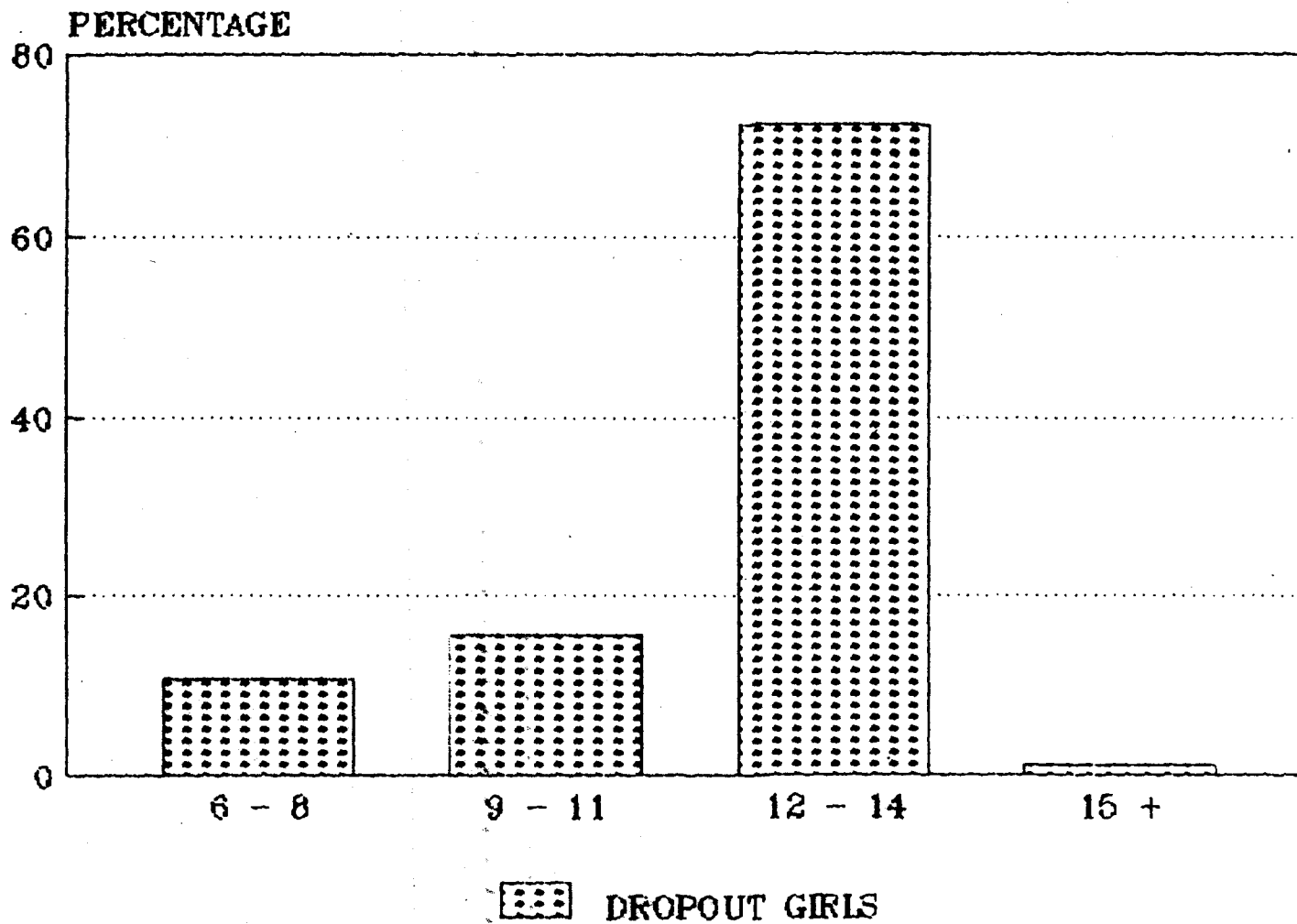
DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

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.

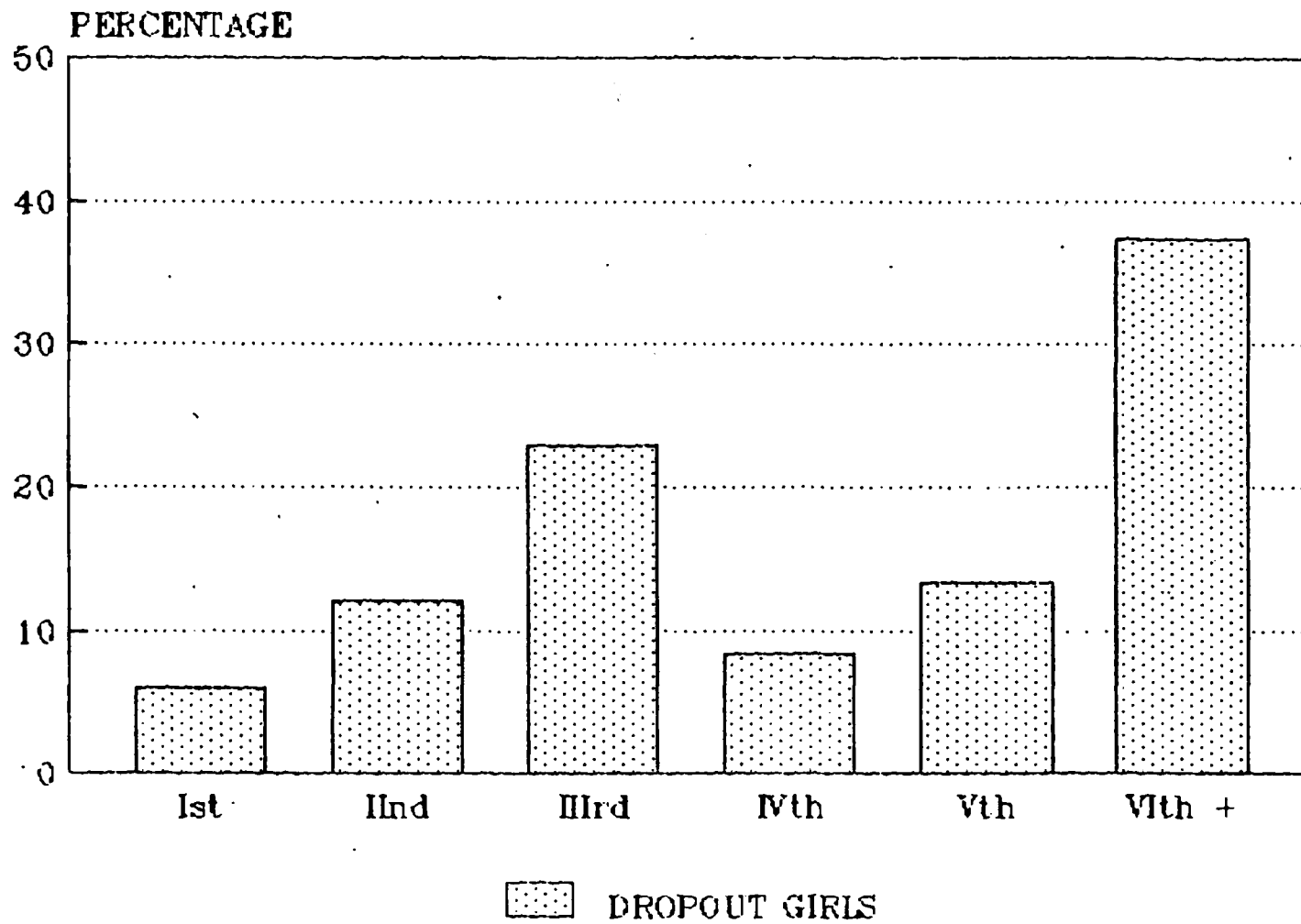
The data shows that most of the drop-out girls were regular and punctual.

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : SURGUJA



SOURCE: SAMPLED 9 VILLAGE DATA

DISTRIBUTION OF GIRLS ACCORDING TO CLASS LAST ATTENDED DISTRICT : SURGUJA



SOURCE : SAMPLED 9 VILLAGE DATA

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	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 marriage are the main causes for dropping out of girls.

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME STUDIES

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

Table 3.2.4 clearly 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

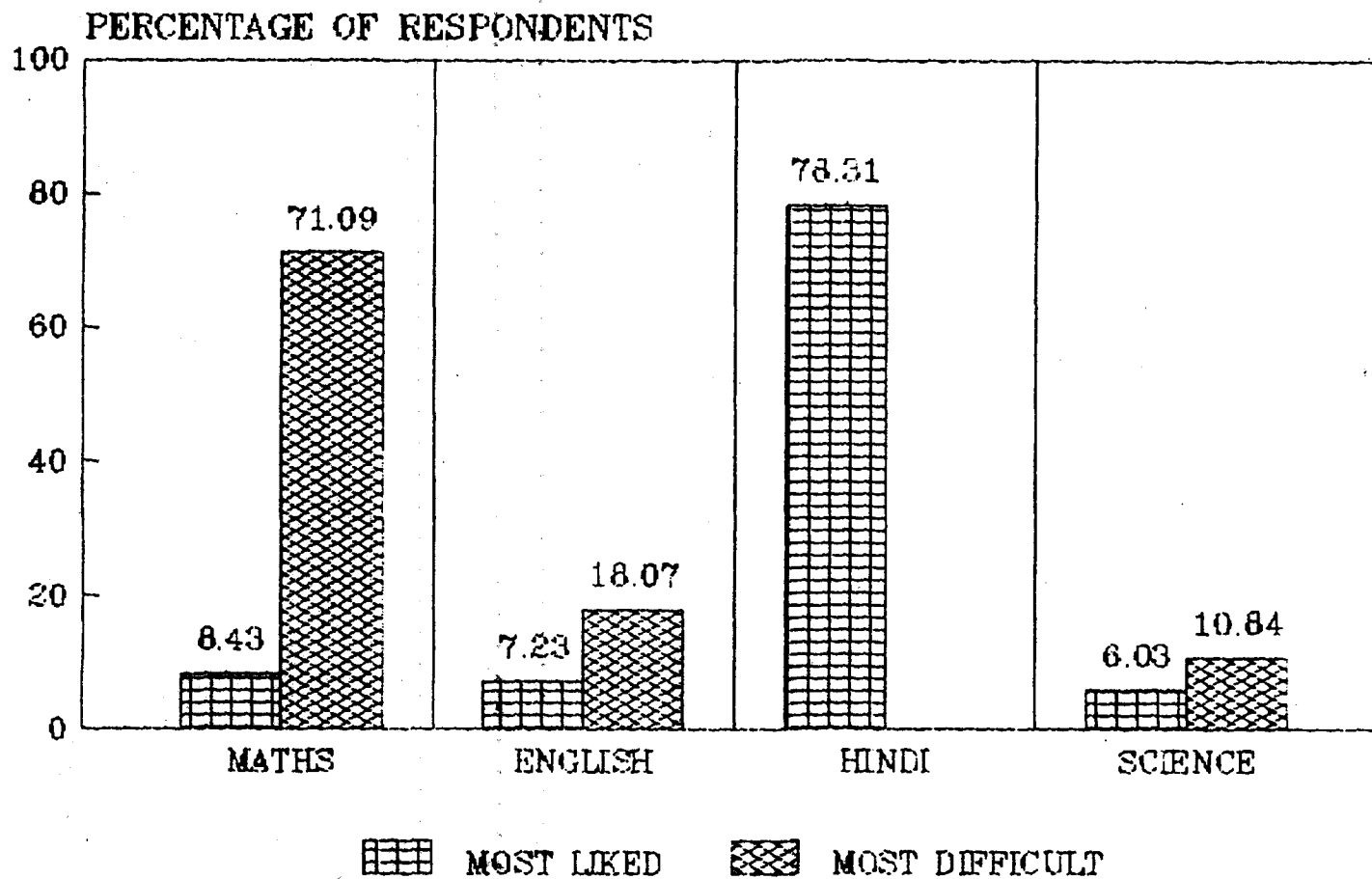
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

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 78 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT SURGUJA



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	0	59	71.09
2.	English	06	07.23	0	15	18.07
3.	Hindi	65	78.31	0	00	00.00
4.	Science	05	06.03	0	09	10.84
Total		83	100.00	0	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	Respondents	
	No.	%
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	Respondents	
	No.	%
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 (n=83)	
	No.	%
1. Inability of parents to pay extra tuition fee/fund	52	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 siblings	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

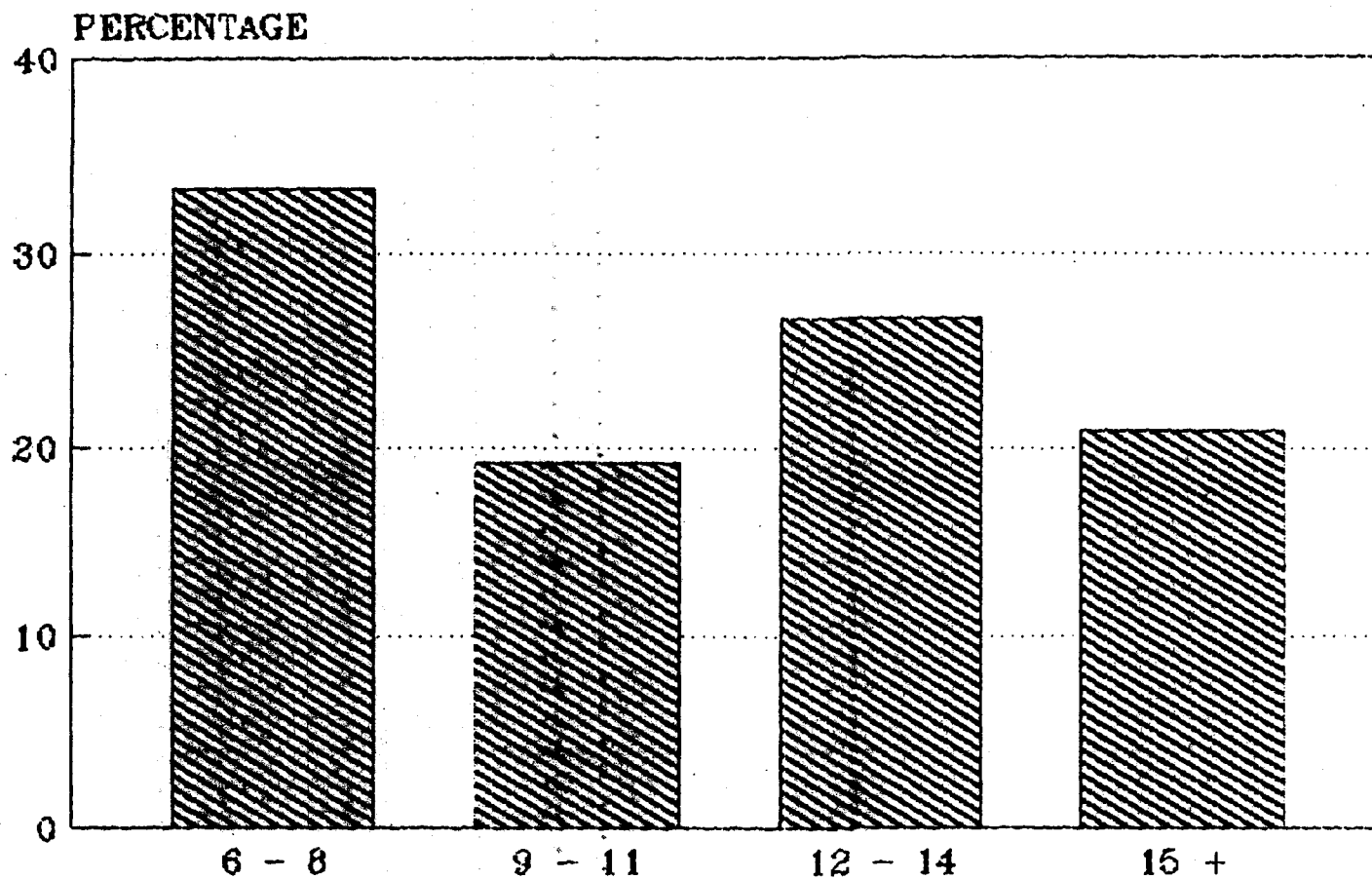
S.No. Activities	Respondents (n=85)	
	No.	%
1. Fetching water	82	98.80
2. Collection fodder & fuel	49	59.04
3. Caring of livestock	34	40.96
4. Making cowdung cakes	59	71.08
5. Caring siblings	24	28.92
6. Cooking	79	95.18
7. Washing / cleaning utensils	72	86.75
8. Grazing cattle	04	04.82
9. Wage earning 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 siblings. 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.

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : SURGUIJA



 NEVER ENROLLED GIRLS

SOURCE : SAMPLED 9 VILLAGE DATA

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 (9.17%)

Figures in parentheses 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.

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

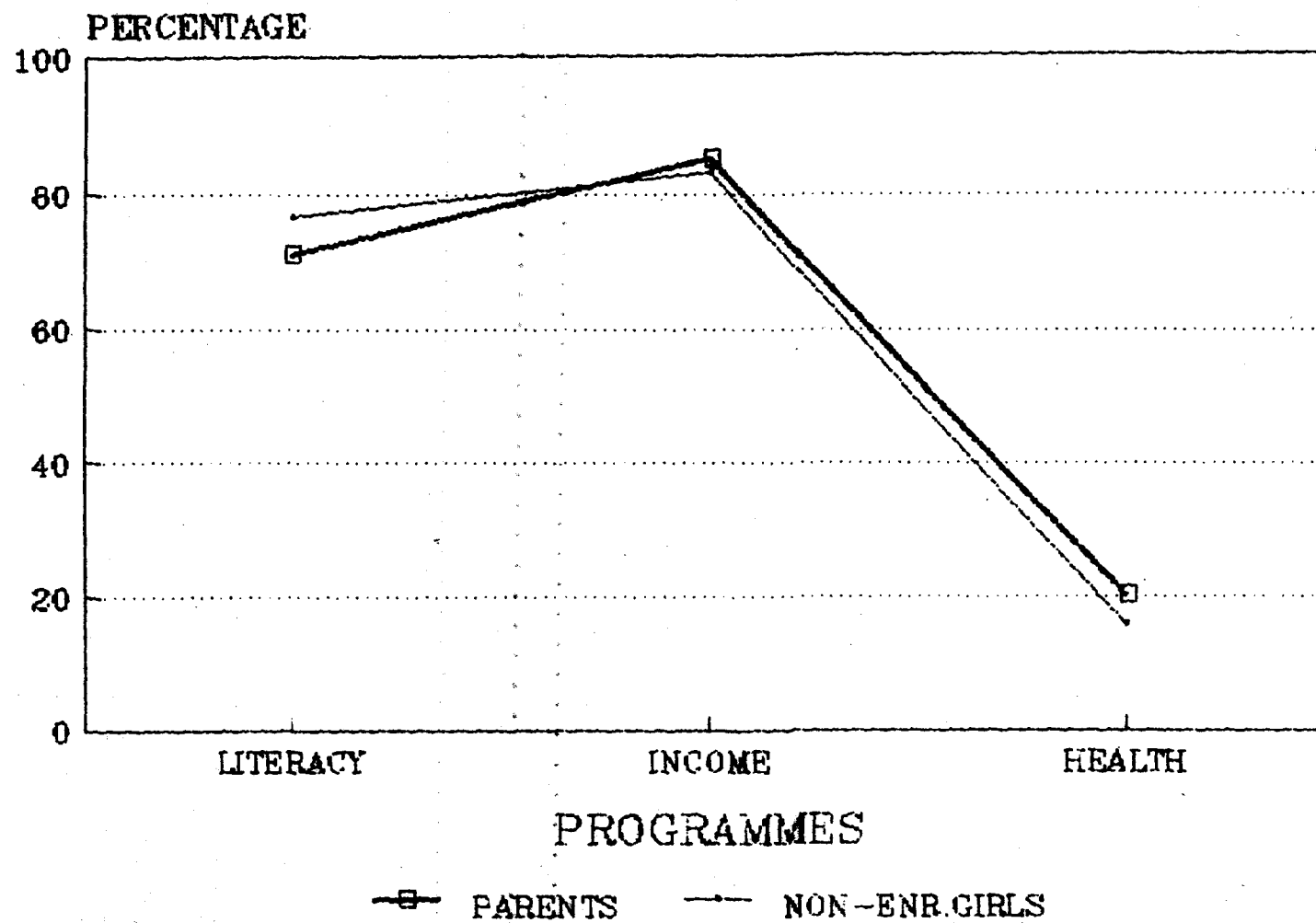
Programme	Respondents (n=120)	
	No.	%
Literacy programme	92	76.67
Income generating programme	100	83.33
Health and Nutrition programme	19	15.83

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.

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT SURGUJA



SOURCE : SAMPLED 9 VILLAGE DATA

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 bicycle. One teacher is using his own bike.

TABLE 3.4.1

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT REASONS FOR CONTINUANCE OF 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 No.	(n=14) %
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. Engaged 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 Poverty	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 extra 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 environment building.

TABLE 3.4.4

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

	Utility	Respondents (n=14)	
		No.	%
1.	Develops a positive self image and confidence among girls	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 Surguja, 01 Educational Administrators including District Primary Education Officer and 02 head teachers of willage 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)

Sl.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. Enagaged 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 taboos 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 REGULARLY

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 assigned the same duties / responsibility (100.00%)

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

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

TABLE 3.5.7

PARTICIPATION OF WOMEN IN TEACHING IN DISTRICT SURGUA

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.

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

Utility	Respondents (n=8)	
	No.	%
1. Develops a possitive self image and confidence amoong girls	06	75.00
2. Prepares girls for economic contribution	08	100.00
3. Can improve heazth 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 , infaant and child mortality	04	50.00
7. Helps in reducing the family size	05	62.50
8. Will prepare giirls for leadership roles in society	04	50.00
9. Will prepare girrls for participation and decision making process in all walks of life e.v.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 educattion 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 ENROLMENT OF GIRLS - SURGUJA

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 (83%).
3. Inability of parents to provides clothes and shoes (63.70%).	3. Domestic work (85.71%).	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. (60%).
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 seprate 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 & medicines (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 & medicines (23.70%).	9. Parental lack of motivation (50.00%).		
10. Parental lack of motivation (22.96%).			

CAUSES FOR DROPOUT AMONG GIRLS - SURGWA

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 (68.89%).	3. Care of sibilings (71.43%).	3. Parental lack of motivation (66.67%).	3. Early marriage (81%).
4. Inability of parents to provide books (59.26%).	4. Domestic Work (71.43%).	4. Ealy marriage (66.67%).	4. Care of sibilings (52%)
5. Parental Illiteracy (57.78%).	5. Inability of parents to provide clothes and shoes (57.14%).	5. Care of sibilings (66.67%).	5. Parental lack of motivation (76%).
6. Inability of parents to provide stationery (47.78%).	6. Parental lack of motivation (58.88%).	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 Sibilings (40.74%).	8. Early marriage (42.86%).	8. Inability of parents to provide books (50%).	
9. Absence of Support Services Viz Anganwadi , Balwadi (31.48%), to provide food (42.86%).	9. Inability of parents to provide food (42.86%).		
10. Early marriages (30.74%).			

PERCEPTION OF UTILITY OF GIRLS EDUCATION - SURGUJA

PARENTS (270)	TEACHERS (14)	ADMINISTRATORS (6)	COMMUNITY LEADER (8)
1. Prepare Girls for economic contribution (77.42%).	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. Helps in reducing family size (62.50%).
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%).	
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 - SURGUJA

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. Assents 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 equal education (84.35%).	3. Both need to be given 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 (77.24%).	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 decisions jointly (70.37%).	5. Husband and wife should take all decisions (100%).	5. Both can assigned the same duties/responsibility(100%).	5. Girl and boys need equal education (87.50%).
6. Both have same intelligence and abilities (70.00%).	6. House hold wor 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 same duties/responsibility (78.57%).	7. Both need to be given equal amount of food (100%).	
8. Both have same similar occupations (52.59%).			
9. Both can perform all tasks equally well (51.35%).			

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 (80%).
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 - SURGUJA

MAJOR FINDING AND RECOMMENDATION

FINDINGS

- 1.0 Mapping out gender disparities in access, enrolment and retention.
- 1.1 There are 1332 schoolless / totally unserved habitations in the district Surguja.
- 1.2 Only 99573 forty two (42.72%) of those enrolled at primary level are girls. SC girls form 40.69% and ST girls form 38.61% of the total number of SC and ST children enrolled at the stage indicating positive impact of special incentives for SC and ST children.
- 1.3 Dropout rate amongst girls is 51.61 compared to 43.33 for boys. For SC girls dropout rate is 53.89 compared to 47.7% for boys while dropout rate of ST girls is 55.1% compared to 49.0% for boys. SC and ST children, especially girls, need to be given necessary support for better retention.
- 1.4 The problem of access is largely of villages / habitations which are schoolless and very large villages where the school is located in one corner and is over crowded.

- 1.5 In 270 sample household in Surguja district there were 436 girls in the age group 6-14 years.
- 1.5.1 Out of these (37.85 %) were attending school where 38.53% were never enrolled and (23.62%) had dropped out..
- 1.5.2 Out of the 106 enrolled girls, there were 74 girls in primary classes, out of which 43.4 percent were in the age group 6-10 years and 23.6 percent were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of 19 percent at the primary level.
- 1.5.3 Out of the 176 never enrolled girls, 33.5 percent belong to age group 6-10 years and 54.7 percent were between 11-14 years.
- 1.5.4 Out of 151 dropout girls, 89 percent dropped-out from the primary classes, 11 percent from middle stage. Out of the 151 who dropped-out 76 girls (50.3%) were in the age group of 6-10 years and the rest 75 girls (49.7%) were in 11-14 years of age group.

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

2.1 Factors contributing to girls' enrolment and retention are:

2.1.1 Parental education

2.1.2 Motivation of parents

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

2.1.4 Parental support for academic work.

2.1.5 Self motivation of girls.

2.1.6 Positive attitude of the teachers.

2.2 Never Enrolled girls.

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

2.2.2 Mostly mothers (73%) of the never enrolled girls were illiterate, 51 percent fathers had only primary education.

2.2.3 Bulk of non-enrolled girls belong to families with an annual income of less than Rs.10000/- per annum, 35 percent came from scheduled caste families and 23 percent came from scheduled tribe families.

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

- 2.2.5 Mostly were from medium and large sized families / households.
- 2.2.6 Mostly girls were involved in income generating works.
- 2.2.7 Majority of girls felt discriminated against in matters of food, play and health care etc.
- 2.2.8 91 percent would like to study and learn.

2.3 Dropout among girls.

- 2.3.1 Domestic work and engagement in remunerative work like wood picking, parental illiteracy, lack of parental motivation and inability to pay extra tuition costs,, books, stationery and clothing lead to dropout amongst girls. Care of siblings has emerged as a very strong factor for drop out of girls in **Surguja** district.
- 2.3.2 Cultural factors such as early marriage and discriminatory attitude towards girls are noticed in matters of distribution of food health and medical care and provision of time for study and play.
- 2.3.3 Lack of support services such as Anganwadi, Balwadi and creches is reported.
- 2.3.4 Majority of parents of dropout girls were illiterate (Mothers 76 percent, Fathers 57 percent)
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 64 percent dropout girls belonged to families with household income of less than rupees 10,000/- per annum. Even from higher income groups, nearly 2 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.

- 22.3.7 Nearly 36 percent dropout girls were from non-scheduled caste families.
- 22.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning, liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.
- 22.3.9 Majority (82 %) among dropouts would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN SURGUJA DISTRICT

- 3.1 Women form 48.88 percent of the total population in Surguja district.
- 3.2 : Sex ratio is adverse in Surguja district. There are 955 females per thousand males as per 1991 census. In 1981 sex ratio was 962. Sex ratio ranges from 985 in Ramanujnagar block to 904 in khadgawan block. The situation of girl child in the age group 0-6 years, where sex ratio is 985 girls per thousand boys in Surguja district, ranging from 1021 in Lundra block to 959 in odji block, is more alarming.
- 3.3 The phenomenon of sex selective abortions has been reported by some villagers. This exceeds of female mortality over male mortality in all age groups upto the age of 40 years.
- 3.4 Decadal population growth in 1981-1991 was 27.52 compared to 23.15 in 1971-81.
- 3.5 Total fertility rate in 1981 was 157 in Surguja district.
- 3.6 Infant Mortality rate was 115 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Surguja district was 15.60 in year 1981. Percentage of all females in the age group of 15 -19 years were found 54.62 percent in 1981.
- 3.8 It was found in Surguja district that girls and women do not have a good social standing. There is a total environment of hurling indignation on women. There is prevalence of early marriages, dowry system, . purdah system. It was observed that there is strong son

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

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

3.10 The parents by and large agreed that there should be equality in the matters of food, education, health care and time to play. Nearly 70 percent perceive that the boys and girls are having similar intelligence and abilities. Only 26 percent parents agreed to give equal freedom to boys and girls and 35 percent would give equal time to both to play. Nearly 48 percent parents do not perceive that both boys and girls can be given same duties and responsibilities and that they can perform all tasks equally well nor do they favour (63%) joint registration of assets in the name of husband and wife. More than 62 percent parents agree that household work should be shared by both. The study also depicts that parents had lower educational and occupational aspirations for daughters than for sons.

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

should be given same freedom, equal time to play, can be assigned same responsibilities and can have same occupation. Majority of teachers (79%) also agreed that household work should be shared by both men and women. All 10 teachers who were 14 interviewed favour joint ownership of family assets.

3.12 All the interviewed community leaders (07) agreed that girls and boys should be given equal education, equal food and equal health care. A very large number of community leaders were of the opinion that both have equal intelligence and abilities (100%) and can perform all tasks equally well (88.0%) and decisions should be taken jointly by husband and wife (88.0%). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 12 percent of community leaders.

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

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

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

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

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

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

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

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

6.2 In all there are 1177 Anganwadis for a child population of 19430 (0-6 age group).

6.3 Blockwise position of sex ratio shows coverage of 0-6 age group ranges from 1021 in Lundra block to 959 in adji block.

6.4 It is proposed that the timings and proximity of Anganwadis to schools must be co-ordinated. It is also suggested that the non-formal education centre for girls be opened next to the anganwadis with similar timings.

7.0 Availability of educational material (books, stationery, uniforms) and other incentives (mid-day meals, attendance prizes, etc.)

7.1 Incentives like free text books, stationery, uniforms, attendance scholarship / prizes should be given to scheduled caste and scheduled tribe girls. This will have a little visible impact on enrolment of both scheduled caste and scheduled tribe girls at the primary stage.

7.2 Maximum number of respondents (parents, teachers, educational administrators and community leaders) have recommended that the aforesaid incentives should be given to all girls irrespective of caste and creed.

8.0 Participation of women in Teaching and Administration.

8.1 In Surguja district, There were total no of 6948 primary teachers out of these (1052) 15.14 percent of the total primary teachers (1993-94) were female.

8.2 It was found that there were very few woman teachers in remote areas. All discussions pointed to the need for

at least one woman teacher in every primary school. Parents were reluctant to send their daughters to all male teachers' schools as they felt that their daughters were not safe especially when teacher is absent.

8.3 All the BEO of the block were males. Out of 6 head teachers interviewed all were males in the district. Out of 29 class II block level officers and 125 class III Head Teachers level, there were 26 females. At the school level, out of 210 class III officers 17% were women and at class IV, 6 out of 37 were female.

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

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

Suggested Interventions.

Administrative Measures.

District : Surguja

ADMINISTRATIVE MEASURES.

21. An all out effort should be made for the implementation of compulsory Primary Education let especially for girls. A special effort is required for imparting education to the tribal girls.
22. In the unserved villages, a school and non formal education centre must be opened.
23. Schools should be upgraded from primary to middle level and from middle to high school level wherever possible, so as to reduce the drop out rates among girls, especially the tribal girls.
24. Middle school education should be made available to girls, with in the village. Atleast one or two lady teachers should be posted in the village schools.
25. The girls should be provided with a hostael facility for obtaining high school level education..
26. The single teacher shcool must be made multiple teachers school and more lady staff must be appointed in the village.
27. More educational post must be sanctioned in the rural areas and vacant posts must be filled at the earliest.
28. The school calender must be charted so as to accommodate the harvesting season and the school timings should be adjusted according to the girls.

09. Administration and voluntary organisations should run awareness campaigns against the prevailing social evils of superstition, witchcraft, casteism and alcoholism.
10. Adult literacy campaigns with focus on gender issue and equal respect and dignity for men and women.
11. Parents should be involved in school administration and encouraged to take interest in school's activities, functions and in the progress of their wards.
12. General disaggregated data relating to education as an indicator of disparities should be evaluated to monitor progress towards gender equality.

TEACHERS :-

01. More teachers should be appointed in single teacher schools.
02. Atleast one or two lady teachers should be appointed in every school.
03. Education on constitutional and legal rights of women as regards work, marriage, property, adoption, political participation should be a compulsory part and parcel of teachers education.
04. Orientation programmes should be run for teachers in order to promote awareness about girls education.
05. More and more educational programmes should be arranged by the teachers' organisation.
06. Teachers should come forward to work for the upliftment of educational set up of tribal areas.
07. Local teachers should be appointed so that they can interact with the local villagers and find out reasons for the absence of girls from school.

INCENTIVES :-

01. More incentives should be provided to improve enrolment of village children especially girls.
02. Incentives distributed to tribal girls should be given in time.
03. Government should provide more funds for incentives. It should be given to all needy children irrespective of caste & creed.
04. Monetary incentives should be given to girls belonging to economically weaker families.
05. More writing material, books, literature should be provided to all girls, timely and free of cost.
06. Transport facilities like bicycle should be provided to tribal youth, where long distances make access to school difficult.
07. Mid-day meals should be provided to needy and tribal children, as they suffer from malnutrition.
08. Nutrition programmes should be introduced in schools. These should be maintained by Mahila Mandals.
09. Woolen clothes in winter season and uniforms should be provided to poor village children.
10. Incentive in form of awards and scholarship should be given to improve attendance of tribal girls.

CURRICULUM

01. Income generating programmes should be included in schools curriculum. This will encourage students to acquire vocational skills. Such programmes should especially be developed for women and adolescent girls.

INCENTIVES :-

01. More incentives should be provided to improve enrolment of village children especially girls.
02. Incentives distributed to tribal girls should be given in time.
03. Government should provide more funds for incentives. It should be given to all needy children irrespective of caste & creed.
04. Monetary incentives should be given to girls belonging to economically weaker families.
05. More writing material, books, literature should be provided to all girls, timely and free of cost.
06. Transport facilities like bicycle should be provided to tribal youth, where long distances make access to school difficult.
07. Mid-day meals should be provided to needy and tribal children, as they suffer from malnutrition.
08. Nutrition programmes should be introduced in schools. These should be maintained by Mahila Mandals.
09. Woolen clothes in winter season and uniforms should be provided to poor village children.
10. Incentive in form of awards and scholarship should be given to improve attendance of tribal girls.

CURRICULUM

01. Income generating programmes should be included in schools curriculum. This will encourage students to acquire vocational skills. Such programmes should especially be developed for women and adolescent girls.

- Q2. Text books should be revised. It should be framed in such a way so as to crusade against social evils like gender bias caste discrimination, child marriage etc. Moreover, it should also include examples of womens bravery and their participation in modern day to day life.
- Q3. The girls and boys should be taught vocational skills as well as household work related activities equally.
- Q4. Teachers should give extra time so that girls can make up for their dificiencies. Extra attention and coaching should be given to students who are first generation learners.

SUPPORT SERVICES :-

- Q1. Efforts should be made to reduce the burden of household work and care of siblings from the girls. Mothers should be motivated and encouraged to reduce this bunder from their daughters.
- Q2. Support services should be provided in the villages like creches, anganwadis, balwadis and khelghars.
- Q3. NFE centres should be opened in all villages so that there is continuance in education. Adult literacy campaigns are also a must.

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

- Q1. Literacy of the parents is a basic prerequisite in making them aware of the value of education. Mothers' literacy is of prime importance and should be attended. A well planned literacy campaign should be launched in the area.
- Q2. Mahila Mandals should be started where they do not exist and village women should participate in Education and social welfare activities of the area.
- Q3. Legal help should be made available to women in the villages.
- Q4. District administration should adopt villages as ideal villages for removing gender bias in education and for women's empowerment.
- Q5. Parents attitude detrimental to dignity and status of women and girls should be campaigned against. Evils like dowry, child marriage, abusive language, physical violence should be discouraged.
- Q6. To encourage Universalization of Primary Education (UPE), local volunteers especially the daughters and daughters-in-laws should be encouraged in the progress of UPE.
- Q7. Legal and health aspects of girls marriage after the age of eighteen should be high-lighted amongst the villagers.
- Q8. Youth organisation like Nehru Yuvak Kendra should be open in every village. This organisation can play a vital role in universal primary education programme in the village.

09. Community development programmes should be started in every village, for the enhancement of the economic condition of the villagers.
10. Adult Education programme should be started in the district.
11. The parents should be made responsible for their wards' attendance in school. The parents should allocate a fixed place and time for girls studies.
12. The educated rural girls should be used as anchorpersons by women's organisation to further motivate and encourage girls education.
13. The cooperation of VEC and village panchayats should be taken by the educational authorities and other social welfare agencies in the village should be involved to encourage access and check dropout and non-enrollment of girls.

PROGRAMMES AREAS

Following major programmes areas have emerged out of the study.

Social Mobilization on Issues of Girl Child

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

Incentives to be Given to All Girls

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

Serving Out of School Girls

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

Total Literacy Campaigns

1. TLC's can and should focus on adult illiteracy specially the mother's illiteracy which would finally lead to girls education and women's empowerment.

2. Development of material focussing on women's achievement, contribution and their rights so as to create gender sensitivity.

CONVERGENCE OF SERVICE

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

1. The material needs to be prepared for teacher training, curriculum development and transaction.
2. Orientation of teachers and teachers educators.
3. Orientation educational planners and administrators.
4. Preparation of gender inclusive 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
GAR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GP	Gram Panchayat
ICDS	Integrated Child Development Services
JP	Janpad Panchayats
MIS	Management Information System
MLL	Minimum Levels of Learning
NCERT	National Council of Educational Research & Training
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIEPA	National Institute of Educational Planning & Administration
NLM	National Literacy Mission
NPE	National Policy on Education
OB	Operation Blackboard
POA	Programme of Action
PRI	Panchayati Raj Institution
RES	Rural Engineering Service
RI	Resource Institution
RGPSM	Rajiv Gandhi Prathamik Shiksha Mission
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SDO	Sub-Divisional Officer
SIEMT	State Council of Educational Management & Training
SK	Shiksha Karmi
SP	State Plan
SPG	State Planning Group
SPO	State Project Office
TRC	Teacher Resource Centre
TE	Teacher Education
TLC	Total Literacy Campaign
TSP	Tribal Sub-Plan
TND	Scheduled Castes, Scheduled Tribes and Backward Classes Welfare (Deptt.)
UEE	Universalisation of Elementary
UNICEF	United Nations Children's Fund
VA	Voluntary Agency
VEC	Village Education Committee
WCD	Women and Child Development (Deptt.)
ZP	Zila Panchayats

NIEPA DC



D08242

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational

Planning and Administration.

28, Sri Aurobindo Marg,

New Delhi-110016

Sl. No.

Date

D-8242

25-9-94