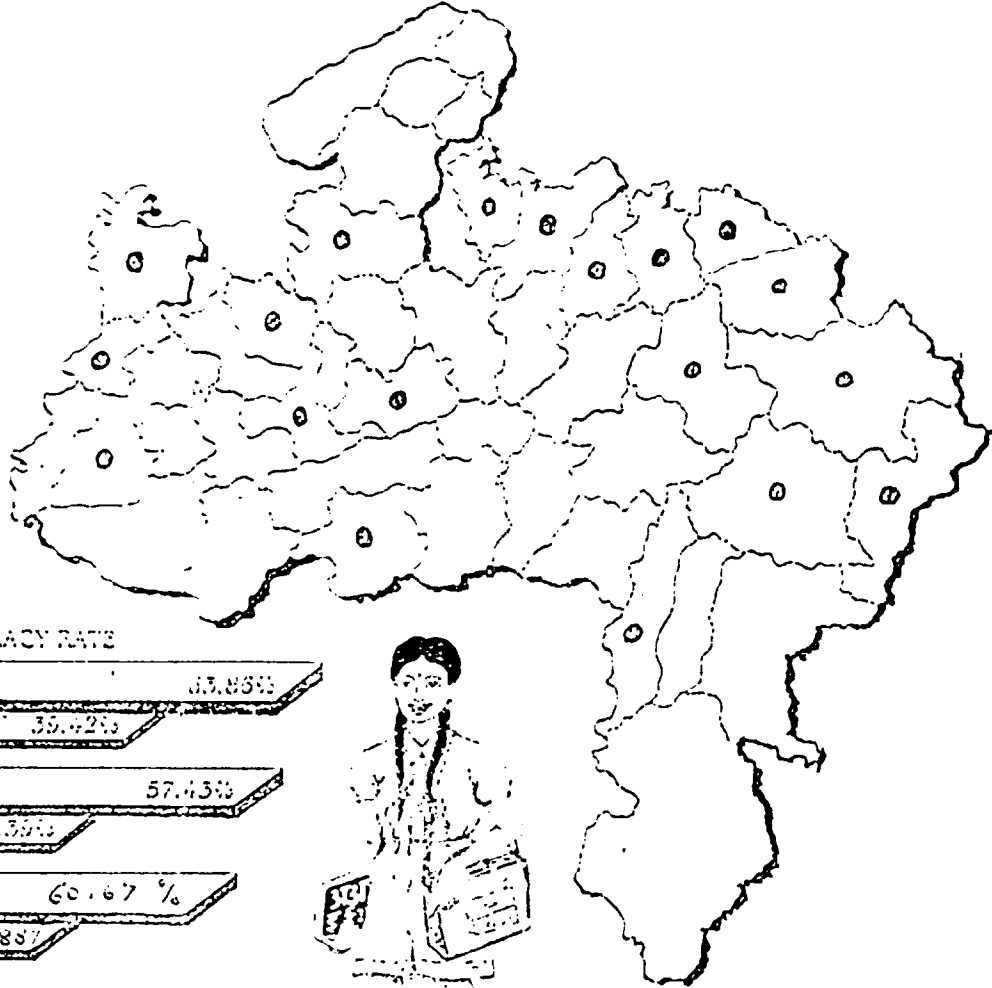


DISTRICT PRIMARY EDUCATION PROGRAMME

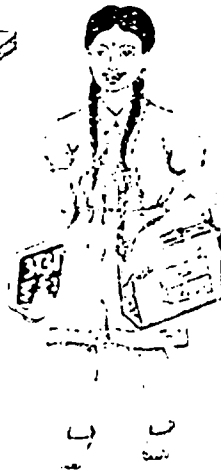
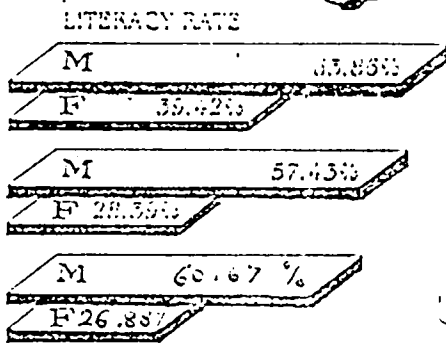


GENDER STUDIES

MADHYA PRADESH



MADHYA PRADESH DISTRICT



REWA

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

REWA

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

1994

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17-B, 1st Aurobindo Marg,
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D-8241
28-9-93

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

MADHYA PRADESH

Gender Studies

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Consultant : **Sarojini Bisaria**

Madhya Pradesh

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

State Coordinator : **Madhu Mishra**

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District Rewa

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

		INDIA	MADHYA PRADESH	REWA
1. POPULATION	T. PERSONS	844,324,222	66,135,862	15,50,140
	MALES	437,805,805	34,232,048	8,00,642
	FEMALES	406,518,417	31,903,814	7,49,498
	R. PERSONS	950,251,746	50,787,815	13,13,437
	MALES	627,146,597	26,123,971	6,73,243
	FEMALES	323,105,149	24,663,844	6,40,194
	U. PERSONS	217,177,625	15,348,047	2,36,703
	MALES	114,700,656	8,108,077	1,27,399
	FEMALES	102,476,969	7,239,970	1,09,304
2. DECENNIAL POPULATION GROWTH RATE 1982-91	TOTAL	23.56	26.75	28.37
	RURAL	19.71	22.11	25.10
	URBAN	36.19	44.98	50.14
3. AREA (sq, km)		5,287,263	443,446	6,314
4. DENSITY OF POPULATION (Per sq, km)		267	149	246
5. SEX - RATIO (Numbers of females per 1,000 males)	TOTAL	929	932	936
	RURAL	941	944	951
	URBAN	893	893	858
6. LITERATES	PERSONS	362,174,360	23,491,956	5,41,736
	MALES	230,406,401	16,101,046	4,15,312
	FEMALES	131,767,959	7,390,910	1,26,424

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 gendered 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 :

- Q1. Local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- Q2. Greater rigour and infusion of professional inputs in planning and appraisal.
- Q3. 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.
- Q4. More focussed coverage in that the programme would be on primary stage (Classes I-IV 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 :

- Q1: to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent ,
- Q2. to reduce overall primary dropout rates for all students to less than 10 percent.

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

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

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

PROGRAMME CRITERIA AND EVIDENCE FOR APPRAISAL OF PROJECTS

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

GENDER PERSPECTIVE IN NATIONAL POLICY OF EDUCATION

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

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

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

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

SEX AND GENDER

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

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

GENDERING

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

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

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

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

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

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

Additionally, mobilise women and all sections of population for promoting girls' education by arranging orientation programmes for educational functionaries such as state level teachers, district educational planners, teachers, administrators, members of village education committees, voluntary organisations, Pancha 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 Equalit. 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 :-

21. Reasons for continuance of girls in schooling.
22. Reasons for discontinuance of girls from schooling.
23. Reasons for non enrolment of girls.
24. Perceived utility of Girls' Education
25. Perception of Gender Equality and Gender Discrimination.
26. Proposed strategies for UPE of Girls' and Women's Empowerment.
27. 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, NCBG members, Experts
11	State Coordinators Workshop on Report Writing	18-24 January, 1994

FIELD WORK

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

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

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, Teachers Organisation	

DISTRICT PRIMARY EDUCATION PROGRAMME

DPEP

GENDER STUDIES



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

1994

MADHYA PRADESH

INDIA BRIEF ANALYSIS

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

POPULATION OF ALL AGE GROUPS

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

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

Density of population of the country excluding Jammu & Kashmir and Assam for which comparative data for 1981 and 1991 is not available increased from 230 in 1981 to 273 persons per sq. km. in 1991. Highest density is in Delhi (6,352) followed by Chandigarh (5,632). Among the major states having more than 15 million population, highest population, highest density is in West Bengal (767) followed by Kerala (749). 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 per-view of literacy question, forms 17.94 percent of the total population of the country. Keeping in view the above decision, literacy rates for population aged 7 years and above have been worked out for 1991. Comparative position for the census years 1961, 1971 and 1981 was available for population aged 5 years and above as at that time children of the age group 0-4 only were excluded from the census literacy question.

NATIONAL LEVEL

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

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

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

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

lower being only 30.62. When it is compared with the literacy rate of 81.0% percent for urban male population, the glaring gender and rural/urban disparities become quite evident. Though there is an improvement in rural/urban differentials during the decade 1981-91, yet it is seen that if the literacy rate of rural women increases by 9 percentage points (1981-91 rate) during a decade, it will take them more than five decades to reach present level of urban males. When we are thinking of literacy for all by the year 2000, rural areas in general and rural females in particular deserve special treatment if they are to reach even the level of 80 percent literacy .

STATE LEVEL

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

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

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

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

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

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

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

Statewise analysis of literacy situation indicates wide disparity in literacy among States/UTs. While Kerala, Mizoram and Lakshdweep have achieved the distinction of crossing the 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	25	59
30-40	88	108
40-50	121	110
50-60	91	88
60-70	78	48
70-80	28	11
80-and above	21	17
Total	452	446*

* There are no rural areas in 6 districts.

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Table 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

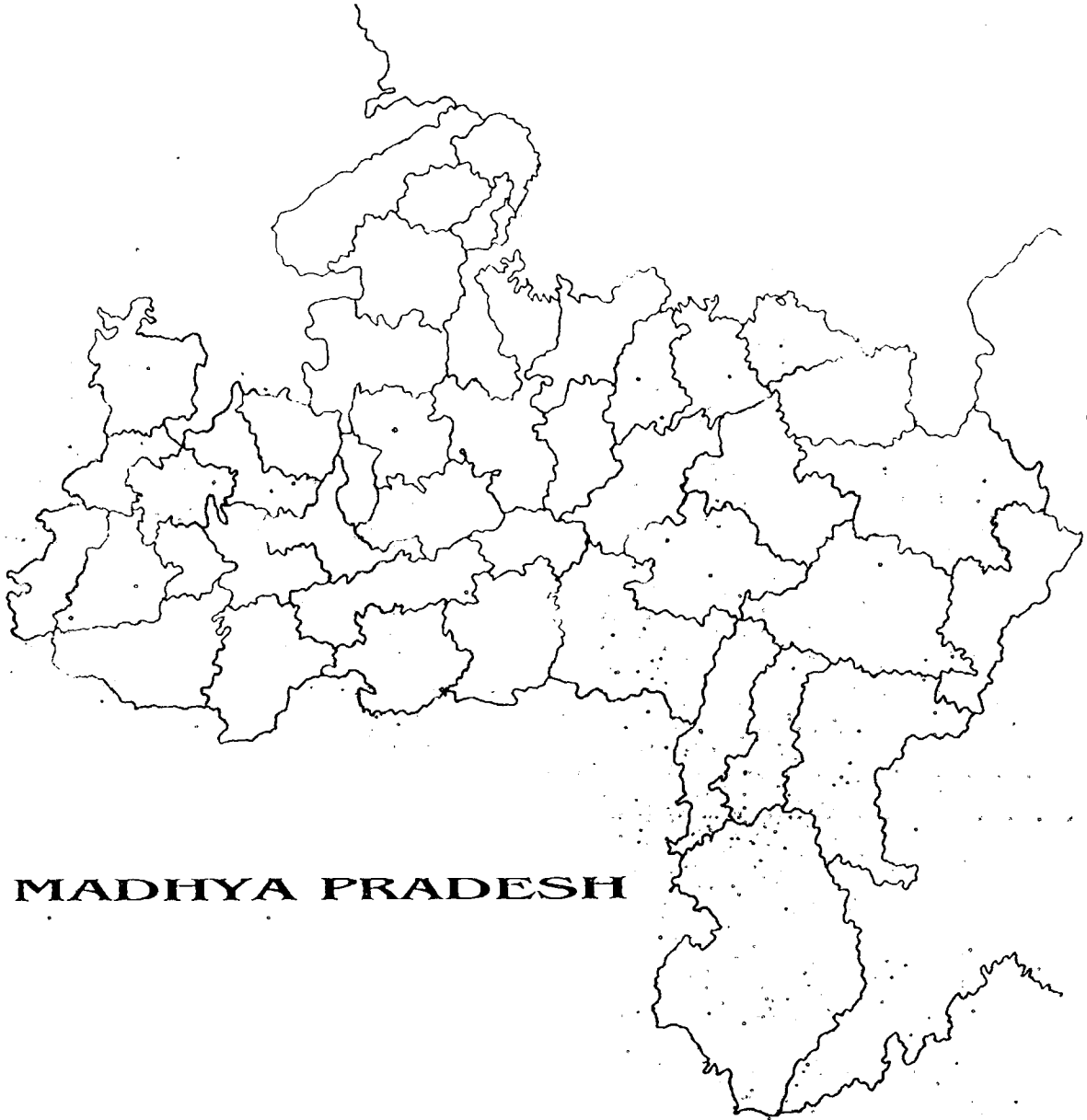
There are 73 districts in the country which still have female literacy rate of below 20 percent including 2 districts of Rajasthan having literacy rate of below 10 percent. Of these 66 viz. 90.4 percent are located in the four low literacy Hindi speaking states of **Madhya Pradesh (10)**, Bihar (18), 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 76468 villages, 465 towns and 23 cities according to 1991 census.

Demographic Scenario

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

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

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

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

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

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

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

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

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

Source : Census of India -1991

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

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

Source : Census of India -1991

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

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

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

Besides seven tribal groups viz, Abujhmarias of Bastar, Eharis 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 07
Sex ratio in Madhya Pradesh
(Female per 1000 Male)

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

Source : Census of India 1991.

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

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

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

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

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

Total Fertility Rate:

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

Infant Mortality 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
TIKANGARH	195	219	10.31
CHHATARPUR	182	211	16.13
PANNA	185	204	07.28
SATNA	181	200	08.66
REWA	173	176	11.00
SHAHDOL	164	166	-04.20
SIDHI	161	160	-02.00
NANSAUR	138	151	-03.24
RATLAM	143	158	02.06
DHAR	116	138	-03.57
BETUL	158	163	00.97
SEHORE	146	202	12.12
RAJGARH	170	184	02.25
RAISEN	135	168	07.83
RAJNANDBAON	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 SNEEL C. NUHA - 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
SHARDOL	78.22	14.80	35.57	165	27.80
SIDHI	84.38	14.60	38.70	187	24.00
MANDSAUR	72.38	14.80	38.30	186	31.70
RATLAM	61.05	15.50	38.15	190	46.40
DHAR	54.80	16.30	39.39	207	43.30
BETUL	38.84	16.90	40.69	224	33.80
SEHORE	75.48	14.80	40.77	208	33.70
RAJGARH	79.20	14.60	38.95	190	30.80
RAISEN	75.66	14.90	42.62	218	29.30
RAJNANDGAON	58.84	14.90	35.52	180	49.10
BILASPUR	64.18	15.40	34.14	169	36.20
SURGUJA	54.62	15.60	33.35	157	32.60
RAIGARH	38.53	17.00	37.22	149	45.50

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

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

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

Economic Scenario

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

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

Table 12

Percentage of Population below Poverty line (1987-88)

Comparative India, Madhya Pradesh and Kerala

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

Source: National Sample Survey.

Table 13

**The Work Participation Rate in 1981
Madhya Pradesh & Kerala**

State	Total	Rural	Urban
Madhya Pradesh	31.0	36.2	9.6
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 Trib.	
	Male	Female	Male	Female	Male	Female
India	46.89	24.82	31.12	10.93	24.52	08.04
M.P.	39.49	15.53	30.26	06.87	17.74	03.60
Kerala	75.26	65.73	62.33	49.73	37.52	26.02
Maharashtra	58.79	34.79	48.85	21.53	32.38	11.94

Source : Census of India , 1981

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

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

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

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

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

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

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

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

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

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

FOR CLASSES I TO V

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

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

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

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

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

Source : Statistical Database for Literacy Vol-II, 1993

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

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

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

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

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

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

Source : Selected Educational Statistics MHRD , New Delhi.

Table 24
Female Dropouts in classes I - VIII

State	All communities	Scheduled Caste	Scheduled Tribe
Kerala	15.66	00.00	34.64
Madhya Pradesh	67.46	66.83	80.37

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
	9. Tikamgarh
4. Ujjain	10. Chhatarpur
	11. Panna
	12. Rajnandgaon
5. Sagar	13. Rewa
	14. Satna
6. Raipur	15. Sidhi
	16. Shahdol
7. Rewa	17. Bilaspur
	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	1083	1069	930	120	1050	500	92.01	67.01	80.01	
	2	Raisen	54.0	25.5	40.0	1518	1425	1095	74	1169	584	89.5	85.01	87.5	
	3	Rajgarh	46.7	15.6	31.0	1747	1666	1012	48	1060	585	75.7	59.3	65.8	
	4	Betul	57.4	33.9	45.9	1391	1328	1241	49	1290	502	93.5	86.7	90.2	
Gwalior	5	Guna	48.9	16.0	34.6	2277	2590	1349	64	1433	700	95.01	81.01	88.01	
Indore	6	Dhar	47.6	20.7	34.5	1570	3017	1522	29	1551	689	91.01	60.01	76.01	
Ujjain	7	Ratlam	58.4	29.1	44.2	1070	1306	971	168	1139	575	86.01	72.01	79.01	
	8	Mandsaur	57.3	23.3	40.7	1765	1530	1397	230	1677	685	91.7	90.8	90.4	
Sagar	9	Tikamgarh	47.5	20.0	34.8	973	1671	901	62	993	700	90.7	89.9	90.9	
	10	Chhatarpur	46.9	21.3	35.2	1204	1540	1004	62	1066	586	90.6	94.6	91.8	
	11	Panna	46.3	19.4	33.7	1048	1405	861	51	912	600	81.4	74.8	78.52	
Durg	12	Rajnandgaon	61.3	27.8	44.4	2399	2754	1747	48	1795	1300	86.01	89.01	87.01	
Rewa	13	Rewa	60.7	26.9	44.4	2745		1459	261	1720	749	104.5	79.8	92.6	
	14	Satna	60.0	27.8	44.7		2040	1191	196	1387	70	86.34	62.1	70.7	
	15	Sidhi	43.2	13.6	29.2			1208	71	1279	640	70.80	69.90	71.70	
	16	Shahdol	48.4	20.1	34.8	2112	4118	2029	218	2247	700	86.90	62.60	75.01	
Bilaspur	17	Bilaspur	62.9	27.3	45.3	3528	4841	5004	129	5133	600	77.99	50.06	64.27	
	18	Raigarh	58.0	28.5	41.2	2244	5297	2899	158	3057	600	71.57	61.23	66.46	
Sarguja	19	Sarguja	42.1	17.4	30.1	2438	6884	3055	127	3182	600	79.66	59.33	69.69	
			54.3	23.7	39.5	19812	43261	34489	24783	1886	26669	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 UNDER	NO OF ONGOING PROJECTS			NO OF BLOCKS INT JRY	WHETHER DIST. IN SCOPE
					ICDS	NFE	EAS		
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	3	1	1	7			
Sagar	9	Tikamgarh	6	0	3	7			YES
	10	Chhatarpur	8	8	4	6			
	11	Panna	5	0	2	5			
Durg	12	Rajnandgaon	12	2	3	13	6	6	YES
Rewa	13	Rewa	9	9	3	8			
	14	Satna	6	8	4	7			
	15	Sidhi	8	0	5	6	6	8	
	16	Shahdol	12	0	4	7	12	12	
Bilaspur	17	Bilaspur	25	6	15	11	12	12	
	18	Raigarh	17	8	13	12	13	13	YES
Sarguja	19	Sarguja	24	0	11	20	24	24	(PART-ILLY)
TOTAL			198	56	95	152	100	97	

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

Target Group

The target group for the programme would be

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

Goals

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

- i. To provide access for all children to primary education classes (1-5), i.e., primary education wherever possible or its equivalent non-formal education. This would mean that the Gross Access Ratio would be raised to 99% or more.
- ii. To achieve universal enrolment at the primary level, i.e., to raise the Gross Enrolment Ratio to 120%
- iii. To reduce dropout rates at the primary level to less than 10%, i.e., raise the Retention Rate to 90%

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

Objectives

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

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

OPERATIONAL DETAILS

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

Identification of Blocks

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

Identification of Villages

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

The villages were selected on the following basis :

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

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

Identification of Households

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

The following 9 schedules were canvassed for collection of data.

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

COLLECTION OF DATA

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

Schedule GS 1 and 2 were filled on the basis of secondary data obtained from district / block authorities, personally. The data for schedules GS 3.1 to GS 5 was collected through the personal interviews with Parents, Drop-out and Non-enrolled Girls. Schedules GS 6 to 7 were filled with the consultation of Teachers / Head Teachers of schools / institutions, Community Leaders of village / area and Education Administrators of district level. The research teams were depended to a great extent on personal observation and group discussions with the concerns.

LIMITATION OF THE STUDY

This was the first exposure of State Project field research.

Frequent transfers of the members of the State Project team from one programme to another affected the quality and time of completion of the Study.

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

GAINS OF THE STUDY

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

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

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

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

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

PROGRAMME AREAS

Following major programme areas have emerged out of the study :

SOCIAL MOBILIZATION ON ISSUES OF THE GIRL CHILD AND WOMENS EMPOWERMENT

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

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

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

SERVING OUT OF SCHOOL GIRLS

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

TOTAL LITERACY CAMPAGIGN

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

CONVERGENCE OF SERVICES

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

GENDER SENSITIVE CURRICULUM DEVELOPMENT AND TRANSACTION

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

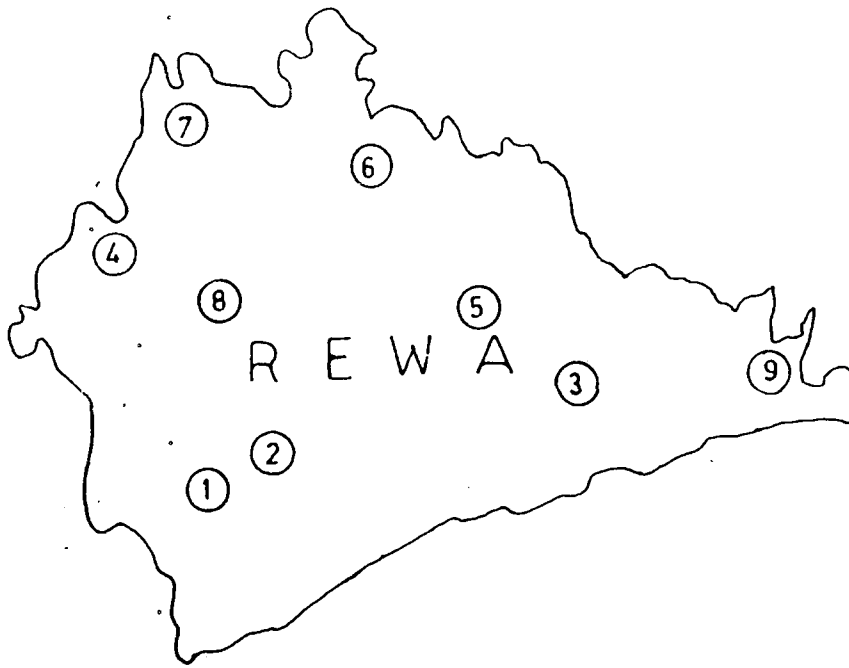
STATE : MADHYA PRADESH

DISTRICT : R E W A



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

STATE : MADHYA PRADESH
DISTRICT : R E W A
BLOCK WISE POPULATION



0 BLOCK 0 POPULATION

① REWA	-	168049
② RAIPUR	-	164951
③ BHAUGANJ	-	109916
④ HANUMANA	-	152732
⑤ NAIGADHI	-	105541
⑥ TYOTHAR	-	145267
⑦ JAWA	-	143662
⑧ SERMAUR	-	178140
⑨ GANGAVE	-	149914

SOURCE : CENSUS 1991

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

Chapter I

District overview

District Rewa

The district Rewa is situated between the Kymore range and Vidhyachal range. The district has beautiful falls at Purva, Chachai and Mahanadi.

The administrative pattern of the Rewa district functions with the collector as the chief revenue authority. The district Magistrate is responsible for the maintenance of law and other revenue records.

The collector is assisted by the Deputy collector / Tahsildar / Naib Tahsildars.

Tahsils :

- (1) Huzar.
- (2) Sirmour
- (3) Teonthar
- (4) Hanumana
- (5) Raipur Karchulion
- (6) Manganj
- (7) Gurh

Blocks :

- (1) Rewa
- (2) Raipur Karchulion
- (3) Sirmour
- (4) Teonthar
- (5) Manganj
- (6) Jawa
- (7) Hanumana
- (8) Ganger

There are 578 village Panchayats in Rewa district. The district has one D.R.D.A.

Geographical Profile :

The district Rewa lies between 24°18' and 25° north latitude and 81°2' and 82°18' east longitude. In the north of the Rewa district are Allahabad and Banda and in the north-east Mirzapur district of Uttar Pradesh, and in the south Sidhi and in the west Satna districts of Madhya Pradesh. It has an area of 6314 square Kms.

Rewa district bound by the Kymore on the south. The Vindhyachal range run through the middle of the district forming a northern boundary to the Hanganj and Sirmour Tehsil. Between the Kymore range in the south and the Vindhyachal range is the Rewa plateau, except for a few hills in the extreme east and extreme south. The plateau is a big alluvial plain of about 300 meters height. The northern part of the district lies in the basin of Ganga and Yamuna. Thus, physically the districts may be classified into the following geographical divisions :

1. Kymore range (hilly region)
2. Binjh (mountain region) for range
3. Rewa plateau.
4. Northern low lying plain or land.

The Kymore range forms the watershed for the district and most of the rivers in the district flow north to join Tons, which is the principal girdle river of the Rewa plateau. The Beehar and the Mahana rivers are significant tributaries to the Tons. Tons forms a waterfall at Purwa. Beehar has a waterfall at Chachai and Mahanadi falls below at Kewati making a scenic fall of a 100 meters height. Other rivers in the district are the Odda river, Naina, Silaar, Nihai, Gormah etc.

Sal, Saj, Tendu and Khair are the main plants to be found in the forests. In Kymore and Vindhya ranges these plants are found. The total forests area in Rewa district is 66967 Hectares. In the year 1992-93 the total rainfall of the district recorded 1001.6 mm. while in the year 1991-92 total rainfall recorded was 355.5 mm. showing drought conditions.

Demographic Profile:

The total population of Rewa district as per 1991 census is 15,50,140 of which 13,18,172 is rural and 2,36,815 urban population. Thus 85.05 percent of the total population live in rural areas. As regards the sex-ratio of the Rewa district it is 936 females per 1000 males in 1991. The condition of women has been deteriorating in the past decade as the sex ratio was 969 females per 1000 males in the year 1981.

Table no. 1

YEARS	TOTAL NO. OF PERSONS	AVERAGE INCREASE
1951	6,33,824	---
1961	7,72,602	21.90%
1971	9,72,892	26.57%
1981	12,07,523	23.49%
1991	15,54,987	28.75%

Source : Census of India - 1991

Out of the total population of the district 2.3 lacs persons are belonging to scheduled castes and 1.9 lacs are that of scheduled tribes. Population growth trends are depicted in Table no. 1 which shows the imbalances in the district population from 1951-1991.

Table 1.1
Distribution of Population, Sex ratio and Growth Rate.
District Rewa, 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
Rewa	800,642	749,498	969	936	23.49	28.37

Source : Census of India - 1991

Table 1.2

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

S. No.	STATE / DISTRICT	TOTAL POPULATION 1991	PERCENTAGE TO TOTAL POPULATION OF M.P. 1991
01.	MADHYA PRADESH	66,135,862	100.00
02.	REWA	1,550,140	2.34

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	1981		1991	
		RURAL	URBAN	RURAL	URBAN
01.	MADHYA PRADESH	79.71	20.29	76.79	23.21
02.	REWA	86.94	13.06	84.73	15.27

SOURCE : CENSUS OF INDIA - 1991

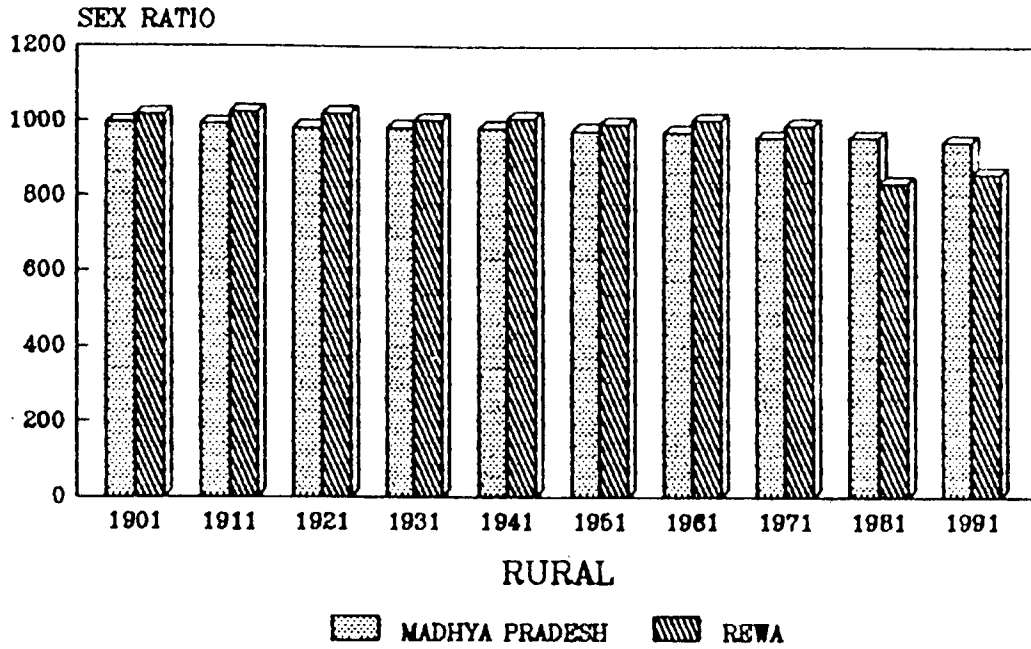
Table 1.4

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
REWA	969	936	191	246	+23.49	+28.37

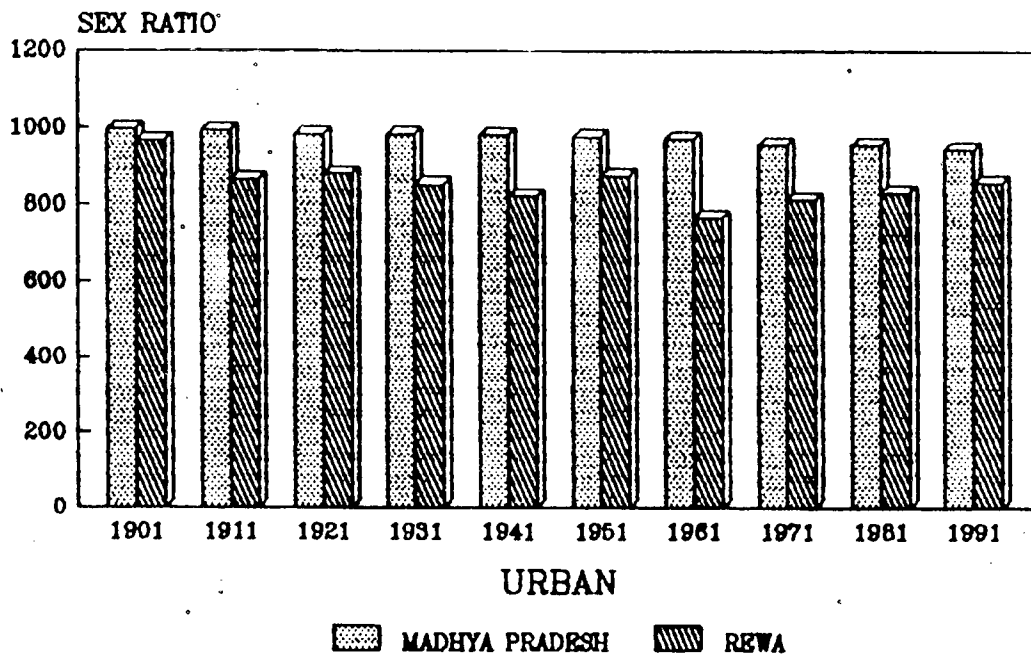
SOURCE : CENSUS OF INDIA - 1991

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



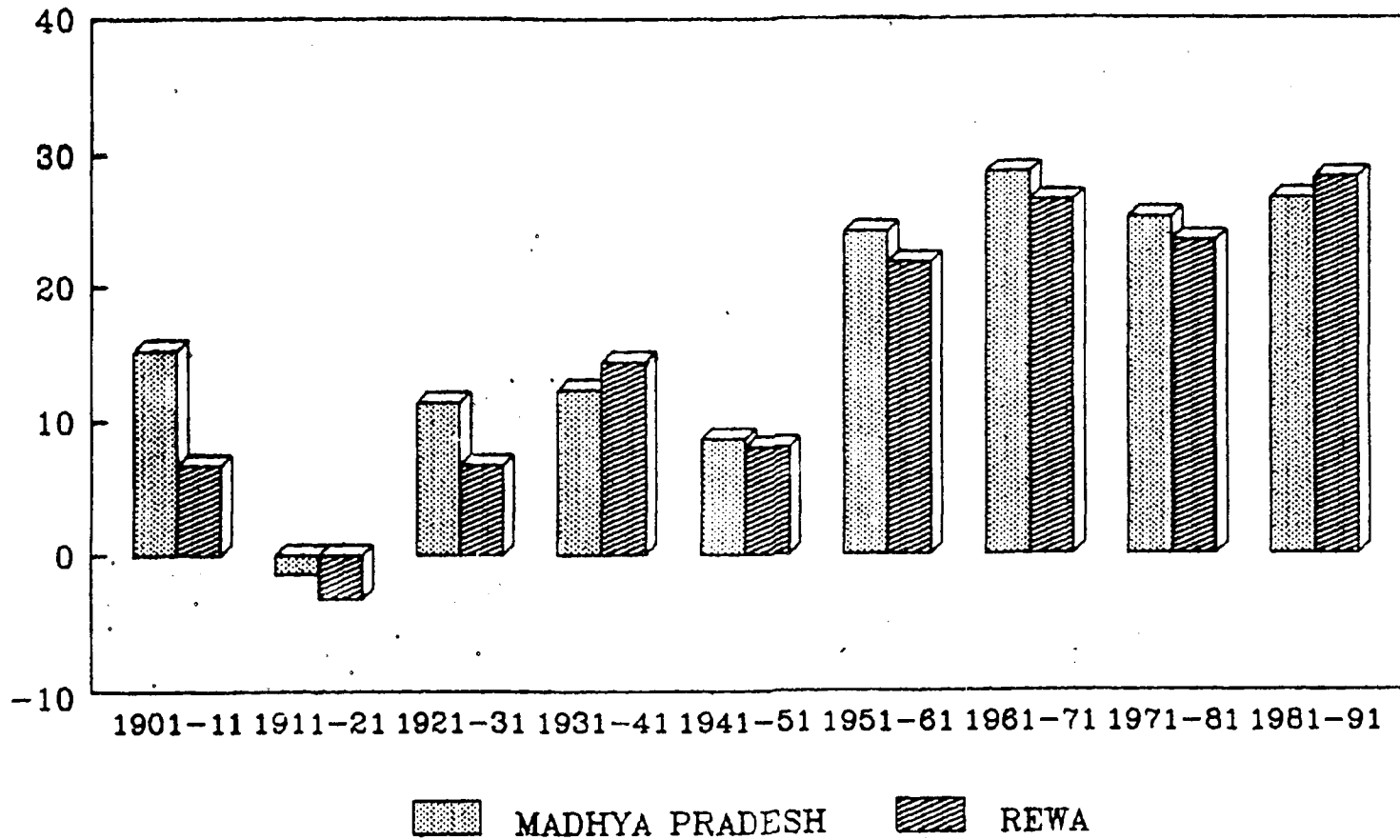
SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

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



SOURCE : CENSUS OF INDIA - 1991

Table 1.5

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

STATE /DISTRICT	DECENNIAL GROWTH-RATE 1981-1991			SEX - RATIO, 1991 (FEMALES PER 1000 MALES)		
	TOTAL	RURAL	URBAN	TOTAL	RURAL	URBAN
	%	%	%			
MADHYA PRADESH	26.75	22.11	44.98	932	944	893
REWA	28.37	25.10	50.14	936	951	858

SOURCE : CENSUS OF INDIA , 1991

Table 1.6

**DECADAL VARIATION IN POPULATION SINCE 1901
District Rewa , 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-
M.P.	+15.30	-01.38	+11.39	+12.34	+08.67	+24.17	+28.67	+25.27	+26.71
REWA	+06.71	-03.18	+06.71	+14.44	+08.06	+21.90	+26.57	+23.49	+21.90

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
REWA	R	1017	1022	1020	1001	1006	991	1002	986	992	954
	U	966	865	879	851	821	873	765	814	833	858

SOURCE : CENSUS OF INDIA , 1991

Table 1.8
District - Rewa 1991 Community Development Block wise,
Village wise distribution of households

S. No.	Name of Community Development Block	Area (sq. km.)	No. of villages	No. of house holds	No. of occupied residential houses
	Rewa district	6314.00	2923	264160	254036
1.	Jawa	787.34	265	24006	23583
2.	Teonthar	754.84	423	24190	23737
3.	Sirmour	827.26	296	29720	27344
4.	Ganger	577.04	293	24397	23255
5.	Hanumana	927.57	333	26680	25484
6.	Maugani	488.29	335	18369	18039
7.	Naigarhi	362.78	376	17160	16762
8.	Rewa	621.92	275	28993	28123
9.	Raipur Karchaliyan	627.00	327	27701	26555

Source : Census of India - 1991

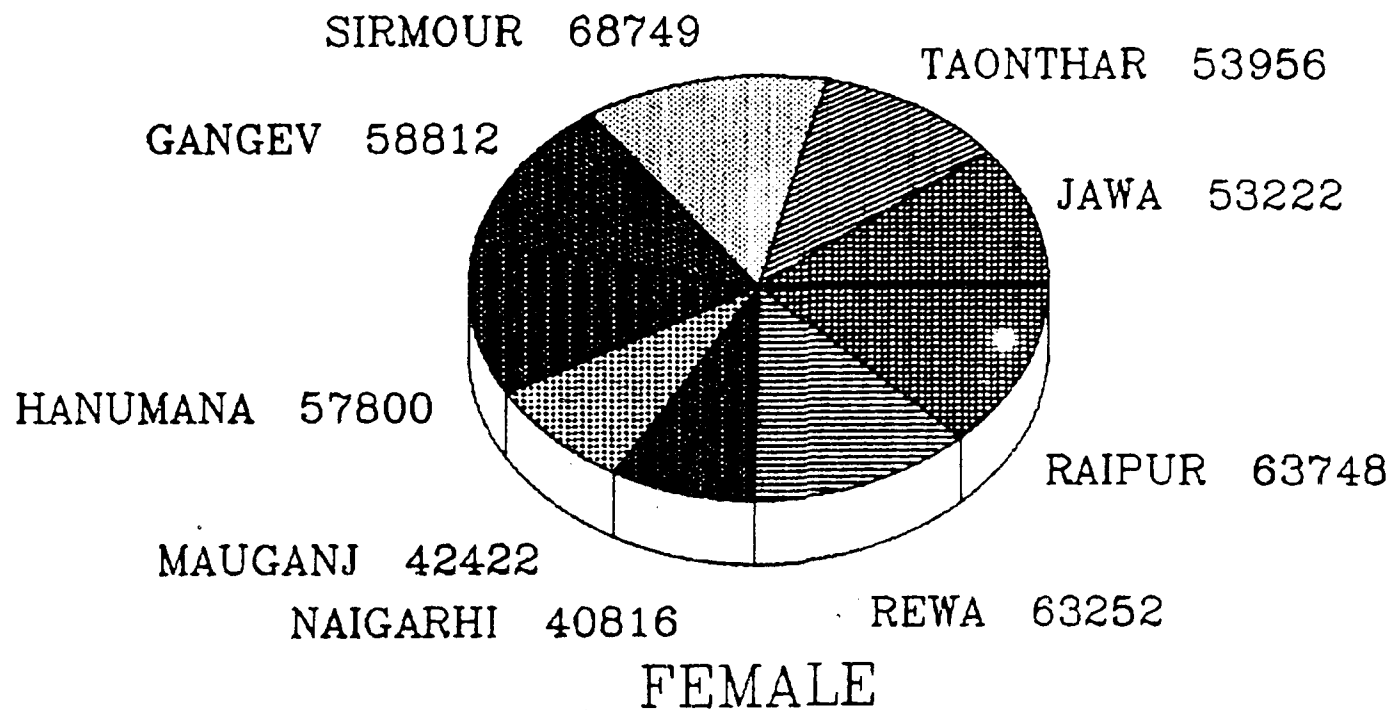
Table 1.9
Block wise population and distribution - 1991
District Rewa , Madhya Pradesh

S. No.	Name of District/Block	Population Total	Male	Female	Density of population per sq. km.	Sex Ratio	Sc %	St %
	Rewa	T:1554987	805000	749987	246	932	14.79	12.42
		R:1318172	677541	640631				
		U: 236815	127459	109356				
1.	Rewa	168049	87640	80409	270	917	14.55	10.05
2.	Jawa	143662	75308	68355	182	908	16.65	18.65
3.	Teonthar	145267	76125	69142	192	908	13.52	18.73
4.	Sirmour	178140	90771	87409	215	963	14.72	14.87
5.	Ganger	149914	75741	74173	260	979	15.71	9.49
6.	Hanumana	152732	78254	74478	165	952	14.63	19.66
7.	Mauganj	109916	56084	53832	225	960	16.86	11.33
8.	Naigarhi	105541	53364	52177	291	978	19.35	6.27
9.	Raipur Karchaliyan	164951	84294	80657	263	957	14.97	10.92

Source : Census of India 1991

BLOCK WISE FEMALE POPULATION

DISTRICT : REWA



SOURCE : CENSUS OF INDIA 1991

Table - 1.10
Block wise population and sex ratio in the age group 0 - 6
Year - 1991
District - Rewa

S.no	Name of the Community Development Block	Male	Female	Total	Sex ratio
	Rewa district	170339	159187	329526	935
1.	Jawa	16202	15132	31334	934
2.	Teonthar	16233	15186	31419	936
3.	Sirmour	19977	18660	38637	934
4.	Ganger	16436	15361	31797	935
5.	Hanumana	17510	16678	34188	952
6.	Nauganj	12142	11410	23552	940
7.	Naigarhi	12079	11361	23440	941
8.	Rewa	18666	17157	35823	919
9.	Raipur	18130	116909	35039	933

Source : Census of India - 1991

Economic status.

The Economy of Rewa district is marked by backwardness of industry and agriculture and obviously territorial activities have not yet developed much in the district. Pressure on land is increasing despite the fact that major part of the area of the district is held by big cultivators. The small farmers and agricultural labourers of the district and they have no favourable conditions for providing educational facilities to their children.

Table - 1.11

**District : Rewa
Distribution of workers by Sex and
Rural / Urban areas in 1991**

Category	Male			Female		
	Rural	Urban	Total	Rural	Urban	Total
District	:	:	:	:	:	:
main workers	311085	54782	365867	146219	12872	159091
Marginal workers	6753	551	7304	51810	2858	54728
Non workers	359703	72126	431829	442542	93626	536168
Total population	677541	127459	805000	640631	109356	749987
State	:	:	:	:	:	:
Main workers	13886250	3764914	17651164	6644971	638386	7283357
Marginal workers	231437	26994	258431	3044702	102831	3147533
Non workers	12046666	4311032	16357698	14988307	6494680	21482987
Total population	26164353	8102940	34267293	24677980	7235897	31913877

Source : Census of India - 1991

Table - 1.12
Block wise participation of female population
in work force - (1991) District : Rewa

S. No.:	District / Blocks	Total Female Population	Total Female main Workers	%Female workers to population	%Female Main workers to total workers
	: Rewa Distt.:	749987	159091	21.21	30.31
1.	: Rewa	80409	19027	23.66	31.25
2.	: Jawa	68354	13128	19.21	27.90
3.	: Teonthar	69142	16229	23.47	31.27
4.	: Sirmour	87409	18769	21.47	31.69
5.	: Gangev	74173	15402	20.76	31.60
6.	: Hanumana	74478	16333	21.93	30.19
7.	: Maiganj	53832	12373	22.98	32.51
8.	: Naigarhi	52177	13377	25.64	35.71
9.	: Raipur				
	: Karchaliyan:	80657	21581	26.76	36.04

Source : Census of India - 1991

The district has facilities of irrigation of tanks, wells and canals but the agriculture of the district mainly depends upon rains. There are 30 other minor irrigation schemes.

Table - 1.13
Block wise and categories-wise share of females
in Workforce-1991

	: Rewa Dist.:	: Jawa	: Teon- : Thar	: Sirm- : our	: Gang- : ev	: Hanu- : mana	: Maig- : arhi
1. Total female (Main workers)	: 159091	: 13128	: 16229	: 18769	: 15402	: 16333	: 13377
2. Cultivators	: 58609	: 4353	: 5944	: 7105	: 6573	: 7193	: 5721
3. Agr-labourers	: 86844	: 7956	: 9567	: 10808	: 8147	: 8339	: 7303
4. Live stock	: 790	: 87	: 61	: 46	: 21	: 31	: 25
5. Mining and Quarrying	: 137	: 44	: 5	: 2	: -	: 62	: -
6. Processing in House holdind	: 5204	: 354	: 323	: 418	: 331	: 394	: 197
7. Processing Other than H.H.Ind.	: 1346	: 77	: 65	: 75	: 91	: 91	: 9
8. Construction Workers	: 565	: 8	: 18	: 111	: 2	: 7	: 1
9. Trade com.	: 1623	: 110	: 109	: 88	: 98	: 124	: 51
10. Transport	: 55	: 4	: 4	: 2	: 1	: -	: 1
11. Other services	: 3918	: 135	: 133	: 114	: 138	: 92	: 69

Source : Census of India - 1991

The percentage of irrigated area is 9.69% . Tube well digging scheme is also in progress. Besides there are Jeevan Dhara scheme, Amrit Dhara scheme and Micro minor (stopdam) schemes and JRY wells are being constructed.

Govt. of MP, water resource development is constructing Ban Sagar multipurpose project. Main Dam has a height of 63 meters and length is 1420 meters.

The river Son on which the dam is being constructed is 50 km away from the district. Irrigation will be done and electricity will be supplied by this dam. Ban Sagar Dam construction is getting delayed due to insufficient funds.

Table - 1.14
Block wise and categories wise share of
Female in workforce - 1991

S.no.:	:	Rewa	:	Rajpur	:	Mauqanj	:
1.	: Total female main	19027	:	21581	:	12373	:
	: Workers		:		:		:
2.	: Cultivators	7044	:	8736	:	4241	:
3.	: Agriculture Labourer:	10832	:	8736	:	4241	:
4.	: Stocm	138	:	166	:	41	:
5.	: Mining and quarrying:	5	:	3	:	1	:
6.	: Processing in house	447	:	706	:	343	:
	: Hold ind.		:		:		:
7.	: Processing other	151	:	37	:	79	:
	: Than household ind.		:		:		:
8.	: Construction workers:	104	:	12	:	7	:
9.	: Trade and commerce	104	:	139	:	93	:
10.	: Transport	1	:	2	:	8	:
11.	: Other services	201	:	346	:	100	:

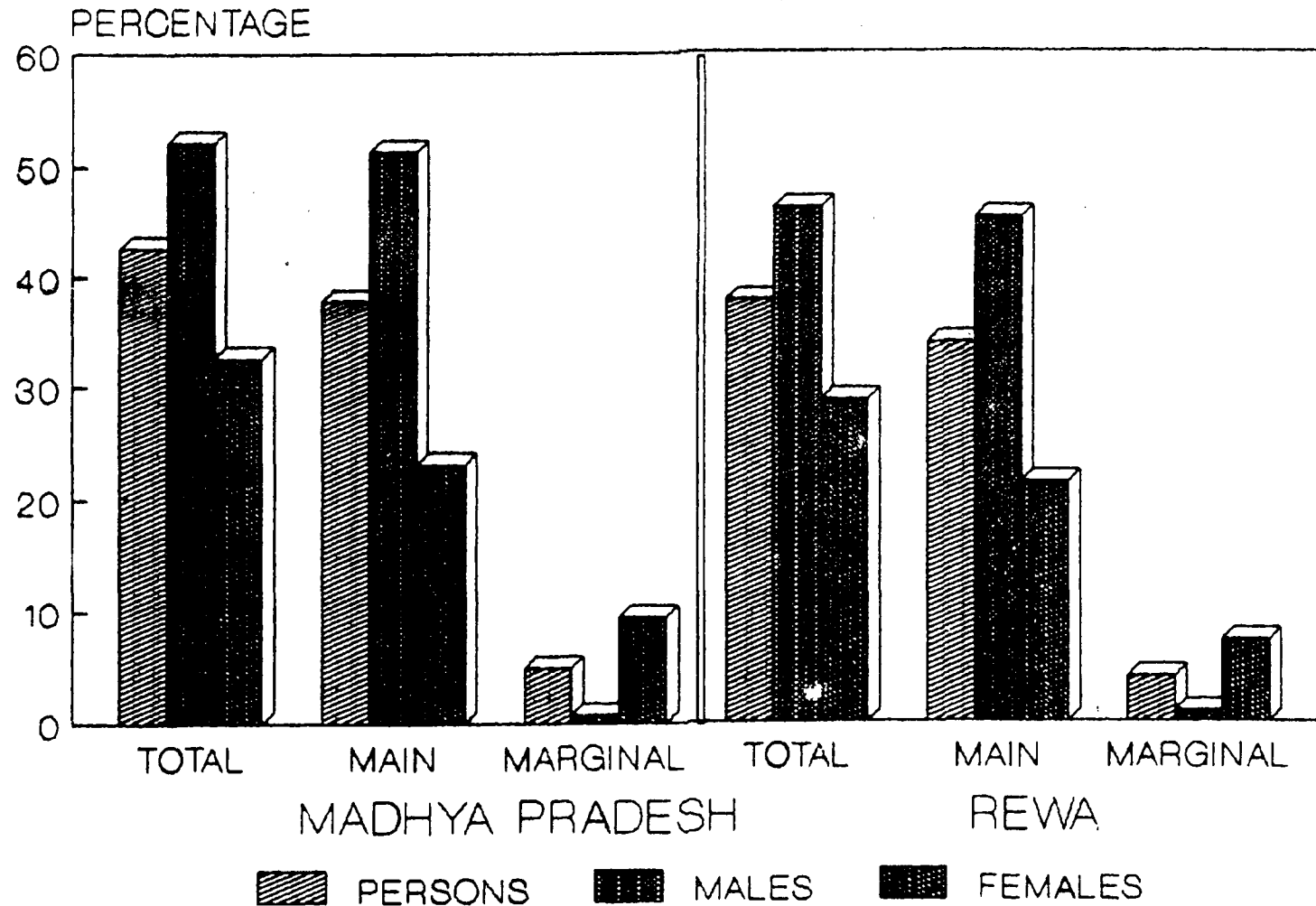
Source : Census of India - 1991

Table 1.15
TOTAL WORKERS, MAIN WORKERS, MARGINAL WORKERS .
District Rewa , Madhya Pradesh

STATE /DISTRICT	TOTAL	P	TOTAL	TOTAL	MAIN	MARGINAL
	RURAL	M	POPULATION	WORKERS	WORKERS	WORKERS
	URBAN	F				
MADHYA PRADESH	TOTAL	P	66135862	28238537	24959486	3279051
		M	34232048	17859104	17596591	262513
		F	31903814	10379433	7362895	3016538
	RURAL	P	50787815	23712976	20552324	3160652
		M	26123971	14077760	13841034	236726
		F	24663844	9635216	6711290	2923926
	URBAN	P	15348047	4525561	4407162	118399
		M	8108077	3781344	3755557	25787
		F	7239970	744217	651605	92612
REWA	TOTAL	P	1550140	584684	522246	62438
		M	800642	369423	361631	7792
		F	749498	215261	160615	54646
	RURAL	P	1313437	513709	454694	59015
		M	673243	314221	306993	7228
		F	640194	199488	177701	51787
	URBAN	P	236703	70975	67552	3423
		M	127399	55202	24638	564
		F	109304	15773	12914	2859

SOURCE : CENSUS OF INDIA - 1991

%AGE TO TOTAL POPULATION OF WORKERS



SOURCE : CENSUS OF INDIA , 1991

Industrial and commercial activities in the state are very limited. More than 81% of the population depends on agriculture. Out of the total cultivable area 3.96 lac hectares, 1.89 lac land is utilized for Kharif crop. The main Kharif crops of the district are Rice, Millet, Maize and Koda. cereals are Arhar, Mung, Urad etc. Among oilseeds Soyabean is grown in the district.

The main Rabi crop are Wheat, Barley, Gram and Aisi. Farmers of the district do not pay attention to improve their agricultural production.

Table 1.16
PERCENTAGE TO TOTAL POPULATION OF WORKERS.
District Rewa , Madhya Pradesh

STATE /DISTRICT	T	P	PERCENTAGE TO TOTAL POPULATION OF TOTAL WORKERS					
			M	F	1981	1991	1981	1991
MADHYA PRADESH	T	P	42.92	42.70	38.41	37.74	4.51	4.96
		M	54.48	52.17	53.52	51.40	0.96	0.77
		F	30.64	32.53	22.34	23.08	8.30	9.45
	R	P	46.31	46.69	40.87	40.47	5.44	6.22
		M	56.38	56.89	55.30	52.98	1.08	0.91
		F	35.78	39.07	25.78	27.21	10.00	11.86
	U	P	29.62	29.49	28.74	28.72	0.88	0.77
		M	47.29	46.64	46.80	46.32	0.49	0.32
		F	9.63	10.28	8.31	9.00	1.32	1.28
REWA	T	P	39.63	37.72	35.77	33.69	3.86	4.03
		M	49.86	46.14	48.57	45.17	1.29	0.97
		F	29.08	28.72	22.57	21.43	6.51	7.29
	R	P	40.96	39.11	36.65	34.62	4.31	4.49
		M	50.56	46.67	49.13	45.60	1.43	1.07
		F	31.28	31.16	24.07	23.07	7.21	8.09
	U	P	30.81	29.98	29.93	28.54	0.88	1.44
		M	45.63	43.33	45.18	42.89	0.45	0.44
		F	13.01	14.43	11.60	11.81	1.41	2.62

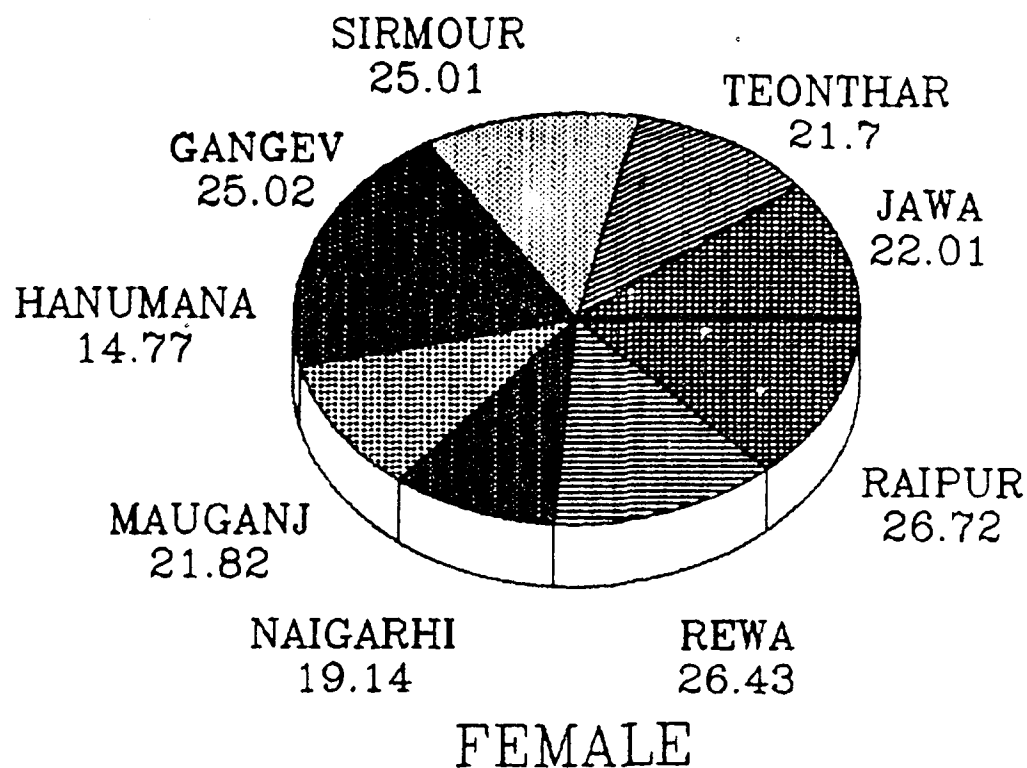
SOURCE : CENSUS OF INDIA 1991

After agriculture, next in importance is the household industry which provides jobs to the people. Manufacturing, construction trade and commerce and transport follow next in line.

Rewa district has poor industrial bases, consisting only of a few consumption oriented and traditional household industries.

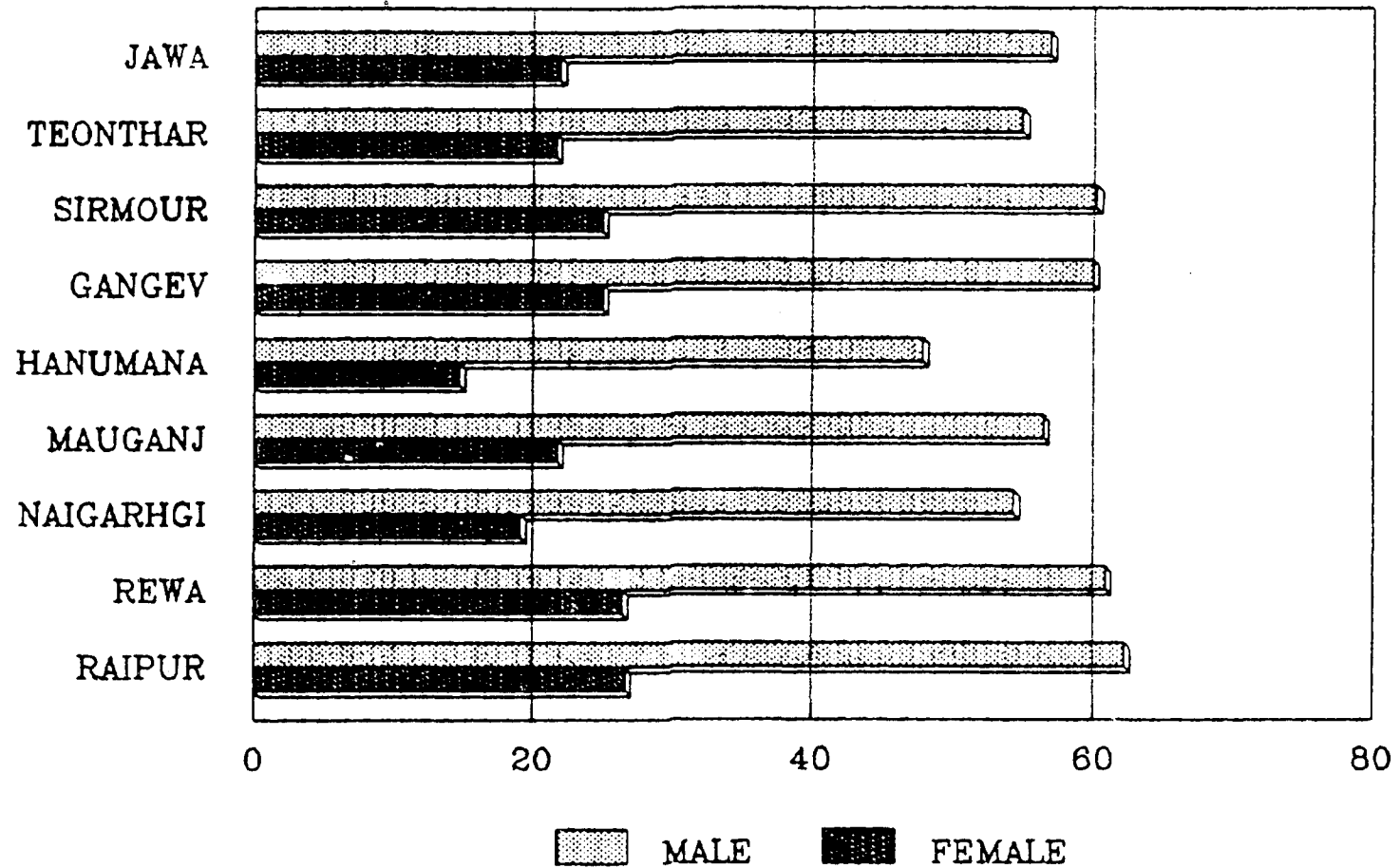
BLOCK WISE LITERACY RATE

DISTRICT : REWA



SOURCE : CENSUS OF INDIA 1991

COMPARATIVE BLOCK WISE LITERACY RATE DISTRICT : REWA



SOURCE : CENSUS OF INDIA 1991

Educational scenario :

The population of Rewa district is 15,50,140 persons. The literacy rate of the district is 44.38 and that of males is 60.67 and of females is 26.88. There are 1440 primary schools of education department in the district. 19 primary schools are run by Tribal Welfare Department.

**Table - 1.17
Literacy rates in District Rewa**

Area	Persons	Male	Female
Rural	40.54	57.35	22.81
Urban	64.98	77.51	50.11
Total	44.38	60.67	26.88

Source : Census of India - 1991

**Table - 1.18
Block wise literacy rates in Rewa**

S. No. : District/ Blocks	Population		Literates		Literacy rates	
	Males	females	males	females	males	females
Rewa	634661	590800	385018	158794	60.67	26.88
1. : Jawa	59106	53222	33584	11716	56.82	22.01
2. : Teonthar	59892	53956	32849	11708	54.85	21.70
3. : Sirmour	70754	68749	42566	17197	60.16	25.01
4. : Ganger	59305	58812	35538	14713	59.92	25.02
5. : Hanumana	60744	57800	29128	8535	47.95	14.77
6. : Mauqanj	43942	42422	24776	9255	56.38	21.82
7. : Naidarhi	41285	40816	22425	7812	54.32	19.14
8. : Rewa	68974	63252	41986	16715	60.87	26.43
9. : Raipur	66164	63748	41176	17031	62.23	26.72

Source : Census of India - 1991

**Table 1.19
COMPARATIVE LITERACY RATE**

	Total (%)	Male (%)	Female (%)
01. India	52.21	64.13	39.29
02. Madhya Pradesh	43.45	57.43	28.39
03. Rewa District	44.38	60.67	26.88

Source : Statistical Department, Govt. of Madhya Pradesh

Table - 1.20
Block wise distribution of primary school
1992-93

S.no. :	Name of block :	Numbers :
1.	Rewa	259
2.	Jawa	210
3.	Teonthar	183
4.	Sirmour	247
5.	Ganger	177
6.	Henumana	247
7.	Mauganj	176
8.	Naigarhi	126
9.	Raipur karchaliyan	191
	Total	1720

Source : Department of Education, District REWA.

The enrolment position in the district is as follows :

Table - 1.21
Enrolment by sex in primary schools/section in Rewa district

Years :	Boys :	Girls :	Total :	% of girls total :
				Students :
1990-91	119905	79012	198917	39.72
1991-92	126493	82015	208508	39.33
1993-93	139142	90216	229358	39.33

Source : Department of Education, District REWA.

Table - 1.22
Schedule caste enrolment by sex in primary
Schools/section in Rewa district

S.no.:	Years :	Boys :	Girls :	Total :	% of girls to :
					total students :
1.	2.	3.	4.	5.	6.
1.	1990-91	16181	5879	22060	26.65
2.	1991-92	17102	5973	23075	25.88
3.	1992-93	18630	5845	24475	23.88

Source : Department of Education, District REWA.

Table - 1.23
Schedule tribes enrolment by sex in primary
Schools/section in Rewa district

S.no.:	years	boys	girls	total	% of girls to
:	:	:	:	:	total Students
1.	2.	3.	4.	5.	6.
1.	1990-91:	12495:	4489	16984	26.43
2.	1991-92:	13461:	4579	18040	25.38
3.	1992-93:	14807:	5034	19841	25.37

Source : Department of Education, District REWA.

Table - 1.24
Children in classes ii, iii, iv, and v as parcentage
To enrolment in class I during (1992-93) District (Rewa)

S.no.:	children	total.no	class	class	class	class
:	:	:	ii	iii	iv	v
1.	2.	3.	4.	5.	6.	7.
1.	Boys	46453	61.39	52.16	47.09	38.87
2.	Girls	33833	61.60	45.40	31.72	27.91
3.	Total	80286	61.48	49.31	40.61	34.25

Source : Department of Education, District REWA.

The total number of the children in the age group 6-11 are 254529 of which 211669 are enrolled and 42860 children are out of school. The total number of SC and ST boys enrolled is 28852 where as the total number of SC and ST girls enrolled is 14539 .

The present GAR (Gross Access Ratio) is 93.51 Gross Enrolment Ratio (GER) is 83.16. GER for SC boys is 85.50 where as for girls GER is 62.41, R.R. is 63.06 and GAMR is 40.

Table - 1.25
Block wise position of JBT teachers
in district REWA 1992-93

S.no.:	Block	:	Total:
:	:	:	:
1. :	2. :	:	3. :
1. :	Rewa :	:	661 :
2. :	Raipur :	:	411 :
3. :	Ganger :	:	375 :
4. :	Haigari :	:	272 :
5. :	Maugari :	:	366 :
6. :	Hanumana :	:	382 :
7. :	Sivnaw :	:	514 :
8. :	Tawa :	:	430 :
9. :	Tethowr :	:	306 :

Source : Department of Education, District REWA.

Table 1.26

RURAL POPULATION AND NUMBER OF LITERATES

S. No.	STATE/DISTRICT	POPULATION 1991 (in lakh)	LITERATES 1991 (in lakh)
1.	MADHYA PRADESH	507.88	144.64
2.	REWA	13.13	4.15

SOURCE : CENSUS OF INDIA - 1991

Table 1.27
INDEX OF 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. Shahdol	13	41	78	75	46
16. Surquja	12	37	55	78	57
17. Sidhi	11	40	50	79	46
18. Guna	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 : Observation and Interaction

The DPEP i.e. District Primary Education Programme is a major attempt to actualise constitutional promise of equality to girls specially belonging to the lesser endowed groups of population.

Rewa is one of the 19 districts of Madhya Pradesh chosen for DPEP. Rewa district belongs to the category with less than 30% female literacy. Total literacy in the district is 44.38% and that of females is 26.88%. The rural female literacy rate is 22.81%.

Education will bring about new values through redesigned curricula, textbooks, training and overvaluation of teachers, decision makers and administrators and active involvement of all educational institutions.

The villages were selected from lists of four types i.e. (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 or higher secondary school. It is observed that the availability of schools is directly correlated with the size of population. This purposive stratified random sampling gave us the population size continuum, with unserved villages with small populations and availability of better schools and other infrastructural facilities in larger villages.

1. Village : Gutwantola (Habitat)
Block : Rewa District : Rewa

Gutwantola is a locality close to the Rewa University, which is adjacent to Gangar and Lanwa Sagra villages. This tola is like an urban habitation as it is near to Rewa city.

There are about 50 households in the locality with a population of 400 persons. The number of females is 194 and that of males is 206. The economic condition of this village is very poor as most of the villages are engaged as labourers in fields or as leather makers. The habitat includes Yadav (OBC), SC, ST and Brahmins.

There is no school in this habitat, the nearest primary school is 3 kms away. The habitat is situated near a metallic road, despite that no infrastructural facilities are available. Non accessibility is the most important factor that influences the girls education. The parents are illiterate and feel that girls have no utility of education and it makes them aggressive and bold.

2. Village : Ramkui
Block : Rewa District : Rewa

Village Ramkui of block Rewa, district Rewa is situated at a distance of 6 Kms from the district head quarters. There are 553 persons residing in 81 households. Of the population males are 294 and female 259 thus making a sex ratio of 881. The sex ratio for 0-6 population is 967. The literacy rate for the village is 44.85% and that for females is 30.5%. The village is situated about 3 kms away from the metallic road.

The village has no school in its vicinity and other support services are also not available in the village . The nearest school is 3 kms away. There are just four handpumps in the village thus the villagers face water scarcity. There are no health care facility in the village, no drainage system and people continue to live in unhygienic condition.

Purdah is observed in the village and girls are expected to follow the stereo type role allocated to them. Dowry system, early marriages are prevalent in the village.

3. Village : Khadda
Block : Rewa District : Rewa

Village Khadda is about 7 kms away from the block head quarter and 9 kms away from the district headquarter. The village has about 70 households and a population of 451 persons of which males are 261 and females 190, thus sex ratio is 727. The ST population in the village is 97, of which males are 59 and females are 38 and a sex ratio of the village is 608.

The literates in the village are 203 of which males are 143 and females are 60. the female literacy rate is 31.57.

The main occupation of the villagers is agriculture. The economic condition of the villagers is not good. In the village electricity and drinking water facility is available.

The village has a primary school but there is no support service like NFE centre, Anganwadi, Balwadi available. It is a hindering factor in girls education. Other main reason for low enrolment and low retention is the presence of coeducational school. the parents are reluctant to send the daughters to school where boys and girls set together. The problem of retention is also there due to the absence of middle and high school. The nearest middle school is at a distance of 3 kms and high school is 6 kms away.

The parents do not feel the importance of girls education, they like the girls to stay indoors, learn household chores and get married early. Thus the education is very low on the priority of parents for their children.

4. Village : Lohi
Block : Rewa District : Rewa

The village Lohi is situated at a distance of 15 kms from metallic road and is within an area of 486.04 hectares. There are 247 households and a population of 1570 people, the males being 851 and females 719, thus the sex ratio is 845. There are 96 scheduled caste people living in this village and among scheduled tribes there are 53 are males and 48 females. The male literates are 458 while the female literates are 153 only. In the age group of 0-6 population there are 195 boys and 154 girls and the sex ratio is 790 which shows the discriminatory behaviour that is extended to the girl child.

In the village the drinking water and electricity is available, but the sanitary conditions are in deplorable condition.

In the village there is one primary school and only two NFE centre in the name of support services are available. No other support service facility is available in the village. There is only one public health centre in the village.

The Primary School is situated on the outside of the village. There is no middle school in the village hence the dropout rate is high.

The girls are usually not sent to the school as the timings of the school is same as her time to take care of siblings, fetch water, cook, wash and clean. Moreover early marriages and purdah system came in the way of girls education.

S. Village : Reethi
Block : Rewa District : Rewa

The village Reethi is situated at a distance of 11.5 Kms from the block headquarters. It is spread over an area of 349.17 hectares. The village has 238 households with a population of 1461 persons, the males being 771 and females are 690. In the age group of 0-6 years, the sex ratio is 963 and that for the village population is 895. There are 77 males and 79 females in SC category. The males are 165 and females 159 in the ST population. There are 361 literates in the village of which only 70 females are literate, thus the female literacy rate is 10.15% and that of males is 37.74%.

Most of the villagers are engaged as agricultural labourers. The economic condition of this village is not good and most of the people earn meagre daily wages.

There is a complete absence of infrastructural facilities. NFE centre balwadis, anganwadis, mahila mandals are not available. There is lack of proper drainage system in the village.

The village has one co-educational primary school, one co-educational middle school and two private primary school. Although schools upto middle level are available in the village, but the parents dissuade their daughters from attending the school as they do not want free interaction between girls and boys. The private schools are unaffordable by the poor villagers.

The caste system still seems to persist in this village with its ugly face. The so called upper castes keep the torch of casteism burning and this is basically followed by exploitation in order to maintain their socio-economic advantage in the village. The villagers do not like the girls to go alone to far off school to a co-educational school and it was found the education was low on the priority of parents.

6. Village : Silpara
Block : Rewa District : Rewa

In the village Silpara there are 368 households with a population of 2019 persons of which males are 1054 and that of females are 965, thus the sex ratio is 916. the SC population is 322 in number and ST is 24 in number. The literacy rate of the village is 44.23 and female literacy rate is 33.5%. The sex ratio in the 0-6 age groups is 862 which is very low.

The infrastructural facilities are not available like proper drainage, sanitary conditions. The villagers are mostly poor as they are engaged as agricultural labour.

There are two primary and one middle school, but there is no high school in the village. the nearest high school is about 5 kms away from the village.

The villagers still beleive in the old customs and rituals, more over the social evils of dowry and early marriages are still prevalent.

As the middle school is a co-educational school, girls are not sent to school after primary level. Also due to poor economic condition, the parents like their children to work and add to the family's income rather than go to school and study. Early marriage is also a factor which is a barrier in the way of girls education. The society is still lader with the taboo on the intermingling of girls and boys. This affects negatively on girls educational aspirations.

7. Village : Dihiya
Block : Rewa District : Rewa

Village Dihiya is located at a distance of 3 kms from the nearest metallic road it is situated about 6 kms away from the block head quarter. The population of the village is 1043, the males are 523 and females 520, thus the sex ratio is 994 which is very good in comparison to other villages of the district. In the SC population males are 87 and females 90. There are 124 tribals residing in the village of which there are 62 males and 62 females. The 0-6 population is 194 in number of which girls are 92 and boys 102.

The village has two co-educational primary schools, one middle , and one high school. Among the support services, anganwadi, adult education centre, health centre and NFE centre are not available.

The problem of access manifests in the village due to co-educational schools. Another hurdle in girls path to attaining education is that girls are made to perform household chores, take care of siblings.

The school are not attractive and do not lure children over. The poor and dilapidated condition of the building further demotivate students.

The incentives are never given in time. The parents are superstitious and have traditional beliefs which leads to discrimination against girls as boys are more valued. Education is a low priority with these parents , who are mostly illiterate and a pathetic to education of their daughters.

8. Village : Mahasaw
Block : Rewa District : Rewa

Village Mahasaw is 15 kms away from the block headquarters. The area of this village is 762-16 hectares. The village has a fairly large population of 4668 persons, of which the males are 2396 and females 2272 in number. The sex ratio of the village is 948 and that for 0-6 age group of population is 932. Out of 1346 literates, 1089 are male and only 257 are females. The literacy rate is 28.83% in the village and for females it is as low as 11.31%.

The main occupation of the villagers is agriculture and betel leaf cultivation. The Chaurasia caste people are mostly engaged in the cultivation of betel leaf.

In the village there is one coeducational primary school, separate middle school for girls and boys and a coeducational high school. Among support service facilities there are anganwadi, health care centre and one rural bank available. The village high school is 1 km away from the habitation, which is used as a plea for not sending the girls to the high school though in reality the girls are dissuaded from attaining education.

The poor villagers are too preoccupied in making both ends meet. Education means expenditure thus if at all a child is sent to school it is the boy who is the privileged one. the girls are expected to fall into the stereotyped slot allotted to her, thus marring all her hopes to get educated.

9. Slum : Kabbadi Mohalla
Block : Rewa District : Rewa

Kabbadi Mohalla is a slum of Rewa city. The inhabitants in poor economic condition belong to the low income group. There are about 400 households and a population of 3000 persons.

The slum dwellers live in very poor hygienic condition. The area is surrounded by filth and dirt, the open drainage system & poor sanitary system further deteriorate the living conditions. This directly affects the health of the slum dwellers.

The poor economic condition of the slum dwellers does not allow them to think about any other thing except earning their daily bread and meeting the basic necessities of life. Under these conditions, if at all education is given preference to in the family, it is only in relation to boys instead of girls.

As the family size is quite large, girls are also made to contribute in the meagre family income and are engaged in wage earning activities (as washer women, cleaning utensils etc.). Coupled with this is the phenomenon of early marriages among girls which inhibits and stunts their physical as well as mental growth and development.

In the slum, there is no support service facility available which further aggravates the problem of girls education.

GROUP DISCUSSION AND OBSERVATIONS

In the district Rewa, block Rewa was selected for collection of primary data. Eight villages and one slum location were identified to obtain detailed information on the socio - economic and developmental variables of girls education perception of parents, communities, teachers and administrators on utility of girls education, factors for continuance and discontinuance, girls from schooling, the reason for non enrolment, issues of gender equality and womens' empowerment.

The following major issues emerged from the group discussion and interaction with the villagers and slum dwellers regarding girls education and women's empowerment. In the villages the residents voiced their views freely and discussed their problems. Girls' education or for that matter education was not an overriding concern but the group study team managed to focus on the main issue. The groups talked about their expectations from the government and other agencies.

Q1. The villages depicted a picture of poverty, want, exploitation by the richer class hence they are more occupied with earning their daily bread rather than interested in their children education.

Q2. In the discussion it emerged that smaller villages had lesser infrastructural facilities compared to larger villages.

Q3. In the villages the literacy rate was in direct proportion to that of the size of the village. There was much disparity in the literacy rates of males and females. The females lagged behind in the educational front.

- Q4. The discriminatory behaviour extended to girls was highlighted in the sex ratio. In the villages the sex ratios were very low, specially in the 0 - 6 years age group of population.
- Q5. The girls and women were over burdened with the household chores. The girls specially first and second in the order of birth have to bear a lot of burden of their younger siblings care.
- Q6. In most of the villages the conditions were not hygienic, they face scarcity of potable water. They accept it as a natural law in as much as they accept child marriage, dowry, violence against women, purdah system.
- Q7. There was resistance to co-education in these villages and discussions lead to the conclusion that it was not the presence of boys in the same class rooms so much, but the absence of female teachers was the prime issue.
- Q8. It was positive step that the villagers demanded better facilities, health care, child care centres. The parents demanded the upgradation of schools from primary to middle where there are primary schools, middle to high school where there are middle schools. The parents demanded more regular attendance from teachers.

29. Most of the discussions, broadly speaking concluded on a positive note as regards education of girls with provisions like free uniforms, free books and stationary and child care services. The more educated dominated the discussion at times but the less privileged were quite vocal. There was clear resistance on purdah and equal property rights for girls or on the issues of equal freedom. Men were of the opinion that women are a class inferior to them thus stunting their growth and development.

CHAPTER III
ANALYSIS OF DATA

3.1 THE HOUSEHOLD CONTEXT

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

TABLE 3.1.1
DESCRIPTION OF SAMPLE HOUSEHOLDS IN
BLOCK : REWA DISTRICT : REWA

* Total Number of Households :	270
* Total Number of Members of Households :	1363
* Average Size of Households :	5.0
* Major Religion:	HINDU
	No. %
	262 97.0
* Mother Tongue:	HINDI
	No. %
	262 97.0

In all 1363 persons were residing in the sample 270 Households. The average size of the Household was 5.0. Nearly 97 percent of the sample population were Hindu and mother tongue of them was Hindi.

**TABLE 3.1.2
DRINKING WATER**

* Source of Drinking Water		
	No.	%
Wells	242	89.6
Handpumps	28	10.4
Taps	00	00.0

* Distance of Source of Drinking Water		
	No.	%
Close by	84	31.1
0.5 Km.	145	53.7
1 Km. and above	41	15.2

90 percent of the households take water from wells whereas 10 percent of the households are using handpumps for drinking water.

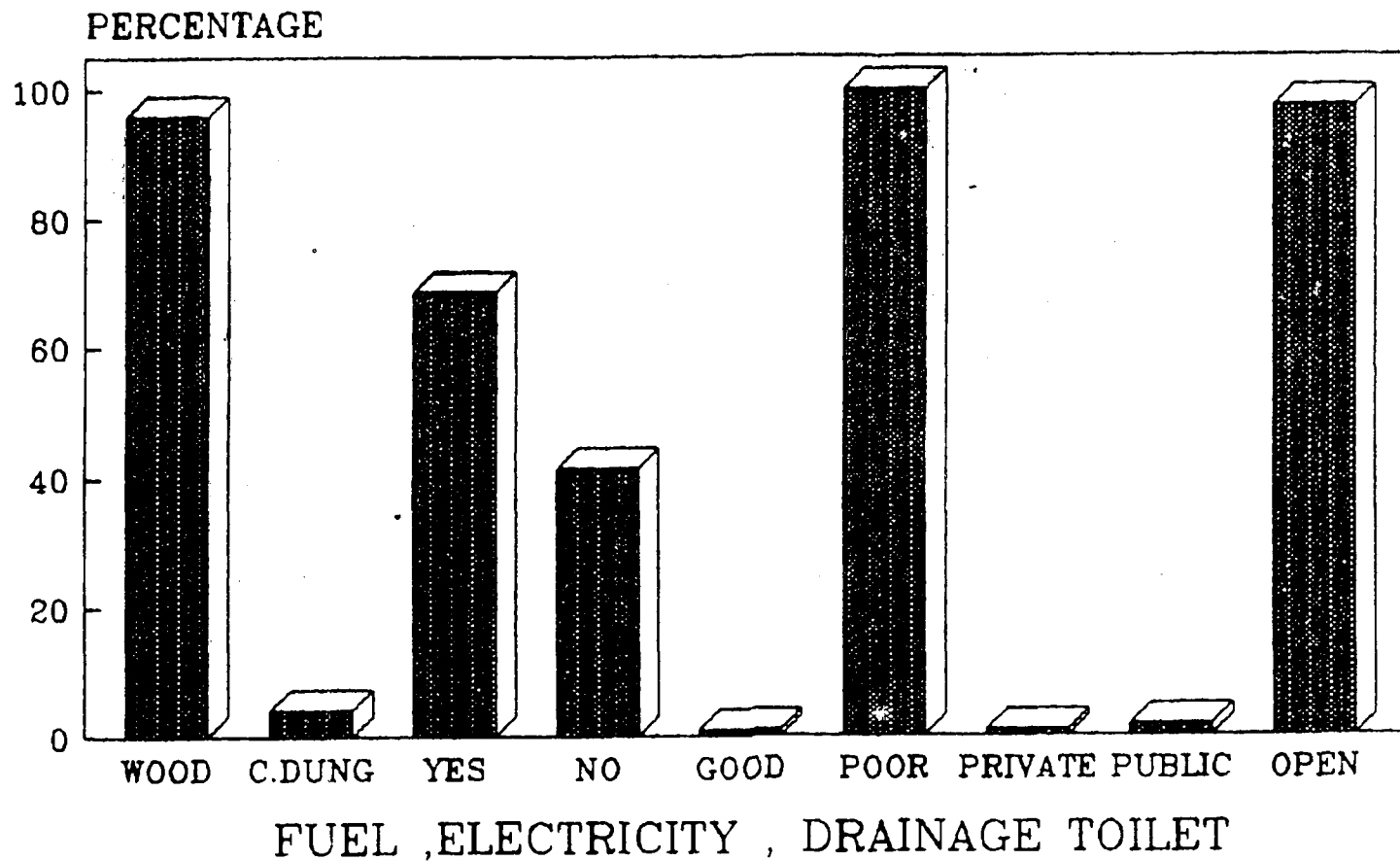
31 percent of the total households have source of drinking water near their houses and 54 percent of the total households have source of drinking water within 0.5 km. range and 15 percent households have to walk more than a kilometer to fetch of drinking water. This task is being done largely by women folk.

**Table 3.1.3
Fuel and Electricity**

* Main Sources of Fuel		
	No.	%
Wood	259	95.9
Cow-Dung Cakes	11	04.1

* Availability of Electricity		
	No.	%
	185	68.52

FUEL,ELECT,DRAINAGE ,TOILET FACILITY DISTRICT : REWA



SOURCE : SAMPLED 9 VILLAGE DATA

96 percent of sample households are using wood as fuel and 04 percent households are using Cow-Dung cakes as fuel.

Nearly 69 percent households have electricity facilities in their home .

Table 3.1.4

Sanitation		
	No.	%
Good	4	1.0
Poor	266	99.0
No response	00	00.0

Toilet facilities		
	No.	%
Private	2	1.0
Public	5	1.8
Open	263	97.2

Total 99 percent of households have poor drainage leading to water logging and poor sanitary conditions. Private toilet is being used in 2 Household only (2 in urban slum). Only one percent households have good drainage facility in all 270 households. Majority i.e. 263 households (97%) used open spaces for defeacation. The fact remains that women and girls face extreme physical inconvenience and additionally are open to the dangers of ill health and sexual harassment.

TABLE 3.1.5

DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO AGE GROUPS AND SEX

Age Group	Persons	%	Male	%	Female	%
0 - 5	101	07.41	064	09.98	037	05.12
6 - 11	497	36.46	201	31.36	296	41.00
12 - 14	140	10.27	042	06.55	098	13.57
15 +	625	45.85	334	52.11	291	40.30
Total	1363	100.00	641	100.00	722	100.00

Close to 44 percent of the household members belong to age group 6 to 14 years requiring ECCE and primary education services.

TABLE 3.1.6

A. DISTRIBUTION OF SAMPLE POPULATION BY SEX AND EDUCATIONAL LEVEL

Educational Level	Persons	%	Male	%	Female	%
Illiterate	565	41.45	225	35.10	340	47.09
Literate below primary	240	17.61	090	14.04	150	20.78
Primary	335	24.58	182	28.39	153	21.19
Middle	190	13.94	128	19.97	062	08.59
High School	032	02.35	015	02.34	017	02.35
Higher Secondary	001	00.07	001	00.16	000	00.00
Degree (Graduate)	000	00.00	000	00.00	000	00.00
Total	1363	100.00	641	100.00	722	100.00

Table 3.1.6 shows that close to 41 percent of the sample household members were found illiterate, 18 percent were literate below primary level and only 40 percent had completed primary education and above.

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

Age Group	Total	%	Male	%	Female	%
Primary						
6 - 10	101	43.72	55	44.72	46	42.59
11 - 14	090	38.96	48	39.02	42	38.89
15 - 18	012	05.20	07	05.69	05	04.63
Middle						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	022	09.52	08	06.50	14	12.96
15 - 18	003	01.30	03	02.44	00	00.00
High School						
6 - 10	000	00.00	00	00.00	00	00.00
11 - 14	002	00.87	02	01.63	00	00.00
15 - 18	001	00.43	00	00.00	01	00.93
Total	231	100.00	123	100.00	108	100.00

In 270 Households' data for age group 6 - 14 years shows 88 girls are going to primary classes. Only 14 are in upper primary classes in the age group 06-14 years.

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

Age Group	Total	%	Male	%	Female	%
6 - 10	180	56.25	123	82.00	57	33.53
11 - 14	110	34.37	17	11.33	93	54.70
15 - 18	030	09.38	10	06.67	20	11.77
Total	320	100.00	150	100.00	170	100.00

In 270 households' data for age group 6 - 14 years shows that 150 girls had never been enrolled in school. 20 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	86	61.87	10	43.48	76	49.03
11 - 14	64	35.95	07	30.43	57	36.77
15 - 18	04	02.25	03	13.04	01	00.64
Middle Drop-out						
6 - 10	00	00.00	00	00.00	00	00.00
11 - 14	15	08.43	06	26.09	09	05.81
15 - 18	09	05.06	01	04.35	08	05.16
Total	178	100.00	23	100.00	155	100.00

In 270 households' data for age group 6 - 18 shows 138 girls had dropped out from primary classes and 17 girls from middle class.

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

Educational Level	Father	%	Mother	%
Illiterate	11	34.38	19	59.37
upto 4	10	31.25	11	34.38
7	05	15.62	02	06.25
10	04	12.50	00	00.00
12	02	06.25	00	00.00
12+	00	00.00	00	00.00
Total	32	100.00	32	100.00

BY BIRTH ORDER

Birth order	No.	%
1	20	62.50
2	07	21.88
3	03	09.37
4	02	06.25
5	00	00.00
Total	32	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	04	12.50
10,000	18	56.25
5,000 and below	10	31.25
Total	32	100.00

BY CASTE

Caste	No.	%
General	06	18.75
Scheduled Caste	18	56.25
Scheduled Tribe	08	25.00
Total	32	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	08	25.00
4	10	31.25
5	11	34.37
6	02	06.25
7	01	03.13
8	00	00.00
9	00	00.00
Total	32	100.00

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

BY EDUCATIONAL LEVEL

Educational Level	Father	%	Mother	%
Illiterate	39	39.39	44	44.44
Literate upto				
4	21	21.21	25	25.26
7	19	19.19	30	30.30
10	16	16.16	00	00.00
12	04	04.05	00	00.00
12+	00	00.00	00	00.00
Total	99	100.00	99	100.00

BY BIRTH ORDER

Birth order	No.	%
1	41	41.41
2	20	20.20
3	15	15.15
4	20	20.20
5	03	03.03
Total	99	100.00

BY HOUSEHOLD INCOME (PER ANNUM)

Income	No.	%
25,000 and above	00	00.00
15,000	40	40.40
10,000	31	31.31
5,000 and below	28	28.29
Total	99	100.00

BY CASTE

Caste	No.	%
General	36	36.36
Scheduled Caste	40	40.41
Scheduled Tribe	23	23.23
Total	99	100.00

BY FAMILY SIZE

No. of Member	No. of Drop-out	%
1	00	00.00
2	00	00.00
3	40	40.40
4	21	21.21
5	10	10.10
6	15	15.15
7	06	06.06
8	07	07.00
9	00	00.00
Total	136	100.00

TABLE 3.1.7

OCCUPATIONAL DISTRIBUTION OF SAMPLE HOUSEHOLD MEMBERS

Occupation	Persons	%	Male	%	Female	%
Agriculture Cultiv.	345	25.51	150	23.40	195	27.01
Service	149	10.94	120	18.72	029	04.02
Casual Labour	350	25.68	076	11.86	274	37.95
House Wife	150	11.00	000	00.00	150	20.77
Others	026	01.91	026	04.06	000	00.00
Non Workers	343	25.16	269	41.96	074	10.25
Total	1363	100.00	641	100.00	722	100.00

Table 3.1.7 shows that 25 percent of the sample household persons are non-workers and 26 percent are working as casual labourers. Only 25 percent are cultivators. Service sector covers even less than 11 percent of sample household population.

TABLE 3.1.8

DISTRIBUTION OF HOUSEHOLDS BY INCOME (PER ANNUM)

S.no.	Income (Rs.)	No. of Household	% to Total
1.	12,000 +	45	16.67
2.	9,000	47	17.41
3.	6,000	74	27.41
4.	3,000	94	34.81
5.	3,000 below	10	03.70
Total		270	100.00

Table 3.1.8 indicates that 62 percent sample households had income between Rs. 3,000 to Rs. 6,000 per annum. Nearly 04 percent households had below Rs. 3,000 per annum. That is to say that people work either as casual labour or agricultural labourers in the district.

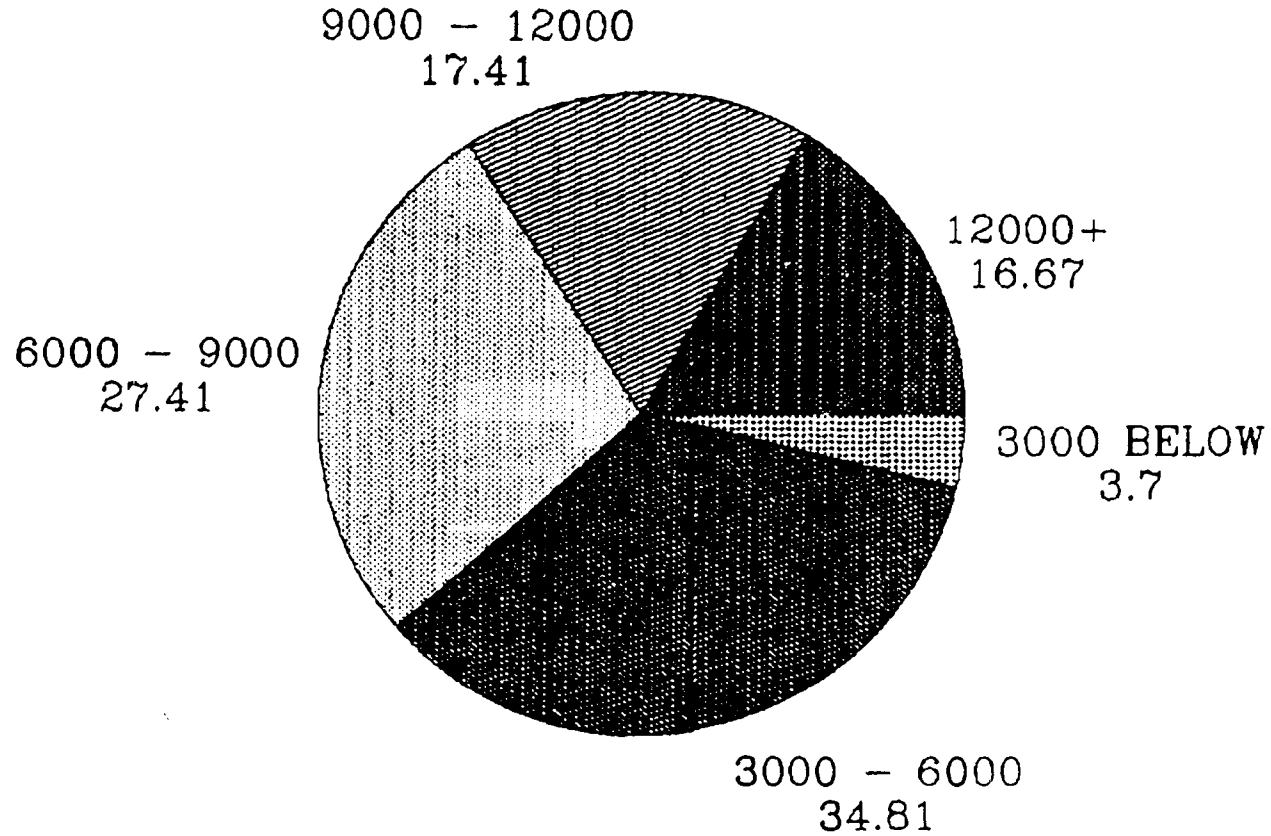
Only 17 percent people had income Rs. 12,000 and above per annum.

Table 3.1.9

SEXWISE EDUCATIONAL ASPIRATIONS FOR CHILDREN

Level	Sons	%	Daughters	%
Primary	25	09.26	25	09.26
Middle	29	10.75	51	18.89
High school	26	09.63	11	04.07
Hr. Secondary	49	18.15	25	09.26
Graduation General	57	21.11	45	16.67
Graduation Professional	11	04.07	11	04.08
P.G. and above	12	04.44	13	04.81
No Response	61	22.59	89	32.96
Total	270	100.00	270	100.00

DISTRIBUTION OF HOUSEHOLDS BY INCOME
(PER ANNUM) DISTRICT : REWA



SOURCE : SAMPLED 9 VILLAGE DATA

Higher educational aspirations are expressed for sons compared to daughters. Totally negative responses (i.e. what will they get after being educated; No use of education) were lower for boys. 19 percent parents wish their daughters going upto primary middle and secondary levels whereas 09 percent want secondary and post secondary education for their sons. Nearly one fourth , want higher education for boys. Only 04 percent aspire for higher education of daughters. This is a noticeable change of attitude towards education of girls.

TABLE 3.1.10
SEXWISE OCCUPATIONAL ASPIRATIONS FOR CHILDREN

Occupation	Sons	%	Daughters	%
Teacher	31	11.48	20	07.41
Doctor	15	05.56	10	03.70
Police Officer	05	01.85	05	01.85
Tailoring	20	07.41	00	00.00
Nurse	00	00.00	31	11.48
House Wife	00	00.00	85	31.48
Govt. Service	80	29.63	18	06.67
Engineer	00	00.00	00	00.00
No Aspiration	119	44.07	101	37.41
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. Thirty one percent daughters are seen as housewives. Parents visualise teaching, Nursing and government services as occupations for daughters (26%). Only 06 percent parents wish to see them as doctors, police officers.

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

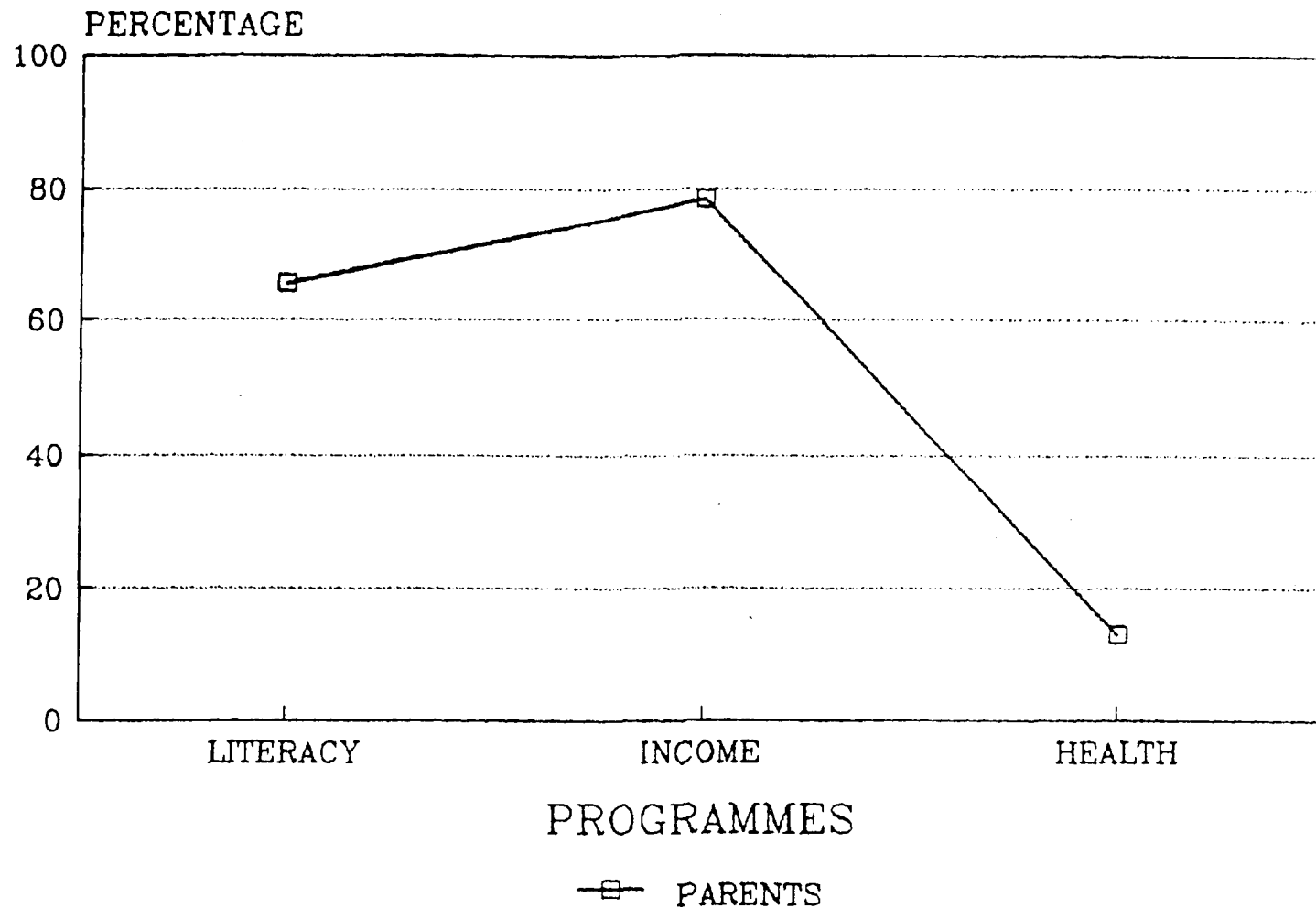
Table 3.1.11

PARENTAL PERCEPTION ABOUT THE PROGRAMME NEEDED FOR GIRLS

Programmes	Yes	%
Literacy Programme	177	65.56
Income generating	212	78.52
Programme on health and Nutrition	035	12.96

Table 3.1.11 shows that interviewed parents desired their preference (79%) for programme on income generating skills for their female wards. (66%) Literacy programme comes next with lowest preference to the programme on health and nutrition (13%).

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT REWA



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	211	78.15
2. Parental education	202	74.81
3. Parental motivation	114	42.22
4. Parental Support like:		
i. Payment of fees other than tuition fees	110	40.74
ii. Provision of books and stationery	081	30.00
iii. Provision of adequate food and clothing	033	12.22
iv. Creating space and time for studies at home	000	00.00
v. Provision of academic Support (themselves or paid)	000	00.00
5. Self motivation of the girl child.	048	17.78
6. Positive attitude of teachers	045	16.67

Five main reasons for continuance of Girls in schooling :-

1. Better economic standing Household (78.15%).
2. Parental education (74.81%).
3. Parental motivation (42.22%).
4. Payment of fees other than tuition fees (40.74%).
5. Provision of books and stationery (30.00%).

TABLE 3.1.13

PERCEPTION OF PARENTS ABOUT REASONS FOR GIRLS DROPPING OUT FROM SCHOOL

Reasons	Respondents No.	(n=270) %
1. Inability of parents to pay extra tuition fee/fund	172	63.70
2. Inability of parents to provide clothes and shoes	239	88.52
3. Inability of parents to provide books	106	39.26
4. Inability of parents to provide stationery	031	11.48
5. Inability of parents to provide food	001	00.37
6. Helping parents in occupation	114	42.22
7. Engaged in remunerative employment	008	02.96
8. Domestic work	236	87.41
9. Care of siblings	097	35.93
10. Absence of support services viz. Anganwadi, Balwadi, Creches	001	00.37
11. Early marriage	027	10.00
12. Social taboo on onset of poverty	006	02.22
13. Parental lack of motivation	240	88.89
14. Parental illiteracy	241	89.26
15. Lack of academic support/help, from parents/family members, others	000	00.00
16. School far away	001	00.37
17. Un-attractive school environment	001	00.37
18. Un-suitable school timings	000	00.00
19. Lack of relevance of curriculum	000	00.00
20. No women teachers	068	25.19
21. Lack of separate schools	004	01.48
22. Teachers' negative attitude	001	00.37
23. Failure	000	00.00
24. Illness of family members	000	00.00
25. Own illness	001	00.37

Five main reasons for dropping out of girls from school :

1. Parental illiteracy (89.26%).
2. Parental lack of motivation (88.89%).
3. Inability of parents to provide clothes and shoes (88.52%).
4. Domestic work (87.41%).
5. Inability of parents to extra tuition fee/fund (63.70%).

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	170	62.96
2. Inability of parents to provide clothes and shoes	238	88.15
3. Inability of parents to provide books	109	40.37
4. Inability of parents to provide stationery	027	10.00
5. Inability of parents to provide food and medicines	002	00.74
6. Helping parents in occupation	120	44.44
7. Engaged in remunerative employment	003	01.11
8. Domestic work	234	86.67
9. Care of siblings	079	29.26
10. Parental lack of motivation	209	77.41
11. Parental illiteracy	154	57.04
12. Non-availability of school / NFE centres close to habitation	002	00.74
13. Un-suitable school timings	000	00.00
14. No female teachers	057	21.11
15. No separate school for girls	006	02.22
16. Lack of support services such as anganwadies, balwadies, creches	001	00.37
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	000	00.00

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

1. Inability of parents to provide clothes and shoes (88.15%).
2. Domestic Work (86.67%).
3. Parental lack of motivation (77.41%).
4. Inability of parents to pay extra tuition fee/fund (62.96%).
5. Parental illiteracy (57.04%).

TABLE 3.1.15

PARENTAL PERCEPTION ON UTILITY OF GIRLS EDUCATION

Utility	Respondents No.	(n=270) %
1. Develops a positive self image and confidence among girls	222	82.22
2. Prepares girls for economic contribution	174	64.44
3. Can improve health and nutritional status of children and other family members	047	17.41
4. Will ensure education of future generations	018	06.67
5. Will make girls and women aware of their rights	009	03.33
6. Helps in raising age of marriage & reduce maternal , infant and child mortality	022	08.15
7. Helps in reducing the family size	062	22.96
8. Will prepare girls for leadership roles in society	004	01.48
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	073	27.04

Five main PERCEPTIONS of parents on utility of girls education:

1. Develops a positive self image & confidence among girls (82.22%).
2. Prepare Girls for economic contribution (64.44%).
3. Will prepare girls for participation and decision process in all works in life (27.04%),
4. Helps in reducing the family size (22.96%).
5. Can improve health and nutrition status of children and other family members (17.41%).

TABLE 3.1.16

PARENTAL PERCEPTION OF GENDER EQUALITY

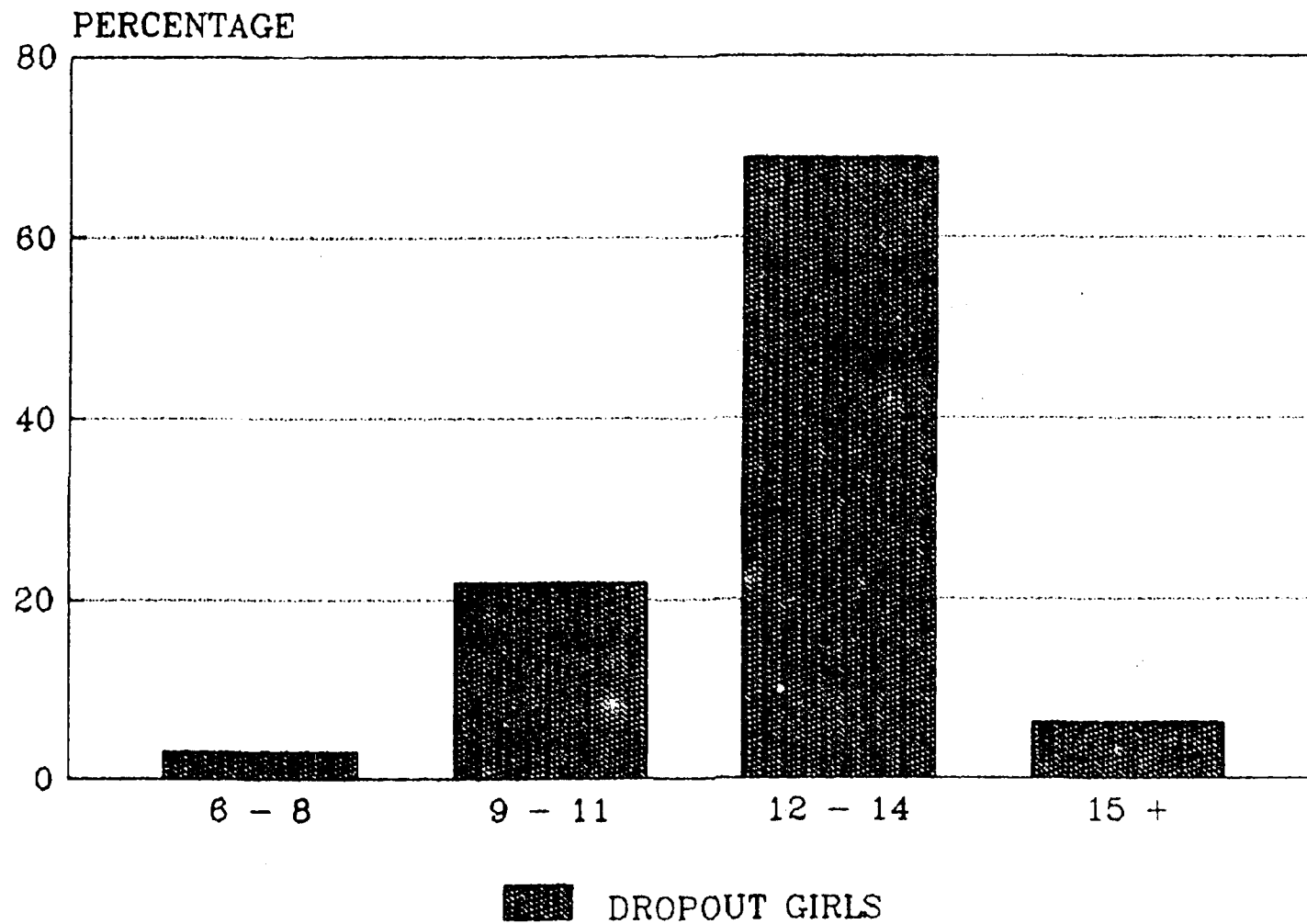
Indicators	Respondents (n=270)	
	Agree	%
1. Girls and boys need equal education	252	93.33
2. Both need to be given equal amount of food	253	93.70
3. Both need to be given equal health care and medical attention when needed	249	92.22
4. Both can be assigned same duties/ responsibilities	175	64.81
5. Both should be given the same freedom	143	52.96
6. Both should be given equal time to play	196	72.59
7. Both can perform all tasks equally well	116	42.96
8. Both can have similar occupations	111	41.11
9. Both have same intelligence and abilities	110	40.74
10. Men and Women should be paid equal wages for equal work	119	44.07
11. Husband and wife should take all decisions jointly	153	56.67
12. Household work must be shared by all members of the household	160	59.26
13. Assets of the family should be registered in joint names of husband and wife	159	58.89

Five main perceptions of parents about gender equality:

1. Both need the same kind of food (93.70%).
2. Girls and boys need equal education (93.33%).
3. Both need to be given equal health care (92.22%).
4. Both should be given an equal time to play (72.59%).
5. Both can be assigned the same duties / responsibilities (64.81%).

Parents appear to favour, equality in food, education, health and medical care for their children. A large number of parents (93%) perceive the boys and girls need equal education but they do not agree to share the house hold work by all members of the household (41%). Same time they do not agree that both boys and girls have same intelligence and abilities (59%). Concept of their ignorance towards girls is very much clear.

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : REWA



SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.2

ANALYSIS OF THE DROPPED GIRL SCHEDULE

In 270 households, 394 girls were found in age group 6-14 years out of them 32 dropout girls were interviewed to obtain necessary information on reasons for their dropping out of school and also to ascertain if they would be interested in resuming their studies.

TABLE 3.2.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP

S.No.	Age Group	No. of Respondents	%
1.	6 - 8	01	03.13
2.	9 - 11	07	21.87
3.	12 - 14	22	68.75
4.	15 +	02	06.25
Total		32	100.00

Table 3.2.1 shows that out of total 32 interviewed girls, 69 percent were in the age group 12-14 years followed by girls of 9 to 11 years age group 22 percent . it is interesting to note that due to government efforts during last few years for universal access, enrolment and retention is increasing at primary level. Only 01 girls out of 32 girls who were interviewed tend to drop-out of the school in the age group of 6 to 8 years. Bulk of the drop-out girls were between 9-14 years of age.

TABLE 3.2.2

DISTRIBUTION OF DROP-OUT GIRLS ACCORDING TO CLASS LAST ATTENDED

S.No.	Class	No. of Respondents	%
1.	Ist	02	06.25
2.	IIInd	05	15.63
3.	IIIInd	05	15.63
4.	IVth	01	03.12
5.	Vth	14	43.75
6.	VIth +	05	15.62
	Total	32	100.00

DISTRIBUTION OF RESPONDENTS BY THEIR REGULARITY AND PUNCTUALITY IN SCHOOL

Total No. of Respondent	Regularity		Punctuality	
	Yes %	No. %	Yes %	No. %
32	24 75.00	08 25.00	27 84.38	05 15.63

Table 3.2.2 shows that although government had adopted the policy of automatic promotion, close to 38 percent girls of the sample households had dropped out of their school after classes I, II and III. Only 03 percent of the respondents completed class four of schooling. Forty four percent girls had completed 5 years of schooling. Only 16 percent girls could complete their study upto class 6th and did not pursue their studies further on account of non-availability of separate schools at the middle stage as per open ended responses.

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

Table 3.2.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO REASONS FOR DROPPING OUT

S.No.	Reasons	No. of Respondents	%
1.	Poverty	06	18.75
2.	Domestic work	07	21.87
3.	Parental illiteracy	03	09.37
4.	Lack of self motivation	04	12.50
5.	Mother / own illness	04	12.50
6.	Early Marriage	05	15.62
7.	School far away	03	09.37
Total		32	100.00

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

TABLE 3.2.4

DISTRIBUTION OF RESPONDENTS BY THEIR WILLINGNESS TO RESUME THEIR STUDIES

Total	Positive Responses	%	Negative Responses	%
32	29	90.63	03	09.37

Table 3.2.4 clearly shows that 91 percent of the drop-out girls wish to resume their studies and 09 percent do not want to resume their studies for one reason or the other.

TABLE 3.2.5

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

S.No.	Reasons	No. of Respondents	%
1.	Education of future generation	09	28.12
2.	Economic Support.	10	31.25
3.	Create self confidence in the girls.	12	37.50
4.	Self motivation	01	03.12
Total		32	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 (28%) and girls will attain self confidence (nearly 38%).

TABLE 3.2.6

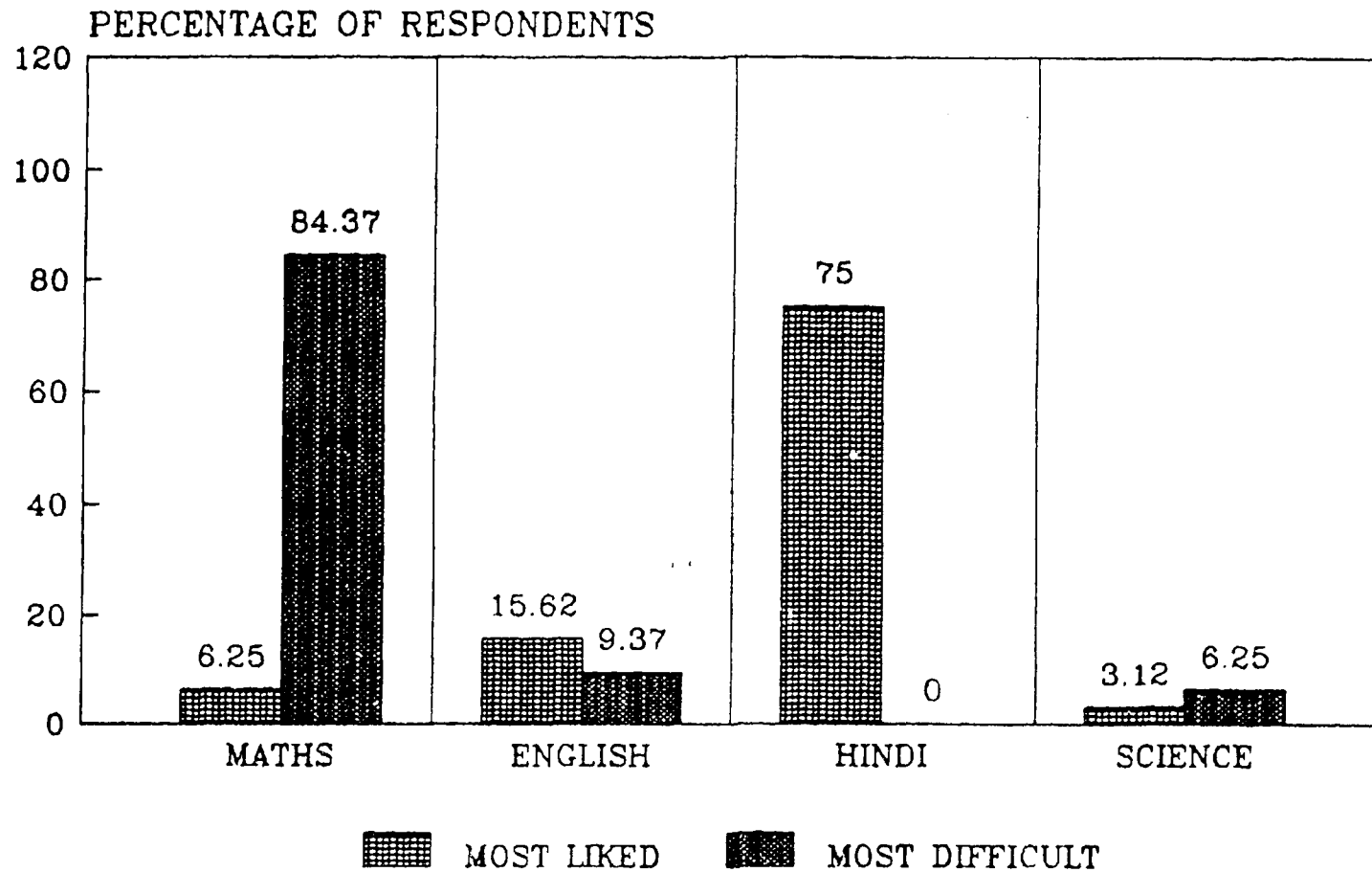
DISTRIBUTION OF RESPONDENTS BY THEIR LIKING FOR TEACHERS, SCHOOL AND LEARNING.

S.No.	Liking (n=32)	No. of Respondents	%
1.	For Teachers	27	84.38
2.	For School	28	87.50
3.	For Learning	31	96.88

The girls show positive liking of the teachers (84%), their school 87 percent and for learning at school 97 percent.

SUBJECT LIKED / DIFFICULT

DISTRICT REWA



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	02	06.25	27	84.37
2.	English	05	15.62	03	09.37
3.	Hindi	24	75.00	00	00.00
4.	Science	01	03.12	02	06.25
	Total	32	100.00	32	100.00

Table 3.2.7 shows that 75 percent of the total respondents say that they like Hindi the most and 06 percent for Mathematics, 03 percent for science and 16 percent for English. 66 percent of the total respondents say that the most difficult subject is mathematics and 06 percent feel english and rest feel science as the most difficult subject.

TABLE 3.2.8

DISTRIBUTION OF RESPONDENTS ACCORDING TO DISTANCE OF THEIR SCHOOL FROM HOME

S.No.	Distance	No. of Respondents	%
1.	Close by	11	34.37
2.	1 Km.	09	28.12
3.	2 Km.	08	25.00
4.	3 Km.	04	12.50
	Total	32	100.00

Table 3.2.8 shows that 62 percent of the total respondents reside with in one Kilometer from the school where as 38 percent had to commute 2 to 3 Kilometer to reach the school.

TABLE 3.2.9

DISTRIBUTION OF RESPONDENTS BY MODE OF TRANSPORT FOR GOING TO SCHOOL

Mode of Transport	Respondents	
	No.	%
On Foot	27	84.37
By Bus	03	09.37
By Cycle	02	05.40
Total	32	100.00

84 percent of the drop-out girls had been commuting to their respective school on foot, only 03 (9%) out of 32 interviewed dropout girls were using bus and 2 (5%) girls were using the cycle to go to school.

TABLE 3.2.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHERS HELP IN STUDIES

Response	Respondents	
	No.	%
Positive	28	87.50
Negative	04	12.50
Total	32	100.00

Table 3.2.10 shows that 87 percent of total respondents had received help from their teachers as and when required indicating positive attitude of teachers towards girls.

TABLE 3.2.11

DISTRIBUTION OF RESPONDENTS ACCORDING TO DIFFICULTY IN STUDYING AT HOME

Response	Respondents	
	No.	%
Difficulty faced	18	56.25
No Difficulty	14	43.75
Total	32	100.00

Table 3.2.11 shows that 56 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	04	12.50
Negative	28	87.50
Total	44	100.00

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

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

Reasons	Respondents No.	(n=32) %
1. Inability of parents to pay extra tuition fee/fund	21	65.63
2. Inability of parents to Provide clothes and shoes	30	93.75
3. Inability of parents to provide books	15	46.88
4. Inability of parents to Provide stationery	03	09.38
5. Inability of parents to provide food.	00	00.00
6. Helping parents in occupation	23	71.88
7. Engaged in remunerative employment	00	00.00
8. Domestic work	31	96.88
9. Care of siblings	14	43.75
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	04	12.50
12. Social taboo on onset of puberty	02	06.25
13. Parental lack of motivation	28	87.50
14. Parental illiteracy	28	87.50
15. Lack of academic support/help from parents/family members	01	03.13
16. School far away	00	00.00
17. Un-attractive school environment	00	00.00
18. Un-suitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	08	25.00
21. Lack of separate schools for girls	00	00.00
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	00	00.00
25. Own Illness	00	00.00

Main Reasons for Dropping Out :

1. Domestic work (96.88%).
2. Inability of parents to provide clothes and shoes (93.75%).
3. parental illiteracy (87.50%).
4. Parental lack of motivation (87.50%).
5. Helping parents in occupations (71.88%).

TABLE 3.2.14

PERCEPTION ABOUT PARENTAL DISCRIMINATION BETWEEN BROTHERS AND SISTERS

S.No.	Discrimination in	Respondents (n=32)	
		No.	%
1.	Food	12	37.50
2.	Clothing	18	56.25
3.	Toys/Games	19	59.37
4.	Books, Magazines, Stationerys	23	71.87
5.	Help in studies	20	62.50
6.	Ritual and Social Visits	21	65.62
7.	Opportunities for play	29	90.62

Parental Discrimination

1. Opportunities for play (90.62%).
2. Book , Magazines, Stationeries (71.87%).
3. Ritual and Social Visits (65.62%).
4. Toys / Games (59.37%).

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

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

TABLE 3.2.15
WORK DONE BY GIRLS AT HOME

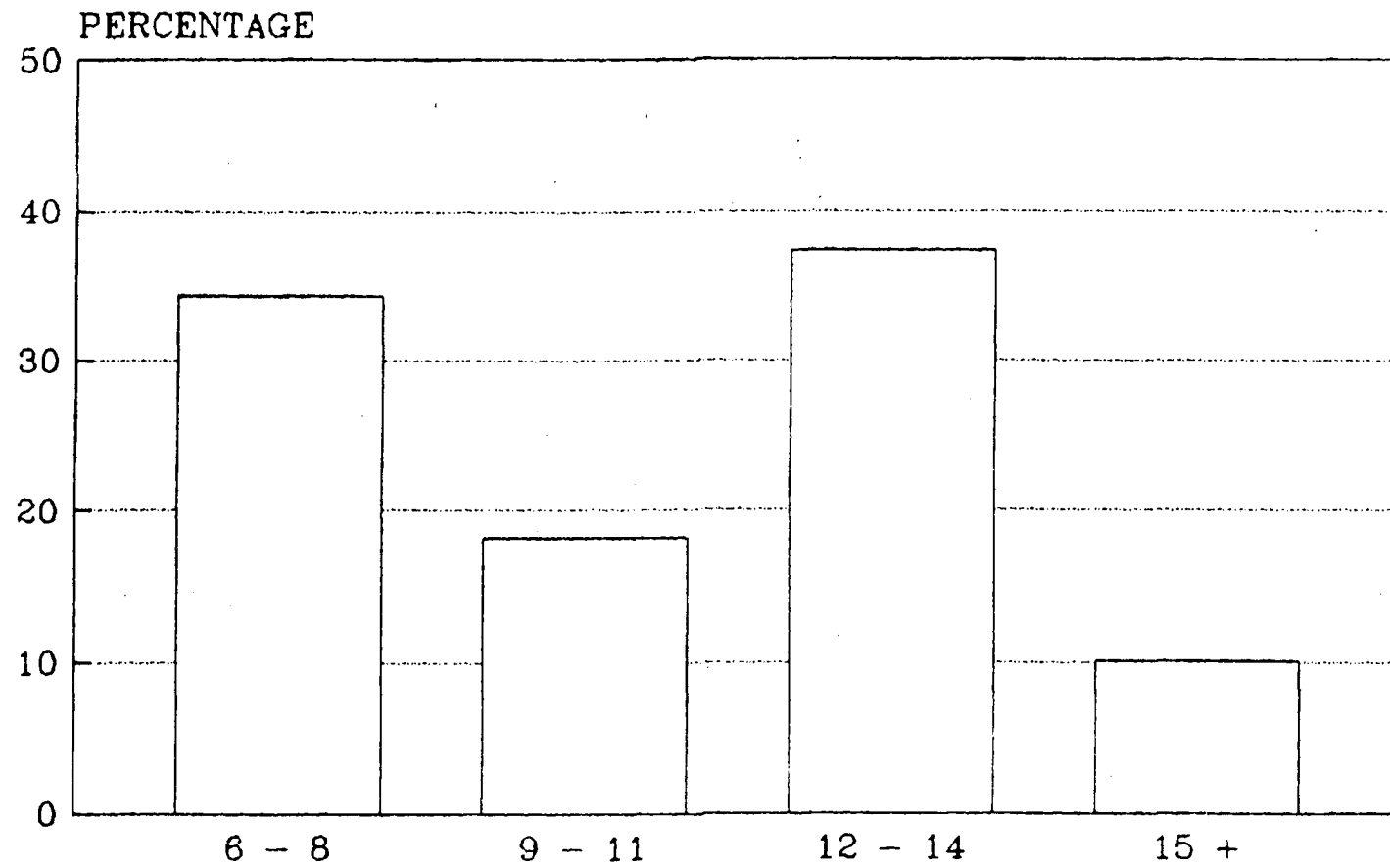
S.No. Activities	Respondents (n=44)	
	No.	%
1. Fetching water	26	81.25
2. Collection fodder & fuel	16	50.00
3. Caring of livestock	04	12.50
4. Making cowdung cakes	09	28.13
5. Caring siblings	12	37.50
6. Cooking	13	40.63
7. Washing / cleaning utensils	11	34.38
8. Grazing cattle	01	03.13
9. Wage earning activities	00	00.00
10. Agricultural operations	01	03.13
11. Home based production	00	00.00

Main works Done by the girls at Home

1. Fetching water (81.25%).
2. Fetching fodder and fuel (50.00%).
3. Cooking (40.63%).
4. Care of sibling (37.50%).
5. Washing - Cleaning Utencils (34.38%).

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

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE GROUP DISTRICT : REWA



NEVER ENROLLED GIRLS

SOURCE : SAMPLED 9 VILLAGE DATA

CHAPTER 3.3

ANALYSIS OF THE NEVER ENROLLED GIRLS SCHEDULE

In 270 households, 99 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	34	34.34
2.	9 - 11	18	18.18
3.	12 - 14	37	37.37
4.	15 +	10	10.10
	Total	99	100.00

The table indicates the following:

i) 53 percent of the never enrolled girls belong to primary age group 6-11 years and another 37 percent belong to the elementary age group 12-14 years. Rest of the ten percent girls were of the age group 15 and above.

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

TABLE 3.3.2
DISTRIBUTION OF RESPONDENTS BY REASONS FOR NON - ENROLMENT

S. No.	Reasons	Respondents (n=99)	
		No.	%
1.	Inability of parents to pay extra tuition fee / fund	32	32.32
2.	Inability of parents to provide clothes and shoes	92	92.93
3.	Inability of parents to provide books	28	28.28
4.	Inability of parents to provide stationery	07	07.07
5.	Inability of parents to provide food and medicines	02	02.02
6.	Helping parents in occupation	50	50.51
7.	Engaged in remunerative employment	04	04.04
8.	Domestic work	93	93.94
9.	Care of siblings	29	29.29
10.	Parental lack of motivation	94	94.95
11.	Parental illiteracy	83	83.84
12.	Non-availability of school / NFE centre close to habitation	01	01.01
13.	Un-suitable school timings	00	00.00
14.	No female teachers	41	41.41
15.	No separate school for girls	06	06.06
16.	Lack of support services such as anganwadies, balwadies, creches	00	00.00
17.	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	06	06.06

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

1. Parental lack of motivation (94.95%).
2. Domestic Work (93.94%).
3. Inability of parents to provide clothes and shoes (92.93%).
4. Parental illiteracy (83.84%).
5. Helping parents in occupation (50.51%).

TABLE 3.3.3

DISTRIBUTION OF RESPONDENTS BY THEIR DESIRE TO GO TO SCHOOL

Total no. of Respondents	Yes	No
99	88 (88.89%)	11 (11.11%)

Figures in parenthesis show percentages. Majority, 89 percent of the never enrolled girls desired to go to school.

TABLE 3.3.4

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

Total no. of Respondents	Yes	No
99	66 (66.67%)	33 (33.33%)

Figures in parenthesis show percentages. About 67 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
99	49 (49.49%)	50 (50.51%)

Figures in parenthesis show percentages. Only about 49 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 No.	(n=99) %
1. Ability to read/write	04	04.04
2. Ability to write name	04	04.04
3. Ability to count	12	12.12
4. Can not read/write	79	79.80

Out of 99 never enrolled girls, only 04 could read and write, 4 could barely write their name and 12 could count.

Table 3.3.7

DISTRIBUTION OF RESPONDENTS BY THE PROGRAMMES THAT THEY REQUIRED

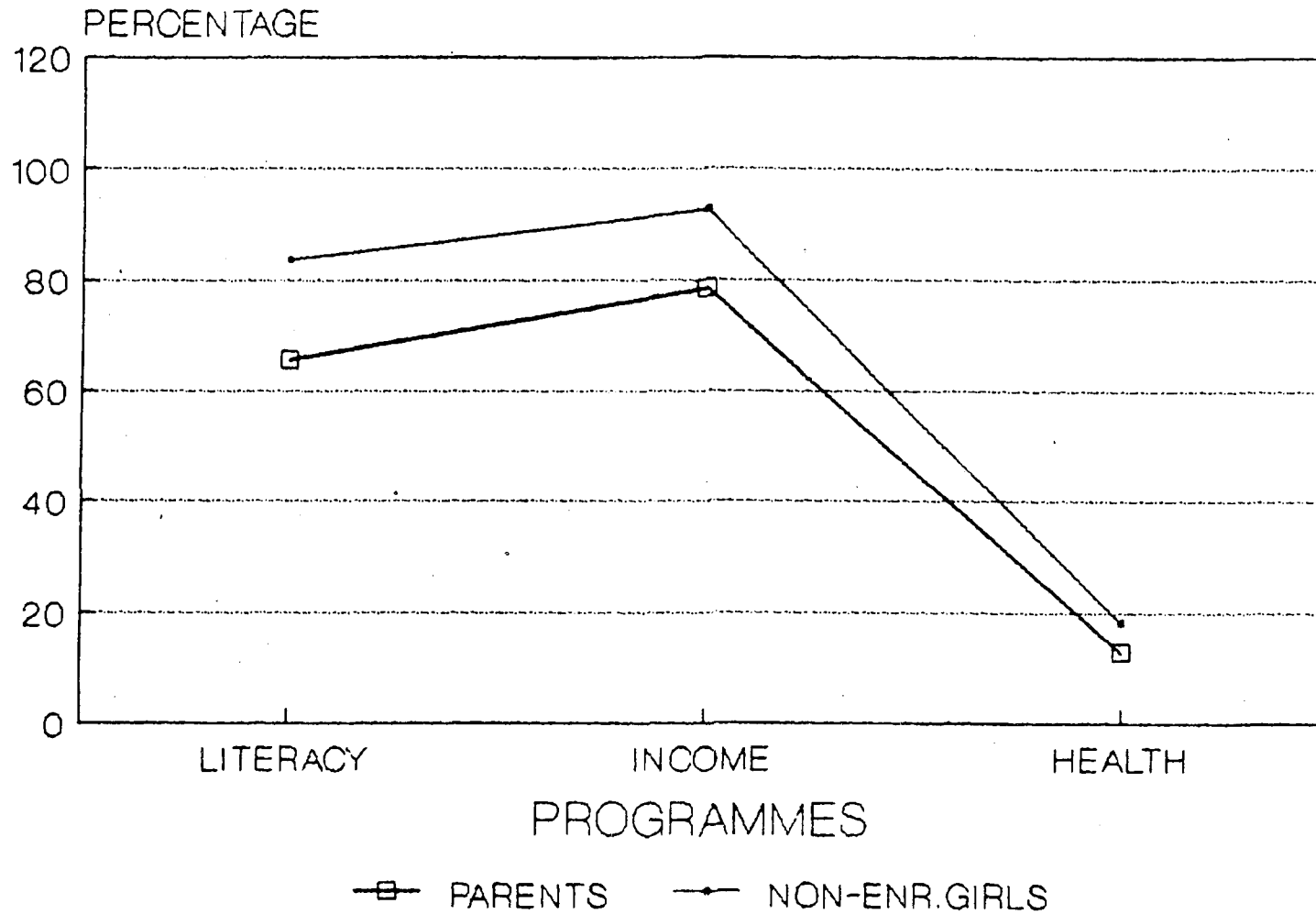
Programme	Respondents No.	(n=99) %
Literacy programme	83	83.84
Income generating programme	92	92.93
Health and Nutrition programme	18	18.18

The girls (93%) expressed their preference for having income generating programmes largely. Eighty four percent are interested in Literacy programme as first choice and only Eighteen percent expressed their next choice as health and Nutrition programme.

WORK DONE BY NEVER ENROLLED GIRLS AT HOME

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

PERCEPTION ABOUT PROGRAMMES NEEDED FOR GIRLS EDUCATION IN DISTRICT REWA



SOURCE : SAMPLED 9 VILLAGE DATA

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

Girls from 05 to 15 years age from Scheduled Castes and Scheduled Tribes were found working as part-time / full-time domestic helper in affluent households.

TABLE 3.3.8

PERCEPTION OF PARENTAL DISCRIMINATION BETWEEN BROTHER & SISTER

S.No.	Discrimination	Respondents No.	(n=99) %
1.	Food	19	19.19
2.	Clothing	19	19.19
3.	Toys/Games/Play	37	37.37
4.	Ritual and Social visits	90	90.90

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

CHAPTER 3.4

TEACHERS AND THEIR PERCEPTIONS

In all, 16 teachers were interviewed, out of them two were female. The age of these teachers ranged between 22-49 years with majority of them belonging to age group 39 and below. The service length of these teachers ranged from 02 to 27 years. Only 5 teachers had more than 19 years as length of service. Six male teachers had JBT qualification.

All the teachers were married except 2 male teacher. 4 had three children each, 2 had 4 child and 3 had two children each. Two teachers had no child. Only three teacher had more than 4 children. Average number of children per teacher was around 3. Average household size of teachers was around 5. Out of 16 teachers, only 4 teachers lived at a distance of less than 1 kilometer from the school. Rest 12 teachers lived at a distance of more then 2 to 40 kms. and were using bus and cycle.

TABLE 3.4.1

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

Reasons	Respondents (n=16)	
	No.	%
1. Better economic standing of households	09	56.25
2. Parental Education	09	56.25
3. Parental motivation	14	87.50
4. Parental Support like:		
i. Payment of fees other than tuition fees	00	00.00
ii. Provision of books and stationery	00	00.00
iii. Provision of adequate food and clothing	00	00.00
iv. Creating space and time for studies at home	00	00.00
v. Provision of academic Support (themselves to paid)	00	00.00
5. Self motivation of the girl child.	01	06.25
6. Positive attitude of teachers	02	12.50

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (87.50%).
2. Parental education (56.25%).
3. Better economic standing of house hold (56.25%).
4. Positive attitude of teachers (12.50%).
5. Self motivation of girl child (06.25%).

TABLE 3.4.2

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

Reasons	Respondents No.	(n=16) %
1. Inability of parents to pay extra tuition fee/fund	09	56.25
2. Inability of parents to Provide clothes and shoes	02	12.50
3. Inability of parents to provide books	00	00.00
4. Inability of parents to Provide stationery	00	00.00
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	00	00.00
7. Enagaged in remunerative employment	00	00.00
8. Domestic work	15	93.75
9. Care of siblings	11	68.75
10. Absence of support services viz. Anganwadi, Balwadi, Creches	01	06.25
11. Early marriage	01	06.25
12. Social taboos on onset of Puberty	00	00.00
13. Parental lack of motivation	13	81.25
14. Parental illiteracy	15	93.75
15. Lack of academic support/help from parents/family members, others	00	00.00
16. School far away	00	00.00
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	02	12.50
21. Lack of separate schools	00	00.00
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	00	00.00
25. Own Illness	00	00.00

Major reasons for dropping out of girls from school

1. Parental illiteracy (93.75%).
2. Domestic work (93.75%).
3. Parental lack of motivation (93.75%).
4. Care of Siblings (68.75%).
5. Inability of parents to pay extra tuition fee/fund (56.25%).

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

Reasons	Respondents (n=16)	
	No.	%
1. Inability of parents to pay extra tuition fee / fund	09	56.25
2. Inability of parents to provide clothes and shoes	02	12.50
3. Inability of parents to provide books	00	00.00
4. Inability of parents to provide stationery	00	00.00
5. Inability of parents to provide food and medicines	01	06.25
6. Helping parents in occupation	00	00.00
7. Engaged in remunerative employment	15	93.75
8. Domestic work	11	68.75
9. Care of siblings	15	93.75
10. Parental lack of motivation	16	100.00
11. Parental illiteracy	00	00.00
12. Non-availability of school / NFE centre close to habitation	00	00.00
13. Un-suitable school timings	02	12.50
14. No female teachers	00	00.00
15. No separate school for girls	00	00.00
16. Lack of support services such as anganwadies, balwadies, creches	00	00.00
17. Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc.	00	00.00

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

1. Parental illiteracy (100.0%).
2. Parental lack of motivation (93.75%).
3. Domestic work (93.75%).
4. Care of siblings (93.75%).
5. Inability of parents to pay extra tuition fee/fund (56.25%)

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

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

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls

iv. REDUCE DROP-OUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

MEASURES SUGGESTED FOR ENLISTING COMMUNITY SUPPORT

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

TABLE 3.4.4 .

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

Utility	Respondents (n=16)	
	No.	%
1. Develops a positive self image and confidence among girls	16	100.00
2. Prepares girls for economic contribution	02	12.50
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	05	31.25
5. Will make girls and women aware of their rights	00	00.00
6. Helps raise age at marriage and reduces maternal , infant and child mortality	02	12.50
7. Helps in reducing the family size	12	75.00
8. Will prepare girls for leadership roles in society.	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family,panchayats, municipalities and legislature	02	12.50

Five main PERCEPTIONS of parents on utility of girls education:

1. Develops a positive selfimage and confidence among girls (100.0%).
2. Helps in reducing the family size (75.00%).
3. Will ensure education of future generations (31.25%).
4. Will prepare girls for paricipation and decision proccss in all works in life (12.50%);
5. Helps raise are at marriage and reduce maternal,infant and child mortality. (12.50%).

TABLE 3.4.5

DISTRIBUTION OF RESPONDENTS BY THEIR PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=16)	
	Agree	%
1. Girls and boys need equal education.	16	100.00
2. Both need to be given equal amount of food.	16	100.00
3. Both need to be given equal health care and medical attention when needed.	16	100.00
4. Both can be assigned same duties/responsibilities.	16	100.00
5. Both should be given the same freedom.	14	87.50
6. Both should be given equal time to play.	14	87.50
7. Both can perform all tasks equally well.	14	87.50
8. Both can have similar occupations.	14	87.50
9. Both have same intelligence and abilities.	14	87.50
10. Men and Women should be paid equal wages for equal work.	15	93.75
11. Husband and wife should take all decisions jointly.	15	93.75
12. Household work must be shared by all members of the household.	15	93.75
13. Assets of the family should be registered in joint names of husband and wife.	12	75.00

Five main perceptions of parents about gender equality:

1. Both can be assigned the same duties/responsibilities (100.0%).
2. Both need to be given equal health care (100.0%).
3. Both need the same kind of food (100.0%).
4. Girls and boys need equal education (100.0%).
5. Household work must be shared by all members of household (93.75%)

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

CHAPTER : 3.5

• INSTITUTIONAL HEADS AND EDUCATIONAL ADMINISTRATORS

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

TABLE 3.5.1

Physical Facilities In schools (6 Sample Schools)

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

INCENTIVE SCHEMES

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

TABLE 3.5.2

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

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

Major Reasons for Continuance of Girls in Schooling

1. Parental motivation (66.67%).
2. Parental education (66.67%).
3. Self motivation of girl child (50.00%).
4. Positive attitude of teachers (16.67%).
5. Better economic standing of household (16.67%).

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	02	33.33
2. Inability of parents to Provide clothes and shoes	01	16.67
3. Inability of parents to provide books	00	00.00
4. Inability of parents to Provide stationery	00	00.00
5. Inability of parents to provide food	00	00.00
6. Helping parents in occupation	01	16.67
7. Engaged in remunerative employment	01	16.67
8. Domestic work	03	50.00
9. Care of siblings	01	16.67
10. Absence of support services viz. Anganwadi, Balwadi, Creches	00	00.00
11. Early marriage	00	00.00
12. Social taboos on onset of puberty	00	00.00
13. Parental lack of motivation	05	83.33
14. Parental illiteracy	05	83.33
15. Lack of academic support/help from parents/family members, others	01	16.67
16. School far away	01	16.67
17. Unattractive school environment	00	00.00
18. Unsuitable school timings	00	00.00
19. Lack of relevance of curriculum	00	00.00
20. No female teachers	01	16.67
21. Lack of separate schools	00	00.00
22. Teachers negative attitude	00	00.00
23. Failure	00	00.00
24. Illness of family members	00	00.00
25. Own Illness	00	00.00

Major reasons for dropping out of girls from school

1. Parental illiteracy (83.33%).
2. Parental lack of motivation (83.33%).
3. Domestic work (50.00%).
4. No women teacher (16.67%).
5. Inability of parents to pay extra tuition fee / fund (33.33%).

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

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

1. Parental illiteracy (83.33%).
2. Parental lack of motivation (83.33%).
3. Care of siblings (50.00%).
4. Domestic work (50.00%).
5. Inability of parents to pay extra tuition fee / fund (33.33%).

REASONS FOR GIRLS NOT ATTENDING SCHOOL REGULARLY

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

ADMINISTRATORS EFFORTS AT CHECKING THE PHENOMENON OF DROP-OUT

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

i. INCREASE ENROLMENT OF GIRLS

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

ii. IMPROVE ATTENDANCE OF GIRLS

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

iii. IMPROVE ACHIEVEMENT

1. Remedical coaching exclusively for girls.

iv. REDUCE DROPOUT AMONG GIRLS

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

INFORMATION ON TIMELY DISTRIBUTION OF INCENTIVES

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

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

TABLE 3.5.5

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

Utility	Respondents (n=6)	
	No.	%
1. Develops a positive self image and confidence among girls	05	83.33
2. Prepares girls for economic contribution	01	16.67
3. Can improve health and nutritional status of children and other family members	05	83.33
4. Will ensure education of future generations	02	33.33
5. Will make girls and women aware of their rights	00	00.00
6. Helps raise age of marriage and reduce maternal , infant and child mortality	05	83.33
7. Helps in reducing the family size	00	00.00
8. Will prepare girls for leadership roles in society	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	00	00.00

Five main PERCEPTIONS of parents on utility of girls education:

1. Helps in reducing the family size (83.33%).
2. Develops a positive self image and confidence among girls (83.33%).
3. Will ensure education of future generations (33.33%).
4. Will make girls and women aware of their rights (33.33%).
5. Prepare girls for economic contribution (16.67%).

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.	05	83.33
4. Both can be assigned same duties/ responsibilities.	06	100.00
5. Both should be given the same freedom.	05	83.33
6. Both should be given equal time to play.	05	83.33
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.	06	100.00
10. Men and Women should be paid equal wages for equal work.	04	66.67
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 in joint names of husband and wife (100.00%).
2. Both can have similar intelligence and abilities (100.00%).
3. Both can have similar occupations (100.00%).
4. Both can perform all tasks equally well (100.00%).
5. Both can be assigned the same duties/responsibilities (100.00%).

Administrators belong to 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.

ANNEXURE 1

NUMBER OF STUDENTS IN SCHOOL (6 SAMPLE SCHOOLS)

S.No.	Communities	Total	Girls	Boys
1.	All Communities	366	205	161
2.	Scheduled Caste	140	080	060
3.	Scheduled Tribe	135	090	045
4.	General	091	035	056

ANNEXURE 2

NUMBER OF TEACHERS (6 SAMPLE SCHOOLS)

SNo.	Communities	Male	Female
1.	All Communities	10	6
2.	Scheduled Caste	4	2
3.	Scheduled Tribe	4	3
4.	General	2	1

ANNEXURE 3

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

Class	Percentage of attendance	
	Girls	Boys
I	66.64	85.29
II	64.25	78.19
III	81.98	71.29
IV	79.69	80.12
V	80.46	78.17

CHAPTER 3.6

COMMUNITY LEADER

All of the 08 community leaders who were interviewed, were engaged in agriculture.

Their age ranged from Thirty five to Sixty two years. Only four community leaders were below 35 years. 2 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 :

(n = 08)	Yes	No
i) Village Panchayat	07 (87.50%)	01 (12.50%)
ii) Mahila Mandals	00 (00.00%)	08 (100.00%)
iii) Political or Social Organisations	02 (25.00%)	06 (75.00%)

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

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

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

TABLE 3.6.2

INFORMATION ABOUT SPECIAL PROGRAMMES/SCHEMES

Title of the Programme	Yes	No
i) For Schedule Caste Girls	01 (12.50%)	07 (87.50%)
ii) For Nomadic Tribe Girls	01 (12.50%)	07 (87.50%)
iii) NFE Scheme	06 (75.00%)	02 (25.00%)

The community leaders were however very receptive to the idea of starting NFE programme through the 'Community Efforts', VECs, NGOs, Mahila Mandals, and they were willing to provide various facilities like accomadation, volunteers and other support as much as possible. Only 05 out of 08 community leaders expressed the need of separate NFE centres for girls. Further discussion revealed that as most of the girls who will go to NFE centres would be overage (post pubertal). "It may be advisable to have separate NFE centres preferbly run by women instructors". Only 02 community leaders indicated that they had reservation regarding girls and boys studying in the same institution and 01 had reservations about girls being taught by male teachers.

TABLE 3.6.3

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

Utility	Respondents (n=8)	
	No.	%
1. Develops a positive self image and confidence among girls	07	87.50
2. Prepares girls for economic contribution	05	62.50
3. Can improve health and nutritional status of children and other family members	00	00.00
4. Will ensure education of future generations	01	12.50
5. Will make girls and women aware of their rights	01	12.50
6. Helps raise age of marriage and reduce maternal , infant and child mortality	00	00.00
7. Helps in reducing the family size	05	62.50
8. Will prepare girls for leadership roles in society	00	00.00
9. Will prepare girls for participation and decision making process in all walks of life e.g. family, panchayats, municipalities and legislature	03	62.50

Five main PERCEPTIONS about utility of girls education:

1. Develops a positive self image and confidence among girls (87.50%).
2. Will prepare girls for participation and decision process in all works in life (62.50%).
3. Helps in reducing the family size (62.50%).
4. Prepare girls for economic contribution (62.50%).
5. Will make girls and women aware of their rights (12.50%).

TABLE 3.6.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCEPTION ABOUT GENDER EQUALITY

Indicators	Respondents (n=8)	
	Agree	%
1. Girls and boys need equal education.	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.	07	87.50
4. Both can be assigned same duties/ responsibilities.	06	75.00
5. Both should be given the same freedom.	04	50.00
6. Both should be given equal time to play.	04	50.00
7. Both can perform all tasks equally well.	01	12.50
8. Both can have similar occupations.	01	12.50
9. Both have same intelligence and abilities.	01	12.50
10. Men and Women should be paid equal wages for equal work.	02	25.00
11. Husband and wife should take all decisions jointly.	04	50.00
12. Household work must be shared by all members of the household.	06	75.00
13. Assets of the family should be registered in joint names of husband and wife.	05	62.50

Five main PERCEPTIONS about gender equality:

1. Both need the same kind of food (87.50%).
2. Girls and boys need equal education (87.50%).
3. Both need to be given equal health care (87.50%).
4. Household work must be shared by all members of household (75.00%).
5. Both can be assigned the same duties/responsibilities (75.00%).

CAUSES FOR NON ENROLMENT OF GIRLS - DISTRICT RENA

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
Inability of parents to provide clothes & shoes (88.15%).	1. Parental illiteracy (100.0%).	1. Parental illiteracy (83.33%).	1. Domestic work (79.67%).
Domestic work (86.67%).	2. Parental lack of motivation (93.75%).	2. Parental lack of motivation (83.33%).	2. Care of siblings (79%).
Parental lack of motivation (77.41%).	3. Domestic work (93.75%).	3. Care of siblings (50.00%).	3. Parental illiteracy (78%).
Inability of parents to pay extra tuition fee/fund (62.96%).	4. Care of siblings (68.75%).	4. Domestic work (50.00%).	4. Early marriage (77%).
Parental illiteracy (57.04%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. Inability of parents to pay extra tuition fee/fund (33.33%).	5. No female teachers (74%).
Helping parents in occupation (44.44%).	6. Inability of parents to provide clothes (12.50%).	6. Inability of parents to provide clothes and shoes (16.67%).	6. Helping parents in occupation (78%).
Inability of parents to provide books (40.37%).	7. No women teachers (12.50%).	7. No women teachers (16.67%).	7. No women teachers (66.67%).
Care of siblings (29.26%).	8. Helping parents in occupation (06.25%).	8. Engaged in remunerative employment (16.67%).	
No women teacher (21.11%).			

CAUSES FOR DROPOUT AMONG GIRLS - DISTRICT REMA

PARENTS (276)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
Parental illiteracy (89.26%).	1. Parental illiteracy (93.75%).	1. Parental illiteracy (83.33%).	1. Parental illiteracy (94%).
Parental lack of motivation (88.89%).	2. Domestic work (93.75%).	2. Parental lack of motivation (83.33%).	2. Domestic work (93%).
Inability of parents to provide clothes and shoes (88.52%).	3. Parental lack of motivation (81.25%).	3. Domestic work (58.88%).	3. early marriage (92%).
Domestic work (87.41%).	4. Care of siblings (68.75%).	4. Inability of parents to pay extra tuition fee/fund (33.33%).	4. Care of siblings (84%).
Inability of parents to pay extra tuition fee/fund (63.78%).	5. Inability of parents to pay extra tuition fee/fund (56.25%).	5. No women teacher (16.67%).	5. No female teachers (66%).
helping parents in occupation (42.22%).	6. Inability of parents to provide clothes and shoes (12.50%).	6. School far away (16.67%).	6. No female teachers (65%).
Inability of parents to provide books (39.26%).	7. No female teachers (12.50%).	7. Care of siblings (16.67%).	7. Own illness (38%).
Care of siblings (35.93%).	8. Early marriage (86.25%).	8. Helping parents in occupation (16.67%).	
No women teachers (25.19%).			

PERCEPTION OF UTILITY OF GIRLS EDUCATION - DISTRICT REMA

PARENTS (278)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY LEADER (8)
1. Develops a positive self image and confidence among girls (82.22%).	1. Develops a positive self image and confidence among girls. (100%).	1. Helps in reducing the family size (83.33%).	1. Develops a positive self image and confidence among girls (87.50%).
2. Prepare girls for economic contribution (64.44%).	2. Helps in reducing the family size (75.00%).	2. Will ensure education of future generations (83.33%).	2. Will prepare girls for participation and decision process in all works in life (62.50%).
3. Will prepare girls for participation and decision process in all works in life (27.84%).	3. Will ensure education of future generations (31.25%).	3. Will make girls and women aware of their rights (33.33%).	3. Helps in reducing the family size (62.50%).
4. Helps in reducing the family size (22.96%).	4. Prepare girls for economic contribution (12.50%).	4. Prepare girls for economic contribution (16.67%).	4. Prepare girls for economic contribution (62.50%).
5. Can improve health and nutritional status of children and other family (17.41%).	5. Helps raise age at marriage and reduce maternal, infant and child mortality (12.50%).		
6. Helps raise age at marriage and reduce maternal, infant and child mortality. (88.15%).	6. Will prepare girls for participation and decision process in all works in life (12.50%).		
7. Will ensure education of future generations (86.67%).			
8. Will make girls and women aware of their rights (83.33%).			

GENDER EQUALITY : PERCEPTION DISTRICT REWA

PARENTS (270)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY LEADERS (8)
1. Both need the same kind of food (93.70%).	1. Girls and boys need equal education (100.0%).	1. Girls and boys need equal education (100.0%).	1. Both need the same kind of food (100.0%).
2. Girls and boys need equal education (93.33%).	2. Both need to be given equal health care (100.0%).	2. Both need the same kind of food (100.0%).	2. Girls and boys need equal education (100.0%).
3. Both need to be given equal health care (92.22%).	3. Both need the same kind of food (100.0%).	3. Assents of the family should be registered (100.0%).	3. Both need to be given equal health care (87.50%).
4. Both should be given an equal time to play (72.59%).	4. Households work must be shared by all members of households (100.0%).	4. Both can be assigned the same duties/responsibilities (100.0%).	4. Both can be assigned the same duties/responsibilities (75.00%).
5. Both can be assigned the same duties/responsibilities (62.91%).	5. Both can be assigned the same duties/responsibility (100.0%).	5. Both can perform all tasks equally well (100.0%).	5. Household work must be shared by all members of household (75.00%).
6. Household work must be shared by all members of households (59.26%).	6. Husband and wife should take all decisions jointly (87.50%).	6. Both have same intelligence and abilities (100.0%).	
7. Husband and wife should take all decisions jointly (56.67%).	7. Men and women should be paid equal wages for equal work (93.75%).	7. Both can have similar occupation (100.0%).	
8. Both should be given the same freedom (52.96%).	8. Both can have same occupation (87.50%).		

REASONS FOR CONTINUANCE OF GIRLS IN SCHOOLING DISTRICT REMA

PARENTS (278)	TEACHERS (16)	ADMINISTRATORS (6)	COMMUNITY (GROUP DISCUSSION)
1. Better economic standing of households (78.15%).	1. Parental motivation (87.50%).	1. Parental motivation (66.67%).	1. Parental motivation (72%).
2. Parental education (74.82%).	2. Better economic standing of household (56.25%).	2. Parental education (66.67%).	2. Parental education (64%).
3. Parental motivation (42.22%).	3. Parental education (56.25%).	3. Self motivation of girl child (50.00%).	3. Positive attitude of teachers (48%).
4. Payment of fees other than tuition fees (48.74%).	4. Positive attitude of teachers (12.50%).	4. Positive attitude of teachers (16.67%).	4. Better economic standing of households (51%).
5. Provision of books and stationery (38.88%).	5. Self motivation of girl child (86.25%).	5. Better economic standing of households (16.67%).	5. Provision of books and stationery (52%).
Self motivation of girl child (17.78%).			
Provision of adequate food and clothing (12.22%).			

CHAPTER IV
DISTRICT - REWA

MAJOR FINDING AND RECOMMENDATION

FINDINGS

- 1.0 Mapping out gender disparities in access, enrolment and retention.
- 1.1 There are 383 schoolless / totally unserved habitations in the district Rewa.
- 1.2 Forty one percent (41.45%) of those enrolled at primary level are girls. SC girls form 37.36% and ST girls form 33.66% 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 43.10 compared to 28.10 for boys. For SC girls dropout rate is 58.5% compared to 45.6% for boys while dropout rate of ST girls is 71.8% compared to 58.3% 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 Rewa District there were 394 girls in the age group 6-14 years.
 - 1.5.1 Out of these 102 (28.57%) were attending school where as 150 (42.02%) were never enrolled and 142 (39.78%) had dropped out.

1.5.2 Out of the 108 enrolled girls, there were 93 girls in primary classes, out of which 42.6 percent were in the age group 6-10 years and 38.9 percent were in the age group 11-14 years. This finding is largely in line with the estimated average phenomenon of 4.63 percent at the primary level.

1.5.3 Out of the 170 never enrolled girls, 33.5 percent belong to age group 6-10 years and 54.7 percent were between 11-14 years.

1.4.4 Out of 155 dropout girls, 86.44 percent dropped-out from the primary classes, 10.97 percent from middle stage. Out of the 134 primary dropped-out 76 girls (49.03%) were of age group 6-10 years and the 57 girls (36.7%) 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 (45%) of the never enrolled girls were illiterate, 21 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.15000/- per annum, 41 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 89 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 Rewa 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 59.37 percent, Fathers 34.38 percent)
- 2.3.5 Dropout phenomenon was largely found among older children.
- 2.3.6 Close to 87 percent dropout girls belonged to families with household income of less than rupees 10,000/- per annum. Even from higher income groups, nearly 13 percent girls had dropped out of school due to cultural factors such as early marriage, social taboos.
- 2.3.7 Nearly 19 percent dropout girls were from non-scheduled caste or scheduled tribes families.
- 2.3.8 Dropout appeared to have liked their teachers and their school and had enjoyed learning liked Hindi the most and disliked English as well as Mathematics. The school has not pushed them out in as much as the pull out effect of extra school factors rooted in caste, poverty, gender and domestic configuration.
- 2.3.9 Majority (91 %) among dropouts would like to go back to school.

SITUATION OF GIRLS AND WOMEN IN REWA DISTRICT

- 3.1 Women form 48.23 percent of the total population in REWA district.
- 3.2 Sex ratio is adverse in Rewa district. There are 936 females per thousand males as per 1991 census. In 1981 sex ratio was 969. Sex ratio ranges from 907 in Jawa block to 979 in Gangev block. The situation of girl child in the age group 0-6 years, where sex ratio is 934 girls per thousand boys in Rewa district, 919 in Rewa block to 952 in Hanumana 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 28.37 compared to 23.49 in 1971-81.
- 3.5 Total fertility rates in 1981 was 191 in Rewa district.
- 3.6 Infant mortality rate was 173 for females in the year 1981.
- 3.7 Mean age at marriage of currently married females of Rewa district was 14.4 in year 1981. Percentage of all females in the age group of 15-19 years were found 83.7 percent in 1981.
- 3.8 It was found in Rewa 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 engaged 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 41 percent percieve that the boys and girls are having similar intelligence and abilities. Only 53 percent parents agreed to give equal freedom to boys and girls and 73 percent would give equal time to both to play. Nearly 35 percent parents do not perceive that both boys and girls can be given same duties and responsibilities and that they can perform all tasks equally well nor do they favour joint registration of assets in the name of husband and wife. More than 59 percent parents agree that household work should be shared by both. The study also depicts that parents had lower educational and occupational aspirations for daughters than for sons.

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

should be given same freedom, equal time to play, can be assigned same responsibilities and can have same occupation. Majority of teachers also agreed that household work should be shared by both men and women. 09 teachers out of 11 interviewed favour joint ownership of family assets.

3.12 All the interviewed community leaders (08) agreed that girls and boys should be given equal education, equal food and equal health care. A very less number of community leaders were of the opinion that both have equal intelligence and abilities (13 %) and can perform all tasks equally well (13 %) and decisions should be taken jointly by husband and wife (50 %). Though responses like equal freedom, equal time to play, similar occupation and joint ownership of family assets in the names of husband and wife, do not find favour with 38 percent of community leaders.

3.13 Of the people interviewed, Administrators were found to have highly egalitarian views. They opined that there should be equality in the matters of education, food, health, wages, family decision making and household works. They expressed views that both boys and girls must have equal freedom 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 about a social reawakening and a change in the favour of girls and women.

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

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

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

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

5.1 There are a number of 182 Mahila Mandals covering all villages in Rewa 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 358 Anganwadis for a child population of 329526 (0-6 age group).
- 6.3 Blockwise position of sex ratio shows coverage of 0-6 age group ranges from 919 in Rewa block to 952 in Hanumana 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 Rewa district, out of 1638 primary teachers only 13.3% percent (1993-94) were female.

8.2 It was found that there were very few women teachers in remote areas. All discussions pointed to the need for atleast one woman teacher in every primary school. Parents were reluctant to send their daughters to all male teachers' schools as they felt that their daughters were not safe especially when teacher is absent.

8.3 Both the DPEO of the district Rewa and the BEO of the blocks were males. Out of 9 head teachers interviewed all were males. In the district out of 9 class II block level officers and 62 class III Head Teachers level, there were 17 females. At the school level, out of 92 class III officers 28% were women and at class IV 5 out of 21 were female.

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

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

DISTRICT : REMA

SUGGESTED INTERVENTIONS

ADMINISTRATIVE MEASURES

01. Efforts should be made to implement the policy of compulsory primary education in villages, especially for the girls.
02. More than one schools are needed in such villages where the terrain is unfriendly or the area is isolated or unserved.
03. Formal/Non formal/Distance education should be provided at middle and high school levels, as these should be continuity in education , through one or the other means.
04. More teachers should be appointed according to the requirement of the school (single teacher schools) to run the school properly. This will also help in improving the quality of teaching.
05. Day Care Centres/ day boarding schools should be started for scattered population.
06. Identification of women volunteers should be made and their services should be utilised to improve the girls education.
07. Wherever there is cent percent enrolment the DD, AD, BEO, Panchayats, Headmasters should be awarded, and their example should be quoted and published through media.
08. There is the need to implement vigorously the law regarding the child marriages and dowry etc.
09. Separate middle and high schools should be opened after primary classes, wherever it is demanded by the community.
10. The timings should be adjusted in such a manner that it does not clash with the time for household work or time to work on fields.

11. Examinations should not be held during harvesting and sowing seasons. This consideration will also help the girls to attend school regularly.
12. Parents should be involved in school administration and encourages to take interest in school activities functions, sports and also in the progress of their wards.
13. Gender disaggregated data related to education as an indicator of disparities should be evaluated to monitor progress towards gender equality.

TEACHERS

01. More female teachers should be appointed on priority basis. The educated girls and daughters-in-law of the villages can also be appointed as school teachers or as instructors in the Non Formal Education Centres.
02. More female teachers should be appointed in single teacher's school.
03. More rural woman teachers should be encouraged to improve their educational qualifications.
04. Teachers should be regular and sincere in their duties.
05. More educational programmes for the benefit of teachers should be arranged by the teachers organisation.
06. Teachers should be motivated enough so that they can do their best to improve the educational standard.
07. Women should be given effective representation in District / Block / School administration and functioning. They should also be inducted in the JD, AD and BEO levels. Atleast one woman should be appointed against one of these posts.
08. Teachers should be asked to find out reasons for the absence of girls from the school..

09. There is a much felt need amongst teachers for orientation on girls education and women empowerment. related to issues. The teacher training course should include Gender Studies.
10. Teachers organisation should include Universalization of Primary Education (UPE) for girls in their action programmes.
11. Teachers should be provided residential accomodation and security of female teachers should be ensured.
12. Involvement of teachers in all educational activities viz. planning, execution, monitoring should be started.

INCENTIVIES

1. Government should provide more funds for incentives. Incentives should be given to all needy children, especially those belonging to economically weaker families, irrespective of their caste and creed.
2. Quality and quantity of incentives should be increased so as to motivate and attract girls of poor families.
3. To improve enrolment of girls in schools incentives should be provided to them at par with SC & ST students.
4. Uniforms / Winter uniforms should be provided.
5. Monetary incentive for girls belonging to economically weaker families would motivate the girls and their parents.
6. All the incentive should be distributes timely. For this the incentives should reach the respective village at least one month before the begining of the new session.
7. Nutrition programmes should be introduced in schools and should be maintained by the local bodies like Mahila Mandal which can serve as an agency for change in the community.
8. When required , the transport facilities should be provided for girls free of cost, so that girls can go nearby next higher schools to continue their studies.
9. Incentives can be given to girls in kind like cereals and pubes for regular attendance in school.
10. After passing middle and high school examination the girls should be given extra awards in the form of medals and cash prizes so that this could be an example and attraction to other students.

CURRICULUM

1. Text books should be analysed and gender bias in its content identified and eliminated.
2. The text books and work books should include examples of women's bravery and participation on modern occupation.
3. The curriculum should be revised to include more of extra-curricular activities for girls, especially sports and adventures.
4. The girls and boys should be taught vocational skills as well as household work related activities equally.
5. Teachers should give extra time so that girl students can make up for their deficiencies.
Extra attention and coaching should be given to students who are first generation learners.
6. Income generating programme should be included in the school curriculum which will help students in acquiring vocational skills. Such programmes and vocational education should be especially developed for women and adolescent girls as part of non-formal educational programmes.
7. Curriculum should be made simpler and more grasping specially subjects like mathematics.
8. Work shops should be arranged at block level to prepare a suitable school calendar.

Support Services

1. There is need to create awareness amongst parents regarding the burden on girls of household chores and sibilings care. More anganwadis and creches should be opened near schools and NFE centres so as to held girls in attaining education.
2. Support Services like Anganwadis, Balwadis, Khelghars and creches must be opened in the unserved villages with similare things as school so that parents are motivated to get their daughters enrolled.

WOMEN'S EMPOWERMENT

Mobilization of parents and Community for Girls Education and Women's Empowerment

1. Effective campaigning is required to make the parents realize the importance of education.
2. Literacy of the parents is also a most important factor as that will improve the girls educational status. The parents should be encouraged to attend Adult Education Centres.
3. Public relations departments, mass media and nukkad natakas can be used in creating the awareness among community leaders about the importance of education.
4. The parents should be made responsible for their childs attendance in school. The parents should allqcate a fixed place and time for girls studies.

5. Mahila Mandals , VECs and Panchayats can be oriented towards girls education and gender issues, to improve the status of girls education.
6. The women in the village can be motivated to launch UPE in the village and try for women's empowerment.
7. The tradition of early marriages should be stopped. Stricter law is required to enforce legal age of marriage. Effective campaigning is required to make parents understand the ill effects of early marriages.
8. Mahila Mandals should be energised so as to promote and organise various programmes of girl's education.
9. District administration should adopt study villages as lead villages for removing gender bias in education and for women's empowerment.
10. The women should be made aware of their rights and legal help should be made available to them.
11. Declining sex ratio is an issue that needs utmost attention. Sex determination tests should be totally banned. Posters and advertisements to this effect should be disallowed.
12. Community should allocate a separate space for NFE centres, Mahila Mandals for the education of the girls. Volunteers should be provided for the same.

13. Village education communities should be made functional. Women can be instrumental in overcoming the barriers to girls education.
14. The cooperation of VEC and village Panchayats should be taken by the educational authorities and other social welfare agencies in the village should be involved to encourage access and check dropout and non-enrollment of girls.
15. Youth clubs, the branches of Nehru Yuvak Kendra can play a vital role in encouraging and reaching the goal of UPE.
16. Teacher and Teacher organisations should be involved to ensure success of girls primary education by achieving enrolment targets.
17. TRYSEM, JRY can also play a vital role in the villages to gainfully employ the educated people.
18. The educated rural girls should be used as anchor persons by women organisations to further motivate and encourage girls education.

PROGRAMMES AREAS

Following major programme areas have emerged out of the study.

Social Mobilization on Issues of Girl Child

11. The parental awareness is to be created through campaigns regarding girls education.
12. VECs, Panchayats & Nehru Yuvak kendras members should be oriented towards importance of girls education.
13. 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)

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Total Literacy Campaigns

1. FLC's can and should focus on adult illiteracy specially the mother's illiteracy which would finally lead to girls education and women's empowerment.
2. Development of material focussing on women's achievement, contribution and their rights so as to create gender sensitivity.

CONVERGENCE OF SERVICE

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

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LIST OF ABBREVIATIONS

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

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