

Chapter IV

MADHYA PRADESH : SURVEY FINDINGS

(I)

RESPONSES OF TEACHER

This part is related to the responses of teachers. The total number of respondents is 50. Various aspects of the elementary education alongwith background of teachers have been analysed here like - post held, age, sex, caste, educational status, training and enrolment, absenteeism, dropout related questions.

Post Held-

Teachers at primary level hold different posts. The posts are Head Master, Assistant Teacher and Shikshakarmi.

Table 4:1.1

Post Held

S. No.	Post Held	Number of Respondents	Percentage (%)
1	Head Master	03	06.00
2	Assistant Teacher	23	46.00
3	Shiksha Karmi	24	48.00
	Total	50	100.00

Table 4.1.1 shows that 48.00 per cent respondents are Shikshakarmi. 46.00 per cent respondents are Assistant Teachers and rest 6.00 per cent are Head Masters. It is evident from the table that almost half of the teachers are appointed as Shikshakarmi. Shikshakarmies are appointed through Panchayats and they are having separate scales of payment which are very low as compared to regular pay scales.

Age -

Age is one of the important aspects of socio-economic characteristics. It shows the background of teachers and their experience of teaching. For purposes of analysis age has been categorized in four groups as 18 to 30; 31 to 40; 41 to 50 and 51 to 62.

Table 4:1.2

Age

S. No.	Age	Number of Respondents	Percentage (%)
1	18 to 30	23	46.00
2	31 to 40	23	46.00
3	41 to 50	01	02.00
4	51 to 62	03	06.00
	Total	50	100.00

Table 4:1.2 reveals that 46.00 per cent respondents belong to the age group 18 to 30. Another 46.00 per cent respondents belong to the age group 31 to 40. Only 6.00 per cent respondents fall in the age group 51 to 62 and rest 2.00 per cent respondents represent age group 41 to 50. It is clear from the above analysis that majority of the respondents are below the age of 40. It is so because of recruitment of Shikshakarmies in schools.

Sex -

Sex is very important indicator in analysing socio-economic characteristics of teachers. As the girl education has significant influence of female teachers in schools.

Table 4:1.3*Sex*

S. No.	Sex	Number of Respondents	Percentage (%)
1	Male	37	74.00
2	Female	13	26.00
	Total	50	100.00

Table 4:1.3 indicates that 74.00 per cent respondents are male and rest 26.00 per cent respondents are female. It is evident from the table that majority of the teachers are male. Mostly females teachers are posted in urban and semi-urban areas, Therefore number of female teachers is less as compared to male teachers in rural areas.

Caste -

Caste system is essentially a peculiar feature of the Hindu social system. Backward and unprivileged castes have been identified in Independent India to provide them special benefits to keep them in main stream. Scheduled Castes, Scheduled Tribes and Other Backward Castes are termed as socio-economically backward and Constitution provides special safety for the upliftment of these classes.

Table 4:1.4*Caste*

S. No.	Caste	Number of Respondents	Percentage (%)
1	ST	11	22.00
2	SC	07	14.00
3	OBC	16	32.00
4	General	16	32.00
	Total	50	100.00

Table 4:1.4 reveals that 32.00 per cent respondents are general. Another 32.00 per cent respondents are OBC. 22.00 per cent respondents are ST and rest 14.00

per cent are SC. It is clear from the analysis that all the groups are represented in the sample.

Educational Status-

Qualified and trained teachers are the essence of providing quality primary education in the rural areas. If the teachers are well qualified and dedicated the problem of girl child drop out would be reduced and only then the goal of universalisation of primary education will be achieved.

Table 4:1.5
Educational Status

S. No.	Educational Status	Number of Respondents	Percentage (%)
1	Higher Secondary	15	30.00
2	Graduate	33	66.00
3	Post Graduate	02	04.00
	Total	50	100.00

Table 4:1.5 shows that 66.00 per cent respondents are graduate. 30.00 per cent respondents are educated upto higher secondary. Rest 4.00 per cent respondents are post graduate. It clarifies that majority of the respondents are educated upto graduate and above.

Teacher Training-

Training of teachers is crucial for the qualitative improvement in primary education. It will equip the teachers with skills of inculcating interest in the young minds for education and thereby, strengthen elementary education.

Table 4:1.6
Teacher Training

S. No.	Teacher Training	Number of Respondents	Percentage (%)
1	Yes	20	40.00
2	No	30	60.00
	Total	50	100.00

Table 4:1.6 highlights that 40.00 per cent respondents are trained and 60.00 per cent respondents are not trained. This is because a large group of Shikshakarmies are yet to be trained.

Level of Training

Teachers training is a crucial aspect. The training status after senior secondary as a diploma in education. After graduation one can get bachelor and masters degree in education.

Table 4:1.7
Level of Training

S. No.	Level of Training	Number of Respondents	Percentage (%)
1	BTI	13	65.00
2	B.Ed.	06	30.00
3	M.Ed.	01	05.00
	Total	20	100.00

Table 4:1.7 reflects that out of 20 respondents who have got training, 13 respondents have received the diploma of BTI. 6 respondents are graduated in education. Only one respondent has done M.Ed. It shows that majority of the trained respondents are diploma holder.

Survey of School Going Age (6-11) Children-

A Survey was conducted to find out the number of school going age (6-14) children to enrol them in the village primary school. The objective of the survey to ensure that every girl is enrolled in the school thereby implementing the goal of universalisation of primary education.

As all the works related to primary education are transferred to Gram Panchayat in Madhya Pradesh. Panchayats do ensure the survey of school going age children.

Table 4:1.8
Survey of School Going Age Children

S. No.	Survey of School Going Age Children	Number of Respondents	Percentage (%)
1	Yes	50	100.00
2	No	00	00.00
	Total	50	100.00

Table 4:1.8 shows that all the respondents are of the view that they do survey of school going age children in the villages.

Table 4:1.9

Whether the Children are Enrolled According to Survey List

S. No.	Are the Children Enrolled According to Survey List	Number of Respondents	Percentage (%)
1	Yes	30	60.00
2	No	20	40.00
	Total	50	100.00

Table 4:1.9 indicates that 60.00 per cent respondents are of the view that the children are enrolled according to survey list. 40.00 per cent respondents feel that the children are not enrolled according to survey list. It gives a negative impression that a substantial number of the respondents depict the scenario adversely.

Table 4:1.10

Reasons of Absenteeism of Girl Child

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Works related to household activities/ care of sibling	38	76.00
2	Works related to agriculture and labour	31	62.00
3	Lack of attention from parents/ lack of self interest	07	14.00
4	Due to illness	03	06.00

Table 4:1.10 reveals the reasons of absenteeism of girl child. 76.00 per cent respondents give the reason as household activities/care of siblings. 62.00 per cent respondents opine that they remain busy with works related to agriculture and labour. Lack of attention from parents/lack of self interest is told by 14.00 per cent respondents. 6.00 per cent respondents remain out because of illness. It clarifies that most of the girls are absent mainly due to their involvement in various works.

Table 4:1.11*Reasons of Non Enrolment of Girl Child*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Lack of awareness among parents/illiteracy of parents	30	60.00
2	Due to conservative approach	07	14.00
3	Involvement in household activities	09	18.00
4	Low socio-economic status which leads to labour work	10	20.00
5	Lack of educational facility/ atmosphere of school is not congenial	02	04.00
6	Child marriage	02	04.00

Table 4:1.11 depicts the reasons of non-enrolment of girl child. 60.00 per cent respondents feel that the non enrolment is due to lack of awareness among parents/ illiteracy of parents. Low socio-economic status which leads to labour work is recognised as the cause by 20.00 per cent respondents. 18 per cent respondents feel that household activities keep them away. Another 4.00 per cent respondents argue that non-enrolment is due to lack of educational facility/atmosphere of school is not congenial. And 4.00 per cent respondents do blame on child marriage. The main reason given is low exposure of parents.

Table 4:1.12*Reasons for Dropout of Girl Child*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Works related to household activities/ care of sibling	21	42.00
2	Due to engagement/marriage	12	24.00
3	Repeated failure in one class	08	16.00
4	Involvement in labour and agriculture work	28	56.00
5	Eve Teasing	05	10.00

Table 4:1.12 highlights the reasons for dropout of girl child. 56.00 per cent respondents are of the view that involvement in labour and agriculture work keeps them occupied. 42.00 per cent respondents feel that works related to household activities/care of sibling is reason for not going to schools. Engagement/marriage as reasons is recognised by 24.00 per cent respondents, repeated failure in one class is another reason according to 16.00 per cent respondents, 10.00 per cent respondents feel that eve teasing keeps them away. Therefore it is evident from the above analysis that involvement of girls in various works is the main reason of dropout.

Table 4:1.13

Level of Interest Shown by Parents for Girl Child Education

S. No.	Level	Number of Respondents	Percentage (%)
1	Very high	-	-
2	High	02	04.00
3	Moderate	35	70.00
4	Low	10	20.00
5	Very low	03	06.00
	Total	50	100.00

Table 4:1.13 illustrates the level of interest shown by parents for girl child education. 70.00 per cent respondents feel that the parents interest is moderate. According to 20.00 per cent respondents the interest level is low. 6.00 per cent respondents observe it very low and rest 4.00 per cent respondents see it as high. None of the respondents feel this level very high. It clarifies that in majority opinion the interest level is either moderate or low. This leads to a deseperating situation.

Table 4:1.14*The Reasons of Low or Very Low Interest*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Negative approach towards girl child education	08	61.11
2	Low level of education	06	46.15
3	Labour work	05	38.46
4	Involvement in household and agriculture work	01	07.69

Table 4:1.14 indicates about the low interest level. Out of 13 respondents opined about the low and very low level of interest by parents, 8 respondents feel the reason as negative approach towards girl child education. 6 respondents give reason as low level of education of parents. Involvement in labour work is another reason, according to 5 respondents. Only one respondent say that they are busy with household and agriculture work.

Table 4:1.15*Approach to Parents*

S. No.	Have you ever approached the parents of those children who are often absent or dropped out	Number of Respondents	Percentage (%)
1	Yes	45	90.00
2	No	05	10.00
	Total	50	100.00

Table 4:1.15 reflects that 90.00 per cent respondents have approached the parents of those children who are often absent or dropped out. It denotes that majority of the teachers do contact the parents whose children are absent or dropped out.

Table 4:1.16*If Yes, Then the Response of Parents*

S. No.	Response	Number of Respondents	Percentage (%)
1	Negative approach/explain their problem	14	31.12
2	Lack of attention	06	13.33
3	Ignorance for children	01	02.22
4	Positive attitude/send their children	11	24.44
5	Give assurance to send children	13	28.89

Table 4:1.16 elicits about the responses of parents. Out of 45 respondents 31.12 per cent respondents express the response as negative or parents explain their problem. 28.89 per cent respondents give assurance to send their children. 24.44 per cent respondents observe the response in positive manner. 13.13 per cent respondents feel that the parents have lack of attention. Only one respondent argue that they have ignorance for children. It shows that almost half of the respondents depict the response in positive manner.

Government Schemes Related to Girl Education -

Madhya Pradesh is one of the backward states from the point of view girl literacy. The state government is running several schemes related to girl education. It includes free education, scholarship, free books and uniform, mid-day meal etc.

Table 4:1.17*Government Schemes Related to Girl Education*

S. No.	Schemes	Number of Respondents	Percentage (%)
1	Scholarship	38	76.00
2	Mid day meal	24	48.00
3	Book bank	16	32.00
4	Free education	04	08.00
5	Uniform	13	26.00
6	Don't know	10	20.00

Table 4:1.17 indicates the government schemes related to girl education. 76.00 per cent respondents know about scholarship. Mid day meal scheme is opined by 48.00 per cent respondents. Book bank schemes is known to 32.00 per cent respondents. School uniform is opined by 26.00 per cent respondents. 8.00 per cent respondents know about free education. 20.00 per cent respondents don't know about any scheme. It clarifies that scholarship is most known scheme.

Table 4:1.18

Role of Primary Schools in Execution of Such Schemes

S. No.	Role	Number of Respondents	Percentage (%)
1	Only distribution work	32	80.00
2	No role	02	05.00
3	Don't know	06	15.00
	Total	40	100.00

Table 4:1.18 describes the role of primary schools in execution of such schemes. Out of 40 respondents, 80.00 per cent respondents say that the school have role in distribution work. 15.00 per cent respondents don't know about the role. 5.00 per cent respondents are of the view that the school have no role. It shows that mainly the schools are involved in distribution work.

Table 4:1.19

How do you Perceive the Schemes?

S. No.	How do you perceive the schemes?	Number of Respondents	Percentage (%)
1	Useful/beneficial	37	74.00
2	Not useful	13	26.00
	Total	50	100.00

Table 4:1.19 reveals that 74.00 per cent respondents perceive the schemes to be useful/beneficial. Rest 26.00 per cent respondents find it unuseful. Almost three fourth of the respondents advocate in favour of all such schemes.

Table 4:1.20
If Not Useful, then Reasons

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Schemes are not sufficient and benefits are not accessible to all	08	61.54
2	Benefits of schemes are not provided timely and regularly	05	38.46
	Total	13	100.00

Table 4:1.20 states the reasons of the respondents who feel the schemes are not useful. Out of 13 respondents, 61.54 per cent respondents feel that such schemes are not sufficient and benefits are not accessible to all. Rest 38.46 per cent argue that the benefits of schemes are not provided timely and regularly.

Infrastructural Facilities -

Adequate Infrastructure is prerequisite to create congenial atmosphere of education. Lack of infrastructural facilities is a significant aspect which leads to adverse schooling scenario many a times in Indian context and more so relevant in backward states like Madhya Pradesh.

Table 4:1.21
Infrastructural Facilities

S. No.	Do you feel the infrastructural facility is adequate	Number of Respondents	Percentage (%)
1	Yes	35	70.00
2	No	15	30.00
	Total	50	100.00

Table 4:1.21 highlights that 70.00 per cent respondents feel the infrastructural facility adequate. It denotes that majority of the teachers are of the view the

infrastructural facilities are adequate.

Table 4:1.22

If Not, have you Approached any Authority?

S. No.	If not, have you approached any authority ?	Number of Respondents	Percentage (%)
1	Yes	14	93.33
2	No	01	06.67
	Total	15	100.00

Table 4:1.22 indicates about approach to authorities for lack of infrastructural facilities. Out of 15 respondents, 14 have approached the authorities. It is a positive sign that a small group who feel that the infrastructural facilities are inadequate, has approached for doing the needful.

Table 4:1.23

If Yes, what was the Response?

S. No.	Response	Number of Respondents	Percentage (%)
1	No attention	08	57.14
2	Only assurance	06	42.86
	Total	14	100.00

Table 4:1.23 reflects about the response of respondents who approached the authorities. Out of 14 respondents, 8 respondents say that no attention has been paid. Rest 6 respondents feel that only assurance is given.

Table 4:1.24
*The Specific Reasons for low
Educational Status in Madhya Pradesh*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Education system at grassroots level is not upto the mark/ lack of facilities	13	26.00
2	Conservative attitude	11	22.00
3	More involvement in agriculture	09	18.00
4	Lack of education among parents	22	44.00
5	Child marriage	02	04.00

Table 4:1.24 reveals the reasons of low educational status in Madhya Pradesh. 44.00 per cent respondents are of the view that it is due to lack of education among parents. 26.00 per cent respondents feel that education level at grassroots is not upto the mark/ (lack of facilities.) Conservative attitude is another reason given by 22.00 per cent respondents. 18.00 per cent respondents feel it is due to more involvement in agriculture. Child marriage as reason is opined by 4.00 per cent respondents.

Suggestions for improvement

Table 4:1.25

Suggestive Measures for the Betterment of Girl Child Education

S. No.	Suggestive Measures	Number of Respondents	Percentage (%)
1	Parents should be made aware (specially women)	15	30.00
2	Female teacher should be arranged	10	20.00
3	Involvement of teachers in extra-educational activities should be minimised	08	16.00
4	Separate schools for girls	06	12.00
5	In villages, schools upto middle and above should be opened	10	20.00
6	More schemes should be operated/ implementation of schemes should be proper	05	10.00
7	Village schools should be fully equipped	10	20.00
8	Education should be compulsory	06	12.00
9	Social evils/ child marriages should be strictly prohibited	05	10.00

Table 4:1.25 highlights about the suggestive measures for the betterment of the girl child education. 30.00 per cent respondents are of the view that the parents should be made aware specially women. According 20.00 per cent respondents, female teachers should be arranged. 20.00 per cent respondents opined that in villages, schools upto middle and above should be opened and equal respondents feel that the schools should be fully equipped. 16.00 per cent respondents point out that the involvement of teachers in extra educational activities should be minimised. 12.00 per cent respondents argue that there should be separate schools for girls. According to 12.00 per cent respondents, education should be made compulsory. 10.00 per cent respondents are of the view that more schemes should be operated. 10.00 per cent respondents feel that the social evils/child marriage should be strictly prohibited.

It clarifies that there are several ways to improvise the situation. Only by providing schools or teachers and other facilities will not bear the desired fruits, until and unless the rural society is made aware of education and its importance.

(II)

RESPONSES OF THE PARENTS

The profile of parents is the biographical sketch of a person which will give us an idea about the home situation in which the child is placed. The factors considered are sex, age, occupation, caste income, educational status of both the husband and wife and the size of the family. All these factors affect on the well being of the child and the kind of input he/she gets from his home for his or her education.

This chapter analyses the aspects of the personal and social characteristics which has a role in the formation of their perception and practices about educational system.

Sex

Sex is a very important indicator in analysing socio-economic characteristics of parents. As the girl education has significant influence of parents.

Table 4:2.1

Sex

S. No.	Sex	Number of Respondents	Percentage (%)
1	Male	91	91.00
2	Female	09	09.00
	Total	100	100.00

Table 4:2.1 indicates that 91.00 per cent respondents are male. Rest 9.00 per cent respondents are female. As the availability of male in houses during survey was much higher and also male prefer to have interaction rather than female and therefore the number of male respondent is higher.

Age

Age is very significant aspect of background of parents. For the purpose of analysis, age has been categorized in four groups as 18 to 25; 26 to 35; 36 to 45 and 46 and above.

Table 4:2.2*Age*

S. No.	Age	Number of Respondents	Percentage (%)
1	18 to 25	05	05.00
2	26 to 35	57	57.00
3	36 to 45	34	34.00
4	46 to above	04	04.00
	Total	100	100.00

Table 4:2.2 reveals that 57.00 per cent respondents belong to the age group of 26 to 35. 34.00 per cent respondents fall in the age group of 36 to 45. 5.00 per cent respondents belong to the age group of 18 to 25. Rest 4.00 per cent respondents represent age group of 46 and above. It is clear from the above analysis that more than half of the respondents fall in the age group of 26 to 35 and in all 96.00 per cent respondents are below the age of 45.

Occupation

Occupation is an important factor as it has a direct bearing on the educational aspect of children.

Table 4:2.3*Occupation*

S. No.	Occupation	Number of Respondents	Percentage (%)
1	Agriculture	74	74.00
2	Labour	18	18.00
3	Business	03	03.00
4	Housewife	04	04.00
5	Service	01	01.00
	Total	100	100.00

Table 4.2.3 presents that 74.00 per cent respondents do agriculture as occupation, 18.00 per cent respondents are labourer. 4.00 per cent respondents are housewife. 3.00 per cent respondents are in business and one respondent is from service. It shows that agriculture is the prominent occupation.

Caste

Cast system is essentially a peculiar factor of the Hindu social system. Backward and unprivileged castes have been identified in Independent India to provide them special benefits to keep them up. SC, ST and OBC are termed as socio-economically backward and constitution provides special safety for the upliftment of these classes.

Table 4:2.4

Caste

S. No.	Caste	Number of Respondents	Percentage (%)
1	ST	30	30.00
2	SC	02	02.00
3	OBC	48	48.00
4	General	20	20.00
	Total	100	100.00

Table 4:2.4 highlights that 48.00 per cent of the respondents are OBC. 30.00 per cent respondents are SC and 2.00 per cent respondents are ST. Rest 20.00 per cent respondents are general. It is clear from the table that the sample includes representation of all the castes.

Income

Annual income of an individual indicates the background of respondents which enable us in analysing the socio-economic status.

Table 4:2.5

Income

S. No.	Annual Income (In Rupees)	Number of Respondents	Percentage (%)
1	Upto 11000	33	33.00
2	11001 to 30000	49	49.00
3	30001 to 60000	16	16.00
4	60001 and above	02	02.00
	Total	100	100.00

Table 4:2.5 reveals that 49.00 per cent respondents belong to the income group of 11001 to 30,000 annually. 33.00 per cent respondents are from the income group of upto 11,000. 16.00 per cent respondents are from 30,001 to 60,000 group. And rest 2.00 per cent respondents belong to the income group of 60,001 and above. It clarifies that almost half of the respondents are from the income group 11001 to 30,000. One third respondents are per cent respondents below the poverty line.

Educational status

Education is one of the basic indices of socio-economic characteristics. Madhya Pradesh is considered to be one of backward states.

Table 4:2.6

Educational Status

S. No.	Educational Status	Number of Respondents	Percentage (%)
1	Illiterate	34	34.00
2	Literate	17	17.00
3	Primary	32	32.00
4	Middle	12	12.00
5	Higher Secondary	05	05.00
6	Graduate	-	-
	Total	100	100.00

Table 4:2.6 shows that 34.00 per cent respondents are illiterate. 32.00 per cent respondents are educated up to primary level. 17.00 per cent respondents are just literate. 12.00 per cent respondents are educated up to middle. Rest 5.00 per cent respondents are educated up to higher secondary. It clarifies that almost one third respondents are illiterate. Almost half of the respondents are just literate or educated up to primary.

Table 4:2.7*Educational Status of Husband/Wife*

S. No.	Educational Status	Number of Respondents	Percentage (%)
1	Illiterate	82	82.00
2	Literate	06	06.00
3	Primary	09	09.00
4	Middle	-	-
5	Higher Secondary	03	03.00
6	Graduate	-	-
	Total	100	100.00

Table 4:2.7 highlights the educational status of husband/wife which is equally important aspect. 82.00 per cent respondents' husband/wife are illiterate. 6.00 per cent respondents are just literate and 9.00 per cent respondents are educated up to primary. Rest 3.00 per cent are educated up to higher secondary. The majority is of illiterates, it is due to 91.00 per cent respondents are male and therefore the present educational status is mainly of females.

Size of Family

Family size is a very significant aspect, it denotes the level of awareness towards family planning and economic status as well.

Table 4:2.8*Size of Family*

S. No.	Size of Family	Number of Respondents	Percentage (%)
1	Upto 4	18	18.00
2	5 to 7	71	71.00
3	8 and above	11	11.00
	Total	100	100.00

Table 4:2.8. reflects that 71.00 per cent respondents have family size between 5 and

7. 18 per cent respondents have their family size upto 4. Rest 11.00 per cent respondents have family size of 8 and above. It shows that majority of the respondents fall in the family size of 5 to 7 which highlights the average size of a big family.

Table 4:2.9

If all Children are not going to School, then Reasons

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Household work/ care of siblings	13	13.00
2	School in village is upto primary only	02	02.00
3	Involvement in agriculture/ Labour work	09	09.00
4	Atmosphere of education is not proper	04	04.00
5	Due to engagement/ marriage	03	03.00
6	Due to illness/ handicap	01	01.00

Table 4:2.9 depicts the reasons for all children not going to school. 13.00 per cent respondents are of the view that they are involved in household work or care of sibling. 9.00 per cent respondents point out that they are involved in agriculture/labour work. Atmosphere of education is not proper, is the reason given by 4.00 per cent respondents. Another 3.00 per cent respondents give the reason of engagement or child marriage. 2.00 per cent respondents are of the view that the school in village is limited up to primary. Rest 1 respondent each argue that they don't allow girl child to school and due to illness or handicap, which means that the involvement of children in household work or in agriculture/labour work are main reasons which keeps them away from schools.

Table 4:2.10*Particularly the reasons for not sending girl child to school*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Household work/ care of siblings	11	11.00
2	Involvement in agriculture/ Labour work	08	08.00
3	Atmosphere of education is not proper	01	01.00
4	Due to engagement/ marriage	02	02.00
5	Traditionally don't allow girl child for education	03	03.00

Table 4:2.10 reveals the reasons for not sending the girl child to school. 11.00 per cent respondents are of the view that they are involved in household work/care of sibling. 8.00 per cent respondents feel it due to involvement in agriculture and labour work 3.00 per cent feel that tradition does not allow girl child to go out. 2.00 per cent respondents observe it is due to engagement/marriage. It clarifies that the main reason which keeps girl away is her involvement in household, agriculture, labour work etc.

Table 4:2.11*Have your children dropped out of primary school?*

S. No.	Have your children dropped out of primary school ?	Number of Respondents	Percentage (%)
1	Yes	21	21.00
2	No	79	79.00
	Total	100	100.00

Table 4:2.11 depicts that 21.00 per cent respondents children have dropped out of primary school. It denotes that a small percentage is dropped out of school.

Table 4:2.12*Reasons of Dropping out children*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Household work/ care of siblings	10	47.62
2	Due to engagement/ marriage	02	09.52
3	Involvement in agriculture/ Labour work	06	28.57
4	Atmosphere of education is not proper	03	14.29
	Total	21	100.00

Table 4:2.12 highlights the reasons of dropping out 9 children. Out of 21 respondents , 47.62 per cent respondents feel that it is due to household work/care of sibling. 28.57 per cent respondents give the reason of involvement in agriculture/ labour work Atmosphere of education is not proper is reason for 14.29 per cent respondents . Engagement/marr iage is reason of dropping out according to 9.52 per cent respondents . It is evident from the above analysis that involvement in household work/care of sibling is one of main reasons .

Table 4:2.13*Opinion about girl child Education*

S. No.	What is your opinion about girl child	Number of Respondents	Percentage (%)
1	Education should be given up to primary level only	12	12.00
2	girls should be educated to understand routine work only	28	28.00
3	Girls should be educated upto the availability of school in the Village	04	04.00
4	Girls should not be educated	08	08.00
5	Girls should be educated as maximum as possible	25	25.00
6.	Girls should be educated so that they may become self independent	17	17.00

Table 4:2.13 illustrates about the opinion of girl child education. 28.00 per cent respondents feel that girls should be educated to understand their routine work only. 25.00 per cent respondents opine that girls should be educated as much as possible. 17.00 per cent respondents feel that girls should be educated so that they may become self dependent. 12.00 per cent respondents observe it that education should be given upto primary level only. 8.00 per cent respondents see that girls should not be educated. 4.00 per cent respondents feel that girls should be educated upto the availability of school in the village. It clarifies that the opinion about girl child education is both positive and negative.

Table 4:2.14*Face any Social Problem*

S. No.	Do you face any social Problem in sending your daughter to Primary school	Number of Respondents	Percentage (%)
1	Yes	09	09.00
2	No	91	91.00
	Total	100	100.00

Table 4:2.14 illustrates that only 9.00 per cent respondents face social problem in sending their daughter to primary school.

Table 4:2.15

If yes, specify the problems

S. No.	Problems	Number of Respondents	Percentage (%)
1	Due to early marriage	04	44.44
2	More education creates problem	05	55.56
	Total	09	100.00

Table 4:2.15 indicates the problem of sending girl child to school. Out of 9 respondents, 5 respondents opine that more education created problem for their marriage. Rest 4 respondents feel it due to early marriage.

Table 4:2.16

Necessary Environment for studies at home

S. No.	Do you feel that you are providing necessary environment to your children for studies at home	Number of Respondents	Percentage (%)
1	Yes	49	49.00
2	No	51	51.00
	Total	100	100.00

Table 4:2.16 reflects about the necessary environment for studies at home. 49.00 per cent respondents feel that they are providing the necessary environment to their children for studies at home. It denotes that almost half of the respondents are of the view that they are providing necessary environment.

Table 4:2.17*If yes, how ?*

S. No.	If yes, how ?	Number of Respondents	Percentage (%)
1	Ask to children to study and dissociated them from household work	21	42.86
2	Parents teach at home	19	38.78
3	Tutor for study at home	09	18.36
	Total	49	100.00

Table 4:2.17 elicits about how they are providing necessary environment. Out of 49 respondents, 42.78 per cent respondents tell their children to study and dissociate them from household work 38.78 per cent respondents feel that the parents teach at home. Rest 18.36 per cent respondents state that they provide tutor to study at home. It shows that almost half of the parents are doing effort for providing better environment.

Table 4:2.18*If no, why (Reasons)*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Parents are illiterate hence don't give proper attention	23	45.10
2	Due to involvement in agriculture and household activities	28	54.90
	Total	51	100.00

Table 4:2.18 indicates about the reasons of not providing necessary environment for education. Out of 51 respondents, 54.90 per cent respondents feel that it due to involvement in agriculture and household work Rest 45.10 per cent respondents say that the parents are illiterate hence they don't give proper attention. It clarifies that illiteracy and involvement in agriculture are main hindrances of education.

Table 4:2.19*Government Schemes for Education*

S. No.	What are the governmental schemes for the education ?	Number of Respondents	Percentage (%)
1	Scholarship	27	27.00
2	Uniform	06	06.00
3	Free education	07	07.00
4	Free books	11	11.00
5	Mid day meals	51	51.00
6.	Don't know	41	41.00

Table 4:2.19 describes about the government schemes for education. 51.00 per cent respondents opined about mid day meal. 27.00 per cent respondents opined about scholarship. Free books is known to 11.00 per cent respondents. 7.00 per cent respondents talk about free education and 6.00 per cent respondents about uniform. 41.00 per cent respondents don't know about any scheme. It shows that schemes are known to respondents though number is limited. A huge percentage is not aware about schemes.

Table 4:2.20*Have you received the Benefit of the schemes?*

S. No.	Have you received the benefit of the schemes ?	Number of Respondents	Percentage (%)
1	Yes	52	88.14
2	No	07	11.86
	Total	59	100.00

Table 4:2.20 reveals about the benefit received. Out of 59 respondents who are aware about schemes, 88.14 per cent respondents say 'yes'. It means that maximum respondents are aware about schemes and are receiving the benefits as well.

Table 4:2.21*If no, reasons*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Due to general category	03	42.85
2	Teachers don't give	03	42.85
3	Distribution is not timely	01	14.30
	Total	07	100.00

Table 4:2.21 states about the reasons of not receiving benefit. Out of 7 respondents, 3 respondents feel that they belong to general category. Another 3 respondents blame teachers for not providing benefits. Rest one respondent says that it is due to untimely distribution.

Table 4:2.22

Generally the Educational Status is Low in Madhya Pradesh, specify the reasons

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Status of education is better in other states	03	03.00
2	child marriage/conservative society	16	16.00
3	Teachers are not sincere	05	05.00
4	Labour and poor class is big in number	14	14.00
5	Agriculture class is very large and it involves children in agriculture	19	19.00
6.	level of awareness among parents is low/illiteracy is high	14	14.00
7.	Adequate facility of education in village is not available	04	04.00
8.	Efforts from government is less	02	02.00
9.	Don't know	30	30.00

Table 4:2.22 reflects the reasons of low educational status in Madhya Pradesh. 19.00 per cent respondents argue that agriculture class is very large and it involves children in

agriculture. 16.00 per cent respondents give the reason of child marriage/conservative society. 14.00 per cent respondents observe it as the labour and poor class is big in number. 14.00 per cent respondents feel the level of awareness among parents is low/illiteracy is high. 5.00 per cent respondents blame the insincerely of teachers. 4.00 per cent respondents point out the inadequate facilities in villages. 3.00 per cent respondents feel that the status of education is better in other states. 2.00 per cent respondents opined that the efforts from government is less. 30.00 per cent respondents are not in a position to give the reasons for low educational status. It reflects that in rural areas mainly persons belonging to agriculture and labour class which is significant bottleneck for education.

Table 4:2.23

Suggestive Measures for the betterment of Girl Child Education

S. No.	Suggestive Measures	Number of Respondents	Percentage (%)
1	Parents and villagers should be made aware	14	14.00
2	Separate girls school should be opened	07	07.00
3	Female teachers should be appointed	03	03.00
4	More schemes should be implemented	12	12.00
5	In villages schools upto middle and and above should be opened	13	13.00
6	Social taboos should be removed	02	02.00
7	education should be made compulsory	02	02.00
8	Special efforts should be made by Gram Panchayat	03	03.00
9	The implementation of schemes should be timely and regular and equal	08	08.00
10	No suggestion	48	48.00

Table 4:2.23 highlights about the suggestive measures for the betterment of girl child education. 14.00 per cent respondents feel that parents and villagers should be made

aware. 13.00 per cent respondents observe that in villages schools upto middle and above should be opened. 12.00 per cent respondents argue that more schemes should be implemented. 7.00 per cent respondents are of the view that separate girls schools should be opened. 3 per cent respondents each feel that female teachers should be appointed and special efforts by Gram Panchayat/sarpanch should be made. 2.00 per cent respondents opine that social taboos should be removed. 2.00 per cent respondents feel that the education should be made compulsory. 48.00 per cent respondents are not in a position to give any suggestion. It is clear from the above analysis where almost half of the respondents are not in a position to give any suggestion. Another half of respondents give several constructive suggestions for the betterment of girl child education.

(III)

RESPONSES OF PANCHAYAT RAJ REPRESENTATIVES

The education commission (1964-66) recommended that schools and their respective local communities should be intimately associated in educational development.

Since Independence efforts have been made to establish panchayatraj system in India but until 73rd Amendment Act, the panchayatraj institutions could not be made the real units of local self government. Madhya Pradesh is the first state to introduce new panchayatraj system in state. Various powers have been given to the panchayats of all the three levels. At the grassroots level Gram Panchayats are very important bodies.

This part of the chapter analyses the background and role of panchayatraj representatives in elementary education.

Table 4:3.1

Post

S. No.	Post	Number of Respondents	Percentage (%)
1	Sarpanch	04	08.00
2	Up sarpanch	02	04.00
3	Panch	44	88.00
	Total	50	100.00

PR representatives at Gram Panchayat level hold different posts. The posts are Sarpanch, Up-sarpanch and Panch.

Table 4:3.1 indicates that 88.00 per cent respondents are Panch 8.00 per cent respondents are Sarpanch and rest 4.00 per cent are Up-sarpanch.

Table 4:3.2*Sex*

S. No.	Sex	Number of Respondents	Percentage (%)
1	Male	39	78.00
2	Female	11	22.00
	Total	50	100.00

Sex is a very important indicator in analysing socio-economic characteristics of PR representatives. As the 33.00 per cent seats are reserved in panchayats for women.

Table 4:3.2 shows that 78.00 per cent respondents are male. Rest 22.00 per cent respondents are female. It confirms that women are represented in sample, though the percentage is less as compared to their reservation.

Table 4:3.3*Age*

S. No.	Age	Number of Respondents	Percentage (%)
1	18 to 25	01	02.00
2	26 to 40	26	52.00
3	41 to 55	18	36.00
4	56 to above	05	10.00
	Total	50	100.00

Age is a significant aspect in determining the rural leadership. Table 4:3.3 reveals that 52.00 per cent respondents are from the age group of 26 to 40. 36.00 per cent respondents are from the age group 41 to 55. 10 per cent respondents are in the age group 56 and above. Rest 2.00 per cent respondents are in the age group 18 to 25. It is clear from the above analysis that 90.00 per cent respondents are below the age of 55.

Table 4:3.4*Occupation*

S. No.	Occupation	Number of Respondents	Percentage (%)
1	Agriculture	40	80.00
2	Labour	05	10.00
3	Business	05	10.00
4	Housewife	-	-
	Total	50	100.00

Occupation is an important aspect of socio-economic characteristics. Table 4:3.4 presents that 80.00 per cent respondents have agriculture as occupation. 10.00 per cent respondents are labourers. Rest 10.00 per cent respondents are in business. It shows that majority of the respondents are from agriculture background.

Table 4:2.5*Caste*

S. No.	Caste	Number of Respondents	Percentage (%)
1	SC	21	42.00
2	ST	04	08.00
3	OBC	18	36.00
4	General	07	14.00
	Total	50	100.00

Caste is determinant factor in political scenario. Reservation has been done for SC, ST and OBC in panchayats.

Table 4:3.5 highlights that 42.00 per cent respondents are SC. 36.00 per cent respondents are OBC. 8 per cent respondents are ST and rest 14 per cent respondents are from general category. It is clear from the above table that all the castes are represented in sample.

Table 4:3.6*Annual Income*

S. No.	Annual Income (In Rupees)	Number of Respondents	Percentage (%)
1	Upto 11000	08	16.00
2	11001 to 30000	24	48.00
3	30001 to 60000	15	30.00
4	60001 to 1,00,000	03	06.00
	Total	50	100.00

Table 4:3.6 reveals that 48 per cent respondents are from the annual income group 11,001 to 30,000. 30 per cent respondents are from 30,001 to 60,000. 16 per cent respondents belong to upto 11,000 group. Rest 6.00 per cent are from 60,001 to 1,00,000 income group. It clarifies that almost half of the respondents are from the income group 11,001 to 30,000.

Table 4:3.7*Educational Status*

S. No.	Educational Status	Number of Respondents	Percentage (%)
1	Illiterate	17	34.00
2	Literate	05	10.00
3	Up to primary	17	34.00
4	Middle	09	18.00
5	Higher Secondary	02	04.00
6	Graduate and above	-	-
	Total	50	100.00

Education is one of the basic indices of socio-economic characteristics. Madhya Pradesh has low educational status. Table 4:3.7 shows that 34.00 per cent respondents are educated upto primary level. Another 34.00 per cent respondents are illiterate. 18.00 per cent respondents are educated upto middle level. 10.00 per cent respondents are just literate. Rest 4.00 per cent respondents are educated upto higher secondary level. It clarifies that almost one third respondents are illiterate and another one third are educated upto primary level.

Table 4:3.8*Attention being given to schooling of child*

S. No.	Do you feel adequate attention is being given to schooling of children in your village by villagers?	Number of Respondents	Percentage (%)
1	Yes	34	68.00
2	No	16	32.00
	Total	50	100.00

Table 4:3.8 reveals about the adequate attention is being given to schooling of the child in villages by villagers. 68.00 per cent respondents are of the view that adequate attention is being given to schooling.

Table 4:3.9*If yes, specify*

S. No.	If yes, specify	Number of Respondents	Percentage (%)
1	Efforts are made to send the children in school	16	47.06
2	Villagers are aware and they send their children to school	15	44.12
3	Teachers do efforts to contact children	07	20.59

Table 4.3.9 depicts about the details of adequate attention. Out of 34 respondents, 47.06 per cent respondents feel that efforts are made to send the children in school. 44.12 per cent respondents say that villagers are aware and they send their children to school. 20.59 per cent respondents are of the view that teachers do efforts to contact children.

Table 4:3.10*If no, reasons*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Mostly villagers are agricultur ists or labourer and they don't take interest	05	31.25
2	Backward and poor class people don't give proper attention to education	07	43.75
3	Due to social taboos	02	12.50
4	Low level of awareness among villagers	02	12.50
	Total	16	100.00

Table 4:3.10 highlights the reasons of inadequate attention to schooling. Out of 16 respondents, 43.75 per cent respondents are of the view that backward and poor class people don't give proper attention to education. 31.25 per cent respondents feel that mostly villagers are agricultur ist or labourer and they don't take much interest. 12.50 per cent respondents give the reason of social taboos. Rest 12.50 per cent respondents give the reason of low level of awareness among villagers.

Table 4:3.11*What are the various schemes related to elementary education?*

S. No.	Schemes	Number of Respondents	Percentage (%)
1	Scholarship	22	44.00
2	Mid day Meal	32	64.00
3	Free Uniform	09	18.00
4	Book	10	20.00
5	Free Education	01	02.00
6	Don't know	16	32.00

Table 4:3.11 illustrates about the schemes related to elementary education known to respondents. 64.00 per cent respondents are aware of mid day meal scheme. 44.00 per cent respondents are known to scholarship. 20.00 per cent respondents are aware of free book distr bution. Free uniform scheme is known to 18.00 per cent respondents. 2.00 per

cent respondents are known about free education. 32.00 per cent respondents unaware of any scheme.

Table 4:3.12

Adequacy of Government Programmes

S. No.	Do you feel that Govt. programme are relevant and adequate?	Number of Respondents	Percentage (%)
1	Yes	24	48.00
2	No	26	52.00
	Total	50	100.00

Table 4:3.12 gives the opinion of government schemes, whether the schemes for the education are relevant and adequate. 48.00 per cent respondents are of the view that schemes are relevant and adequate. It clarifies that more than half of the respondents are not satisfied with the available schemes.

Table 4:3.13

If Yes, Specify

S. No.	If yes, specify	Number of Respondents	Percentage (%)
1	Poor class is benefited	19	79.17
2	It is a motivation for children to go school	06	25.00

Table 4:3.13 illustrates the positive aspect of government schemes. Out of 24 respondents 79.17 per cent respondents feel that poor class is benefited. 25.00 per cent respondents are of the view that it is a motivation for children to go to school.

Table 4:3.14*If no, reasons*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	The benefit of schemes is not timely and regular	06	23.08
2	Schemes are limited and they don't provide benefit to all	10	38.46
3	Implementation of schemes is not proper	08	30.77
4	Schemes are on paper/ No benefit	02	07.69

Table 4:3.14 indicates the reasons of inadequacy of programmes. 38.46 per cent respondents feel that schemes are limited and they don't provide benefit to all. 30.77 per cent respondents argue that the implementation of schemes is not proper. 23.08 per cent respondents give the reason that the benefits of schemes is not timely and regular. 7.69 per cent respondents are of the view that schemes are on paper hence no benefit.

Table 4:3.15

What is the level of awareness regarding the importance of education of girl child among villages?

S. No.	Level	Number of Respondents	Percentage (%)
1	Very high	-	-
2	high	08	16.00
3	Moderate	31	62.00
4	Low	11	22.00
5	Very low	-	-
	Total	50	100.00

Table 4:3.15 reflects the level of awareness regarding the importance of education of girl child among villagers. 62.00 per cent respondents feel that the level of awareness among villagers is moderate. 22.00 per cent respondents feel it low. Rest 16.00 per cent feel it high. It denotes that majority of the respondents feel that the awareness

level is moderate or low .

Table 4 : 3.16

If the interest level is low or very low , then the reasons

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Negative attitude of parents towards girls education	05	45.45
2	Agriculture and household work	05	45.45
3	Labour class normally involve their children in labour work	02	18.18
4	Status of education is low	01	09.09

Table 4:3.16 elicits the reasons of low or very low level of interest. Out of 11 respondents , 45.45 per cent respondents give the negative attitude of parents towards girls education as reason. Agriculture and household works is another reason given by 45.45 per cent respondents .18.18 per cent respondents feel that labour class normally involves their children in labour work 9.09 per cent respondents give the reason as status of education is low .

Table 4: 3.17

Awareness of women towards education of girl child

S. No.	Are the women aware of the education of girl child ?	Number of Respondents	Percentage (%)
1	Yes	22	44.00
2	No	28	56.00
	Total	50	100.00

Table 4:3.17 elicits about the awareness of women towards education of girl child. 44.00 per cent respondents are of the view that women are aware about the education of girl child. It shows that a very significant percentage feel the women are aware of education of girl child.

Table 4 : 3.18*If no, reasons*

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Most of the women are illiterate	16	57.14
2	No time beyond agriculture and household activities	10	35.70
3	Due to social taboos	05	17.85

Table 4:3.18 indicates about the reasons of unawareness among women about the education of girlchild. Out of 22 respondents, 57.14 per cent respondents feel that most of the women are illiterate. 35.70 per cent respondents argue that women have no time beyond agriculture and household activities. Social taboos is another reason given by 17.85 per cent respondents.

Table 4 : 3.19

Do you have a problem of information dissemination regarding Govt. facilities ?

S. No.	Do you have a problem of information dissemination regarding Govt. facilities ?	Number of Respondents	Percentage (%)
1	Yes	13	26.00
2	No	37	64.00
	Total	50	100.00

Table 4:3.19 describes about the problems of information dissemination regarding government facilities. 26.00 per cent respondents feel that they have a problem of information dissemination. Though 64.00 per cent respondents don't have any such problem.

Table 4 : 3.20*If yes , specify*

S. No.	If yes , specify	Number of Respondents	Percentage (%)
1	Due to illiteracy	09	69.24
2	Due to unavailability of information	04	30.76
	Total	13	100.00

Table 4:3.20 reveals about the problem. Out of 13 respondents , 69.23 per cent respondents feel that it is due to illiteracy. 30.76 per cent respondents argue that it is due to unavailability of information.

Table 4:3.21

Do you feel that the problem of girls dropping out of schools in rural areas is critical?

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Yes	50	100.00
2	No	-	-
	Total	50	100.00

Table 4:3.21 states about the opinion of respondents regarding the problem of girls dropping out of schools in rural areas .All respondents are of the view that the girl's dropping out of school in rural areas is critical.

Table 4:3.22*If yes, specify*

S. No.	If yes specify	Number of Respondents	Percentage (%)
1	Lack of awareness among parents	13	26.00
2	Involvement in agricultural/ household activities	18	36.00
3	Social taboo/child marriage	10	20.00
4	Due to poor economic background/ do labour work	12	24.00
5	Schooling facility is not proper	06	12.00

Table 4:3.22 reflects about the reasons of girls dropping out from schools. 36.00 per cent respondents feel that involvement in agriculture/household activities is the main reason. 26.00 per cent respondents give the reason as lack of awareness among parents. 24.00 per cent respondents are of the view that it is due to poor economic background/ do labour work. 20.00 per cent respondents give the reason of social taboo/child marriage. 12.00 per cent respondents feel that the schooling facility is not proper.

Table 4:3.23*Girl Child Absenteeism*

S. No.	What are the reasons of girl child absenteeism in your opinion?	Number of Respondents	Percentage (%)
1	Family Ignorance	31	62.00
2	Economic conditions	44	88.00
3	Nature of parent's work	28	56.00
4	Traditional Social Structure	20	40.00

Table 4:3.23 highlights about the reasons of girl child absenteeism in their opinion. 88.00 per cent respondents feel that it is due to economic condition. 62.00 per cent respondents give the reason of family ignorance. 56.00 per cent respondents are of the view that it is due to nature of parent's work. 40.00 per cent respondents argue that it is because of traditional social structure.

Table 4:3.24*Adequacy of facility for primary education*

S. No.	Do you feel that the facilities for primary education are adequate?	Number of Respondents	Percentage (%)
1	Yes	35	70.00
2	No	15	30.00
	Total	50	100.00

Table 4:3.24 indicates about the adequacy of facilities for primary education. 70.00 per cent respondents are of the view that the facilities are adequate. 30.00 per cent respondents feel it inadequate.

Table 4:3.25*If no, what are the requirements ?*

S. No.	Requirements	Number of Respondents	Percentage (%)
1	Building/ teachers/ study material/ other facilities	08	53.33
2	Regularity of School	06	40.00
3	More and sufficient schemes	02	13.33

Table 4:3.25 reveals about the requirements in the opinion of those who feel the facilities are inadequate. Out of 15 respondents, 53.33 per cent respondents feel the requirement of building/teachers/study material/other facilities. 40.00 per cent respondents talk about regularity of school. 13.33 per cent respondents are of the view that more and sufficient schemes should be introduced.

Table 4:3.26*Are the teachers settled in village ?*

S. No.	Are the teachers settled in village ?	Number of Respondents	Percentage (%)
1	Yes	-	-
2	No	50	100.00
	Total	50	100.00

Table 4:3.26 presents the fact that non of the teachers are settled in the villages .All the teachers come from nearby town and cities .

Table 4:3.27

Are the teachers regular and punctual in your village school?

S. No.	Are the teachers regular and punctual in your village school?	Number of Respondents	Percentage (%)
1	Yes	44	88.00
2	No	06	12.00
	Total	50	100.00

Table 4:3.27 highlights about the teachers regular ity and punctuality in village school. 88.00 per cent respondents say 'yes'. It means major ity of the respondents are assured about the regular ity and punctuality of teachers .

Table 4:3.28

Generally the educational status of girl child is low in Madhya Pradesh, why?

S. No.	Reasons	Number of Respondents	Percentage (%)
1	The facilities of education are not adequate	13	26.00
2	Due to social taboos	13	26.00
3	Labour class involves their children in labour work	16	32.00
4	Involvement in agriculture work	06	12.00
5	Low level of awareness	06	12.00
6	Child Marr iage	04	08.00
7	Don't know	08	16.00

Table 4:3.28 shows the reasons of low educational status of girl child in Madhya Pradesh. 32.00 per cent respondents feel that it is due to involvement of children in labour work. 26.00 per cent respondents are of the view that the facilities of education are not adequate. Social taboos as reason is given by 26.00 per cent respondents. 12.00 per cent respondents feel it due to involvement in agriculture. 12.00 per cent respondents give the reason of low level of awareness. Child

marriage is a reason, according to 8.00 per cent respondents. 16.00 per cent respondents don't know any reason.

Table 4:3.29

What are the measures to be taken for the betterment of girl education?

S. No.	Suggestive Measures	Number of Respondents	Percentage (%)
1	Parent specially mothers should be motivated	06	12.00
2	Separate girls school should be opened	10	20.00
3	Female teachers should be appointed	05	10.00
4	In village, schools upto middle and above should be opened	10	20.00
5	More schemes should be implemented	10	20.00
6	Village school should be fully equipped	07	14.00
7	Education should be made compulsory	04	08.00
8	Social taboo/ child marriage should be strictly banned	08	16.00
9	No suggestions	08	16.00

Table 4:3.29 shows the measure to be taken for the betterment of girl education. 20.00 per cent respondents suggest that in villages, schools upto middle and above should be opened. 20.00 per cent respondents are of the view that more schemes should be opened. 16.00 respondents feel that social taboo/child marriage should be strictly banned. 14.00 per cent respondents suggest that village school should be fully equipped. 12.00 per cent respondents opined that parents specially mothers should be motivated. 10.00 per cent respondents argue that female teachers should be appointed. 8.00 per cent respondents are of the view that education should be made compulsory. 16.00 per cent respondents have no suggestions.

(IV)

PROFILE OF EDUCATED VILLAGERS

This part is related to responses of educated villagers .The total number of respondents is 30. Various aspects of the elementary education alongwith background of educated villagers have been analysed here . As the community participation in education is ensured after introduction of new panchayat raj system, the role of educated villagers in educational system is of very significance.

Table 4:4.1

Sex

S. No.	Sex	Number of Respondents	Percentage (%)
1	Male	26	86.67
2	Female	04	13.33
	Total	30	100.00

Sex is a very important indicator in analysing the background of educated villagers . Table 4:4.1 shows that 86.67 per cent respondents are male. Rest 13.33 per cent respondents are female.

Table 4:4.2

Age

S. No.	Age	Number of Respondents	Percentage (%)
1	18 to 25	01	03.33
2	26 to 35	03	10.00
3	36 to 45	07	23.33
4	46 to above	19	63.34
	Total	30	100.00

Age is a significant aspect. It gives the background and their experience in public life. Table 4:4.2 reveals that 63.34 per cent respondents are in the age group of 46 and above.

23.33 per cent respondents are in the age group 36 to 45. 10.00 per cent respondents are from the age group 26 to 35. Rest 1 respondent is from the age group 18 to 25. It is clear from the above analysis that majority of the respondents are above the age of 46.

Table 4:4.3

Occupation

S. No.	Occupation	Number of Respondents	Percentage (%)
1	Agriculture	19	63.33
2	Labour	01	03.33
3	Business	08	26.67
4	Service	02	06.67
	Total	30	100.00

Occupation is important aspect of socio-economic characteristics .Table 4:4.3 presents that 63.33 per cent respondents have agriculture as occupation. 26.67 per cent respondents have business as occupation. 6.67 per cent respondents are in service. Rest 1 respondent does labour work. It show that agriculture is predominant occupation among educated villagers.

Table 4:4.4

Caste

S. No.	Caste	Number of Respondents	Percentage (%)
1	S C	05	16.67
2	ST	-	-
3	O B C	17	56.67
4	General	08	26.66
	Total	30	100.00

Caste is determinant factor in decision making process in rural areas . It has direct bearing with all development activities .Table 4:4.4 highlights that 56.67 per cent respondents are from OBC .26.66 per cent respondents belong to general category. Rest 16.67 per cent respondents are from SC.

Table 4:4.5
Educational Status

S.No.	Educational Status	Number of Respondents	Percentage (%)
1	Illiterate	-	-
2	Literate	04	13.33
3	Up to primary	11	36.67
4	Middle	12	40.00
5	Higher Secondary	03	10.00
6	Graduate	-	-
	Total	30	100.00

Education is one of the basic indices of socio-economic characteristics. Educational background of an individual determines several issues of day to day life. Table 4:4.5 shows that 40.00 per cent respondents are educated upto middle. 36.67 per cent respondents are educated upto primary. 13.33 per cent respondents are educated upto higher secondary. None of the respondents is illiterate, as only educated villagers are included in sample.

Table 4:4.6

Do you feel that all school going age (6-14) children go to school?

S.No.	Do you feel that all school going age (6-14) children go to school?	Number of Respondents	Percentage (%)
1	Yes	25	83.33
2	No	05	16.67
	Total	30	100.00

Table 4:4.6 reveals the opinion about all school going age children go to school. 83.33 per cent respondents feel that all children go to school. Rest 16.67 per cent respondents are of the view that all children don't go to school. It clarifies that majority of the respondents feel that all school going age children are going to school.

Table 4:4.7*If no, reasons*

S.No.	Reasons	Number of Respondents	Percentage (%)
1	Villager don't give attention as they are labourer or agriculturist	03	60.00
2	Villagers are mostly belong to weaker sections	02	40.00
	Total	05	100.00

Table 4:4.7 reveals about the reasons for not going all the children to school. Out of 5 respondents, 3 respondents feel that villagers don't give attention as they are labour or agriculturalist. Rest 2 respondents are of the view that villagers are mostly belong to weaker sections.

Table 4:4.8

Do you feel that adequate attention is being given to the schooling of girl child in your village?

S.No.	Do you feel that adequate attention is being given to the schooling of girl child in your village?	Number of Respondents	Percentage (%)
1	Yes	25	83.33
2	No	05	16.67
	Total	30	100.00

Table 4:4.8 depicts about the adequate attention being given to schooling of the child in villages by villagers. 83.33 per cent respondents are of the view that adequate attention is being given to schooling by the villagers.

Table 4:4.9*If yes, specify*

S. No .	If yes, specify	Number of Respondents	Percentage (%)
1	Panchayat does effort	09	36.00
2	Villagers are aware	08	32.00
3	Teachers do contact	08	32.00
	Total	25	100.00

Table 4:4.9 highlights about the details of adequate attention. Out of 25 respondents , 36.00 per cent respondents feel that panchayat does effort 32.00 per respondents are of the view that villagers are aware. Rest 32.00 per cent respondents argue that teachers do contact.

Table 4:4.10*If no, reasons*

S. No .	Reasons	Number of Respondents	Percentage (%)
1	Villager are mostly agriculturist/ labourer and they don't care	03	60.00
2	Weaker sections are least interested in education	02	40.00
	Total	05	100.00

Table 4:4.10 illustrates the reasons of inadequate attention to schooling. Out of 5 respondents, 3 respondents are of the view that villagers are mostly agriculturist/labourer and they don't care. Rest 2 respondents give the reason as weaker sections are least interested in education.

Table 4:4.11*What are the various schemes of elementary education?*

S.No.	Schemes	Number of Respondents	Percentage (%)
1	Scholarship	151	50.00
2	Mid day Meal	21	70.00
3	Uniform	07	23.33
4	Book Bank	05	16.67
5	Free Education	04	13.33
6	Don't know	04	13.33

Table 4:4.11 gives the details about the schemes related to elementary education. 70.00 per cent respondents are aware of mid day meal scheme. 50.00 per cent respondents know about scholarship. 23.33 per cent respondents are aware of uniform. 16.67 per cent respondents know about book bank scheme. Free education is known for 13.33 per cent respondents. 13.33 per cent respondents don't know about any scheme.

Table 4:4.12*Adequacy of Government Programmes*

S.No.	Do you feel that Govt.. programmes are relevant and adequate?	Number of Respondents	Percentage (%)
1	Yes	19	63.33
2	No	11	36.67
	Total	30	100.00

Table 4:3.12 presents the opinion about government schemes whether the scheme for the education are relevant and adequate. It clarifies that majority of the respondents (63.33%) are satisfied with the available schemes.

Table 4:3.13*If Yes, Specify*

S. No .	If yes, specify	Number of Respondents	Percentage (%)
1	Weaker sections get help	12	63.15
2	Children get motivation to go school	14	73.68

Table 4:4.13 indicates the positive aspect of government schemes. Out of 19 respondents 73.68 per cent respondents are of the view that children get motivation to go to school. 63.15 per cent respondents feel that weaker sections get help.

Table 4:4.14*If no, reasons*

S. No .	Reasons	Number of Respondents	Percentage (%)
1	Benefit of Schemes is not timely and regular	03	27.27
2	Benefit of schemes is not for all	06	54.54
3	Implementation of schemes is not proper	02	18.18

Table 4:3.15 reflects the reasons of inadequacy of programmes. Out of 11 respondents, 54.54 per cent respondents feel that benefit of schemes is not for all. 27.27 per cent respondents argue that benefit of schemes is not timely and regular. 18.18 per cent respondents give the reason as implementation for schemes is not proper.

Table 4:4.15

Do you feel that the problem of girls dropping out of schools in rural areas is critical?

S. No .	Reasons	Number of Respondents	Percentage (%)
1	Yes	30	100.00
2	No	-	-
	Total	30	100.00

Table 4:4.15 states about the opinion of respondents regarding the problem of girls dropping out of schools in rural areas. All respondents are of the view that girls dropping out of school in rural areas is critical.

Table 4:4.16

If yes, specify

S. No.	If yes specify	Number of Respondents	Percentage (%)
1	Lack of awareness among parents	08	26.66
2	Involvement in agricultural household activities	12	40.00
3	Social taboo/child marriage	08	26.66
4	Poor economic condition	14	46.67
5	Lack of education facility in village	04	13.33

Table 4:4.16 reflects about the reasons of girls dropping out from schools. 46.67 per cent respondents feel that it is due to poor economic condition. 40.00 per cent respondents give the reason as involvement in agriculture and household activities. 26.66 per cent respondents are of the view that it is due to lack of awareness among parents. Social taboo/child marriage as reason is given by 26.66 per cent respondents. 13.33 per cent respondents feel that educational facilities in villages is limited.

Table 4:4.17

Girl Child Absenteeism

S. No.	What are the reasons of girl child absenteeism in your opinion	Number of Respondents	Percentage (%)
1	Family Ignorance	07	23.33
2	Economic conditions	18	60.00
3	Nature of parent's work	21	70.00
4	Traditional Social Structure	07	23.33

Table 4:4.17 highlights about the reasons of girl child absenteeism in their opinion. 70.00 per cent respondents feel that it is due to nature of parents work. 60.00 per cent respondents are of the view that economic condition is the reason of absenteeism. 23.33 per cent respondents give the reason as family ignorance. Traditional social structure is a

reason, according to 23.33 per cent respondents.

Table 4:4.18

Generally the educational level of girl child is low in Madhya Pradesh, why?

S. No.	Reasons	Number of Respondents	Percentage (%)
1	Status of education in villages is low	12	40.00
2	Due to excess of social taboos	05	16.67
3	Poor/Labour class is more in number	04	13.33
4	Agriculture is main occupation among villagers and they involve their children	04	13.33
5	Low level of awareness and illiteracy among parents	06	20.00
6	Child Marriage	05	16.67

Table 4:4.18 shows the reasons of low educational status of girl child in Madhya Pradesh. 40.00 per cent respondents feel that the status of education in villages is low. 20.00 per cent respondents are of the view that low level of awareness and illiteracy among parents is the reason. 16.67 per cent respondents give the reason of child marriage. Excess of social taboos is reason, according to 16.67 per cent respondents. 13.33 per cent respondents feel that as agriculture is main occupation among villagers and they involve their children. Another 13.33 per cent respondents are of the view that poor/labour class is more in number.

Table 4:4.19

What are the measures to be taken for the betterment of girl education?

S.No.	Suggestive Measures	Number of Respondents	Percentage (%)
1	Parent specially mothers should be motivated	05	16.67
2	Separate girls school should be opened	08	26.67
3	Female teachers should be appointed	06	20.00
4	In village, schools upto middle and above should be opened	04	13.33
5	More schemes should be implemented	04	13.33
6	Village school should be fully equipped	05	10.00
7	Social taboo/ child marriage should be strictly prohibited	06	20.00
9	No suggestions	02	06.67

Table 4:3.19 reveals that measures to be taken for the betterment of girl education. 26.67 per cent respondents suggest that separate girl schools should be opened. 20.00 per cent respondents feel that female teachers should be appointed. 20.00 per cent respondents are of the view that social evils/child marriage should be strictly prohibited. 16.67 per cent respondents feel that parents specially mothers should be motivated. 13.33 per cent respondents are of the view that in villages, schools upto middle and above should be opened. More schemes should be implemented, according to 13.33 per cent respondents. 10 per cent respondents suggest that village schools should be fully equipped. 6.67 per cent respondents don't give any suggestion.