

# **CHAPTER IV**

## **Analysis and Interpretation of Data**

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### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.0 INTRODUCTION**

This chapter presents detailed analysis of the data collated from intended respondents that included upper primary girl children, their parents, their teachers, head teachers, District Primary Education Officer, and Gender Coordinator, Narmada. Information received through questionnaires, semi - structured interview schedules, perception scale and observation schedule has been triangulated as per the objectives i.e. data are clubbed under a particular objective from all relevant sources. After the analysis of the data, summary of the major findings of the each objective is presented. A meaningful representation has been attempted with the help of appropriate graphs, tables and photographs wherever it was felt necessary. Objective wise analysis has been done.

#### **4.1 DEMOGRAPHIC PROFILES; GIRL CHILDREN, TEACHERS, HEAD TEACHERS OF NARMADA DISTRICT**

The demography helps to place the study in proper context. Though it was not a part of the stated objectives to collect demographic data, it was felt important to have them in study to provide it reasonably broad perspective.

##### **4.1.1 Girl children's age**

As shown in the table 4.1 most of the girl children were 12 or 13 years old. Out of 378 total girl children 233 belonged to 12 or 13 years age group. This together accounted for 61.64 per cent. Most of the girl children were in age appropriate grades. The finding suggests that the less number of girl children were repeating in the same grade. Right to Free and Compulsory Education Act – 2009, along with prohibition on holding back of a child in a class also provides for age appropriate admission whereby a child is entitled to take admission in the class appropriate to her/his age (see RtE Act - 2009 chapter II - 4 ). Because of these two provisions, it is more likely to find students into their age appropriate classes now than compare to pre-RtE Act times.

##### **4.1.2 Girl children's caste/category**

As the table 4.2 reveals most of the girl children were from Scheduled Tribe (ST) community. Girl children from ST community constituted 76.4 per cent of the total. Within block analysis revealed that maximum number of ST girl children were in Dediapada (88.9 per cent) and the minimum of them were in Tilakwada (33.3 per cent). In all blocks, except in Tilakwada, ST girl children outnumbered girl children from

other communities. In Tilakwada the number of girl children from Other Backward Class (OBC) was found to be marginally more (5.6 per cent) in comparison to ST girl children. Tilakwada is different from other three blocks in ways that it is not predominantly a tribal block like Dediapada and Sagbara and it was earlier the part of Vadodara district. In the Narmada district the number of girl children form Schedule Caste (SC) community was least (5 per cent) compare to other communities.

**Table 4.1 Girl children's age**

Age	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
12 Years	45	27.7	15	27.8	28	31.1	29	40.3	117	30.9
13 Years	51	31.6	15	27.8	29	32.2	21	29.3	116	30.7
11 Years	42	25.9	18	33.3	23	25.5	18	25.0	101	26.7
14 Year	21	12.9	6	11.1	8	8.9	4	5.6	39	10.3
15 Years	3	1.9	0	0	2	2.2	0	0	5	1.3
Total	162	100	54	100	90	100	72	100	378	100

**Table 4.2 Girl children's caste/category**

Category	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
ST	132	81.5	18	33.3	80	88.9	59	81.9	289	76.4
OBC	8	4.9	21	38.9	3	3.3	9	12.5	41	10.8
General	13	8	11	20.4	3	3.3	2	2.8	29	7.7
SC	9	5.5	4	7.4	4	4.4	2	2.8	19	5
Total	162	100	54	100	90	100	72	100	378	100

#### 4.1.3 Teachers' gender

As displayed in the table 4.3 majority of the teachers were females.

**Table 4.3 Gender wise teachers in the Narmada district**

Gender	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Female	27	75	6	50	10	50	7	43.7	49	58.3
Male	9	25	6	50	10	50	9	56.3	35	41.7

**4.1.4 Category wise upper primary teachers**

As depicted in the table 4.4 most of the teachers were from Scheduled Tribe (ST) community. In the Dediapada and Sagbara blocks the number of ST teachers was more than 50 per cent. In Nandod and Tilakwada teachers from general category were found more. Unlike Dediapada and Sagbara, these two blocks are not predominantly tribal blocks and generally to work in one's own locality is one's first choice.

**Table 4.4 Category wise upper primary teachers in each block**

Category	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
ST	10	27.8	2	16.7	12	60	9	56.3	33	39.3
OBC	8	22.2	2	16.7	7	35	7	43.7	24	28.6
General	13	36.1	6	50	0	0	0	0	19	22.6
SC	5	13.9	2	16.7	1	5	0	0	8	9.5
Total	36	100	12	100	20	100	16	100	84	100

**4.1.5 Subjects of the teachers**

The table 4.5 shows the subjects that teachers taught in the schools of the Narmada district. In the current primary schooling structure, language, science, mathematics and social science teachers are found in the majority of the upper primary schools. In the present study, language, science, mathematics and social science teachers were found in the selected schools. Science and mathematics are taught by the same teachers. Similarly, languages are generally taught by the same teacher and social science is taught by a separate subject teacher.



**Table 4.5 Subjects of the teachers**

Subjects	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Language	13	38.2	6	50	10	50	9	56.3	38	45.3
Science and mathematics	12	35.3	4	33.3	7	35	6	37.5	29	34.5
Social studies	7	20.6	2	16.7	3	15	1	6.3	13	15.5
Other	4	11.8	0	0	0	0	0	0	4	4.8
Total	34	100	12	100	20	100	16	100	84	100

**4.1.6 Educational qualification of the teachers**

As displayed in the table 4.6 most of the teachers were graduates and post-graduates. In the state of Gujarat for teaching in the upper primary, graduation has been made one of the qualifying criteria. Now most of the upper primary teachers are graduates or post-graduates in the state and Narmada was not found to be an exception.

**Table 4.6 Educational qualification of teachers in the Narmada district**

Qualification	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Post-graduate	19	52.8	6	50	8	40	5	31.3	38	45.2
Graduate	11	30.6	5	41.7	9	45	10	62.5	35	41.7
10-12	5	13.9	0	0	2	10	1	6.3	8	9.5
Ph.D.	1	2.8	1	8.3	1	5	0	0	3	3.6
Total	36	100	12	100	20	100	16	100	84	100

**4.1.7 Professional qualification of teachers**

The table 4.7 demonstrates the professional qualification of teachers. All the teachers had professional degree to teach in an upper primary school. Most of them had done Bachelors of Education (B.Ed.). , some of them had done their Primary

Teacher's Certificate Course (PTC). All of them had required professional qualification to teach in the government upper primary school.

**Table 4.7 Professional qualification of teachers of the Narmada district**

Professional qualification	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
B.Ed.	25	69.4	7	58.3	15	75	13	81.2	60	71.4
PTC	9	25	3	25	5	25	3	18.8	20	23.8
M.Ed.	2	5.6	2	16.7	0	0	0	0	4	4.8
Total	36	100	12	100	20	100	16	100	84	100

#### 4.1.8 Experience of teachers

As it is illustrated in the table 4.8 majority of the teachers had below five years of experience. The recruitment of teachers in the upper primary section has been happening more frequently in the last five years. The number of freshly recruited teachers has been found more in the Narmada district.

**Table 4.8 Experience as teacher**

Number of years	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
1 to 5 years	20	55.5	8	66.7	13	65	12	75	53	63
More than 10 years	13	36.1	0	0	4	20	4	25	21	25
6 to 10 years	3	8.3	4	33.3	3	15	0	0	10	11.9
Total	36	100	12	100	20	100	16	100	84	100

#### 4.1.9 Residence of teachers

The table 4.9 is about residence of teachers. Majority of the teachers were commuters i.e. they were not living in the place where the school was situated. Nandod block had the highest number of commuting teachers

**Table 4.9 Residence of teachers**

Residence	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Commuter	27	75	8	66.7	12	60	9	56.2	56	66.7
Local	9	25	4	33.3	8	40	7	43.8	28	33.3
Total	36	100	12	100	20	100	16	100	84	100

**4.1.10 Languages known to teachers**

The table 4.10 gives information about the languages known to teachers. Most of the teachers were found to be multilingual or bilingual. Most of them knew Hindi or English along with the regional language.

**Table 4.10 Languages known to teacher**

Language	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Gujarati	36	100	12	100	17	85	16	100	84	100
Hindi	28	32.6	11	91.7	17	85	15	93.8	71	84.5
English	23	63.9	10	83.3	14	70	14	87.5	61	72.6

**4.1.11 Head teacher's gender**

As can be observed in the table 4.11 majority of the head teachers were male.

**Table 4.11 Gender wise head teachers in the Narmada district**

Gender	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Male	11/18	61.1	4/6	66.7	9/10	90	6/8	75	30/42	71.4
Female	7/18	38.9	2/6	33.3	1/10	10	2/8	25	12/42	28.6

#### 4.1.12 Category wise head teachers

As the table 4.12 unfolds half of the head teachers were from Scheduled Tribe community. Sagbara had the highest number of ST head teachers followed by Dediapada. Tilakwada had no teacher from ST community.

**Table 4.12 Category wise head teachers in each block**

Category	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
ST	5	27.8	0	0	8	80	8	100	21	50
OBC	5	27.8	2	33.3	1	10	0	0	8	19
General	4	22.2	3	50	0	0	0	0	7	16.7
SC	4	22.2	1	16.7	1	10	0	0	6	14.3
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.13 Educational qualification of head teachers

As the table 4.13 reveals the majority of the head teachers did 10<sup>th</sup> or 12<sup>th</sup> and joined as primary teachers. After 12<sup>th</sup> one is required to do a professional course in teaching known as Primary Teacher's Certificate course in order to teach in a primary school. Most of these head teachers came into primary teaching through this pattern. The next point of Professional qualification of head teachers substantiates this.

**Table 4.13 Educational qualification of head teachers in the Narmada district**

Educational qualification	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
10 <sup>th</sup> -12 <sup>th</sup>	10	55.6	3	50	6	60	6	75	25	59.5
Graduate	3	16.7	2	33.3	3	30	1	12.5	9	21.4
Other	4	22.2	1	16.7	0	0	0	0	5	11.9
Post-graduate	1	5.6	0	0	1	10	1	12.5	3	7.1
Ph.D.	0	0	0	0	0	0	0	0	0	0
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.14 Professional qualification of head teachers

The table 4.14 gives information about professional qualification of head teachers. Majority of the head teachers were Primary Teacher's Certificate holders. Earlier it was the mandatory requirement to be a teacher in a primary school. In the new format of recruitment, teachers holding Bachelors of Education degree can become head teachers on passing the required examination.

**Table 4. 14 Professional qualification of head teachers**

Professional qualification of	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
PTC	15	83.3	5	83.3	6	60	6	75	32	76.2
B.Ed.	2	11.1	0	0	3	30	2	25	7	16.7
Other	1	5.6	1	16.7	1	10	0	0	3	7.1
M.Ed.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.15 Head teacher's experience as teacher

As the table 4.15 depicts majority of the head teachers had more than ten years of experience. Only experienced teachers are eligible to become head teachers.

**Table 4.15 Head teacher's experience as teacher**

Head teacher's experience	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
More than 10 years	17	94.4	5	83.3	5	50	6	75	33	78.6
6 to 10 years	1	5.6	1	16.7	3	30	1	12.5	6	14.3
1 to 5 years	0	0	0	0	2	20	1	12.5	3	7.1
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.16 Experience as head teacher

As depicted in the table 4.16 most of the head teachers had below five years of experience.

**Table 4.16 Experience as head teacher**

Experience as head teacher	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
1 to 5 years	9	50	4	66.7	7	70	3	37.5	23	54.8
More than 10 years	5	27.8	2	33.3	2	20	2	25	11	26.2
6 to 10 years	4	22.2	0	0	1	10	3	37.5	8	19
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.17 Residence of the head teachers

The table 4.17 reveals that the numbers of local and commuting teachers were almost equal in the district.

**Table 4.17 Residence of the head teachers**

Residence of head teachers	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Local	6	33.3	2	33.6	8	80	6	75	22	52.4
Commuter	12	66.7	4	66.7	2	20	2	25	20	47.6
Total	18	100	6	100	10	100	8	100	42	100

#### 4.1.18 Languages known to the head teacher

All the head teachers knew Gujarat language. There were head teachers who knew Hindi and English as well. One head teacher knew Sanskrit.

#### 4.1.19 Gunotsav grades of schools

Majority of the schools had received grade 'B' in their last *gunotsav*. Only a few school received grade 'A'. None of the schools had received grade 'E'

**Table 4.18 Languages known to the head teacher**

Languages known	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Gujarati	18	100	6	100	10	100	8	100	42	100
Hindi	4	22.2	5	83.3	10	100	5	62.5	24	57.1
English	4	22.2	4	66.7	7	70	2	25	22	52.4
Sanskrit	1	5.6	0	0	0	0	0	52.4	1	2.4

**Table 4.19 Gunotsav grades of schools**

Gunotsav grades	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Grade B	11	61.1	1	16.7	5	50	8	100	25	59
Grade C	7	38.9	1	16.7	4	40	0	0	12	28.6
Grade D	0	0	3	50	0	0	0	0	3	7.1
Grade A	0	0	1	16.7	1	10	0	0	2	4.8
Grade E	0	0	0	0	0	0	0	0	0	0

#### 4.1.20 Summary of Demographic Profiles

Most of the girl children were in their age appropriate class. Majority of girl children (76.4 %), teachers (39.3 %) and head teachers (50 %) were from Scheduled Tribe (ST) community. Majority of teachers (58.3%) were females whereas majority of head teachers (71.4 %) were males. All teachers and head teachers knew Gujarati language. Number of teachers (84.5 %) and head teachers (57.1 %) knew Hindi and some of the teachers (72.6 %) and head teachers (52.4 %) knew English. Majority of teachers (66.7 %) were commuters whereas majority of head teachers (52.4 %) were local residents. Majority of teachers (45.2 %) were post-graduates and majority of them had done B.Ed. (71.4 %). Majority of head teachers (59.5 %) had done 10+2 and majority of them had done Primary Teacher's Certificate course (PTC). Most of the teachers (63 %) were freshly recruited (had less than 5 years of experience) whereas majority of head teachers (78.6 %) had more than ten years of experience. Majority of

teachers (45.3 %) were language teachers. Majority of schools had been adjudged average on *gunotsav* parameters as they had received grade 'B' in their last assessment.

#### **4.2.0 DETERRING FACTORS TO GIRL CHILD EDUCATION**

In order to know the intervening factors of girl child education, responses were elicited from girl children, their teachers, head teachers, District Primary Education Officer and District Gender Coordinator. The hindering factors to girl child education have been presented as follow.

##### **4.2.1.0 Problems of Girl Children in Their Own Words**

To elicit problems both open ended and multiple choice questions were asked to the girl children. In response to the open ended questions on problems, girl children frankly stated the problems that they felt were hindrance to their study. Such responses have been presented first; followed by their responses to the multiple choice type of questions. The responses have been arranged in descending order in terms of frequency that they received.

##### **4.2.1.1 Requirement in the management of household chores**

As shown in the table 4.20 girl children from all blocks were engaged in managing house hold chores. Girl children from all standards reported that they had to do household work at the cost of study.

##### **4.2.1.2 Requirement in attending farm related duties**

As it is revealed in the table 4.21 girl children from Nandod, Tilakwada and Dediapada blocks said that they had to go to farm. Going to farm did not get mention in the open ended response in the Sagbara block. However, 7.4 per cent girl children from Sagbara block marked it as a reason for skipping school (see table 4.28). As the girl children had already marked it as a reason for skipping school they might have felt it repetitive to write it in the open ended response. Moreover, there were 3.4 per cent girl children for whom farm was a priority over studies during harvest time. (see 4.2.1.11). Agriculture is the main economic activity in the Narmada district. It is not uncommon that girl children have to assist their parents in agricultural activities.



**Table 4.20 Requirement in the management of household chores**

Stated problem	Block	Standard	Number of girl children facing the problem	%
<b>Have to do household chores</b>	Nandod	6	11/26	42
		7	11/26	42
		8	4/26	15.4
		<b>Total in block</b>	<b>26/162</b>	<b>16</b>
	Tilakwada	6	1/2	50
		7	-	0
		8	1/2	50
		<b>Total in block</b>	<b>2/54</b>	<b>3.7</b>
	Dediapada	6	0/7	0
		7	0/7	0
		8	7/7	100
		<b>Total in block</b>	<b>7</b>	<b>7.8</b>
	Sagbara	6	0/3	0
		7	0/3	0
		8	3/3	100
		<b>Total in block</b>	<b>3/72</b>	<b>4.2</b>
<b>Total</b>		<b>All blocks</b>	<b>38/378</b>	<b>10</b>

**Table 4.21 Requirement in attending farm related duties**

Stated problem	Block	Standard	Number of girl children facing the problem	%
<b>Have to go to farm</b>	Nandod	6	3/8	37.5
		7	3/8	37.5
		8	2/8	25
		<b>Total in block</b>	<b>8/162</b>	<b>4.5</b>
	Tilakwada	6	-	0
		7	-	0
		8	1/1	100
		<b>Total in block</b>	<b>1/54</b>	<b>1.9</b>
	Dediapada	6	-	0
		7	4/4	100
		8	-	0
		<b>Total in block</b>	<b>4/90</b>	<b>4.4</b>
	Sagbara	6	-	0
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>0</b>	<b>0</b>
<b>Total</b>		<b>All blocks</b>	<b>13/378</b>	<b>3.4</b>

**4.2.1.3 Unaffordable educational tours**

School organises educational tours within block, district or state. In such tours students bear travel and other expenses. At times due to insufficient number of students ready to pay tour amount, school has to give up the tour. The table 4.22 shows the number of girl children who could not afford to pay for such tours.

**Table 4.22 Unaffordable educational tours**

Stated problem	Block	Standard	Number of girl children facing the problem	%
Unable to pay fees for the educational tour	Dediapada	6	3/10	30
		7	3/10	30
		8	4/10	40
		<b>Total in block</b>	<b>10/90</b>	<b>11.1</b>
	Sagbara	6	-	0
		7	-	0
		8	1/1	100
		<b>Total in block</b>	<b>1/72</b>	<b>1.4</b>
<b>Total</b>		<b>All blocks</b>	<b>11/378</b>	<b>2.9</b>

**4.2.1.4 Far-off schools**

As table 4.23 shows in Nandod and Dediapada blocks there were 3 and 5.6 per cent girl children respectively for whom school was far. There were *other* 5 girl children who reported that they were irregular because school was far for their resident (see table 4.27). The section 38 (b) of the Right of Children to Free and Compulsory Education Act, 2009 confers the power to the state governments with regard to the “areas or limits for establishment of a neighbourhood school”. Accordingly, the government of Gujarat’s gazette published on 18<sup>th</sup> February, 2012 in its chapter 2(5) specified on areas or limits within which the school has to be established by the state government which is a walking distance of one kilometer for the children of classes 1 – 5 and a walking distance of three kilometer for the children of classes 6 – 8. The girl children who have claimed that ‘the school is away’ from their residence might be staying away from the village or the common habitat. It has been observed that the families dependent on

farming sometimes prefer to stay on the fields with their crops rather than in the common habitat area. For the children of such families school might be at a distance. Narmada district has a heavy dependency on agriculture (see 4.8.10, 4.8.11, 4.8.12, 4.8.13 and 4.8.15). Moreover, given the hilly terrains of the Narmada district, in some areas the distance becomes more compare to area with flat terrain.

**Table 4.23 Far-off schools**

Stated problem	Block	Standard	Number of girl children facing the problem	%
School is far from the home	Nandod	6	2/5	40
		7	2/5	40
		8	1/5	20
		<b>Total in block</b>	<b>5/162</b>	<b>3</b>
	Tilakwada	6	-	0
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>0</b>	<b>0</b>
	Dediapada	6	2/5	40
		7	-	0
		8	3/5	60
		<b>Total in block</b>	<b>5/90</b>	<b>5.6</b>
	Sagbara	6	-	0
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>-</b>	<b>0</b>
<b>Total</b>		<b>All blocks</b>	<b>10/378</b>	<b>2.6</b>

#### 4.2.1.5 Poor economic condition

In two blocks, as shown in the table 4.24, girl children stated that their economic condition was hindrance to their education. It is a fact that girl children at this age were found acutely aware about their economic condition.

**Table 4.24 Poor economic condition**

Stated problem	Block	Standard	Number of girl children facing the problem	%
Economic condition comes in the way of study	Nandod	6	-	0
		7	-	0
		8	1/1	100
		<b>Total in block</b>	<b>1/162</b>	<b>0.6</b>
	Dediapada	6	3/9	33.3
		7	3/9	33.3
		8	3/9	33.3
		<b>Total in block</b>	<b>9/90</b>	<b>10</b>
<b>Total</b>		<b>All blocks</b>	<b>10/378</b>	<b>2.6</b>

#### 4.2.1.6 No electricity

As shown in the table 4.25 in Sagbara block girl children had a problem of electricity in their village. All these girl children were from the same village and facing the same problem.

#### 4.2.1.7 Siblings' care

Table 4.26 shows the number of girl children who were involved in taking care of siblings. As shown in the table 1.3 per cent girl children from Nandod and Tilakwada blocks were found involved in taking care of siblings.

**Table 4.25 No electricity in the night**

Stated Problem	Block	Standard	Number of girl children facing the problem	%
No electricity in the night	Sagbara	6	3/9	3.33
		7	3/9	3.33
		8	3/9	3.33
			9/72	12.5
Total		All blocks	9/378	2.4

**Table 4.26 Sibling's care**

Stated problem	Block	Standard	Number of girl children facing the problem	%
Have to take care of siblings	Nandod	6	3/4	75
		7	1/4	25
		8	0/4	0
		Total in block	4/162	2.5
	Tilakwada	6	0/1	0
		7	1/1	100
		8	0/1	0
		Total in block	1/54	1.9
Total		All blocks	5/378	1.3

**4.2.1.8 Random problems expressed by girl children**

From Nandod block a girl child studying in standard 7 told that quarrel at home was a problem for her. From the Dediapada block a girl child of standard 6 wrote that she had to take the livestock for grazing. In the Sagbara block a girl child studying in

standard 8 wrote that she needed tuition for difficult subjects; it was not available to her. In total, there were 26.2 per cent (99) girl children who wrote about their problems.

#### **4.2.1.9 Irregular girl children in school and reasons for being irregular**

As illustrated in the table 4.27 most of the girl children claimed that they were regular in the school. 89.9 per cent of the girl children said that they were regular in the school. The remaining 10.1 per cent girl children gave various reasons for not coming regularly to school. Most of the irregular girl children had more than one reasons for remaining absent in the school. In fact, in the case of irregular girl children the number of responses (80) was more than double the number of respondents (38). Assisting parents and taking care of siblings with 84.2 per cent and 57.9 per cent respectively were the main reasons for not coming to the school regularly. 13.3 per cent irregular girl children said that the school was away from their home. (See 4.2.1.4 and Gujarat's gazette published on 18<sup>th</sup> February, 2012, chapter 2(5) for areas or limits for establishment of a neighbourhood school)

**Table 4.27 Irregular girl children in school and reasons for being irregular**

	Nandod		Tilakwada		Dediapada		Sagbara		Total		
	f	%	f	%	f	%	f	%	f	%	%*
<b>Irregular girl children→</b>	15/ 162	9.3	8/ 54	14.8	10/ 90	11.1	5/ 72	6.9	38/ 378	10.1	10.1
<b>Reasons for being irregular↓</b>											
Need to assist parents at home	15	100	5	62.5	7	70	5	100	32	84.2	8.5
Need to take care of siblings	13	86.7	2	25	3	30	4	80	22	57.9	5.8
Do not like to come to school	6	40	4	50	4	40	1	20	15	39.5	3.4
School is away from the home	2	13.3	2	25	0	0	1	20	5	13.2	1.3
Afraid of punishment at school	2	13.3	0	0	1	10	0	0	3	7.9	0.8
My parents migrate	1	6.7	0	0	0	0	1	20	2	5.3	0.5
Other	0	0	1	12.5	0	0	0	0	1	2.7	0.3
Total responses	41	273	14	175	15	150	12	240	80	210.5	21.2

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

*\* Percentages out of total sample of 378 girl children*



#### 4.2.1.10 School skipping and its reasons

As can be seen in the table 4.28 assisting parents and working in field were amongst the major reasons, along with unavoidable reason like illness, which made girl children skip school. With 91.9 per cent girl children illness was the main reason for skipping school. For some girl children assisting parents in work and taking care of siblings were also amongst the reasons that caused their absence from school.

**Table 4.28 Reasons for school skipping**

Reasons for skipping school ↓	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Due to illness	137	89	49	92.5	79	95.2	65	95.6	330	92.2
When parents require me	15	9.7	4	7.5	12	14.5	5	7.4	36	10
When required to work in the field	13	8.4	4	7.5	11	13.3	5	7.4	33	9.2
When need to take care of siblings	13	8.4	4	7.5	11	13.3	5	7.4	33	9.2
When out of routine some programme is held	17	11	4	7.5	1	1.2	4	5.9	26	7.3
When I don't feel like going	6	3.9	0	0	1	1.2	1	1.5	8	2.2
When school is morning	2	1.3	1	1.9	0	0	0	0	3	0.8
Other	2	1.3	0	0	0	0	0	0	2	0.5
Total respondents and responses	205/ 154	133.1	66/ 53	124.5	115/ 83	138.6	85/ 68	125	471/ 358*	131.6

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

*\* 20 respondents (5.3 per cent) respondents did not check any option stating reason for skipping school.*

#### 4.2.1.11 Farm more important than school during harvest

As the table 4.29 reveals there were a few girl children for whom sacrificing study was not a big deal during harvest time. For them going to farm took priority over

going to school. 3.4 per cent of the girl children said that during harvest time going to field was more important than going to school.

**Table 4.29 Farm is more important than study during harvest**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children for whom going to farm is more important than attending school→</b>	8/ 162	4.9	3/ 54	5.6	2/ 90	2.2	0/ 72	0	13/ 378	3.4

#### **4.2.1.12 Girl children working as daily wage earners**

As can be seen from the table 4.30 there were 24 per cent of the girl children who reported that they worked as daily wage earners. Within block analysis revealed that 21.0 per cent girl children in Nandod, 22.2 per cent in Tilakwada, 26.7 per cent in Dediapada and 29.2 per cent in Sagbara worked as daily wage earners in the Nandod block. Daily wage earner girl children were more in Dediapada and Sagbara in comparison to other two blocks namely; Nandod and Tilakwada. It is important to note here that dependency on agriculture was found more in these two blocks compare to other two blocks (See table 4.151). It has been observed that in the families that have major economic dependency on agriculture, children from early ages tend to get involved in earning. Reasons that may explain this phenomenon are low income, relatively cheap child labour, trend of treating children as earning members in the community.

#### **4.2.1.13 Time for daily wage earning**

The girl children who said that they worked as daily wage earners out of them 72.5 per cent said that they went for daily wage earning during vacation or during holidays. 28.6 per cent of the girl children said that they went for wage earning during school hours. 20.9 per cent girl children said that they went for wage earning after school hours. 4.4 per cent of the girl children gave other time for wage earning.

As the table 4.30 illustrates in the Narmada district not only the daily wage earner girl children were found in sizable number, the number of girl children who went for wage earning at the cost of schooling was also high (6.9 per cent in the entire district and 28.6 per cent within the daily wage earners' category). The finding provides an important implication for the bleak economic condition that forces the girl children to

get involved in earning at an early age in the Narmada district. Though child labour is a legal offence, a considerable number of children are engaged in unorganized sectors as daily wage earners – working in fields or road side hotels. Their weak economic condition makes them easy prey to cheap labour. Children contribution in family income, especially in such social- economic condition, looks nearly irremediable as referred by Kurhade. (See 1.2.1.3)

**Table 4.30 Timing of daily wage earning**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Daily wage earners →</b>	34/ 162	20.9	12/ 54	22.2	24/ 90	26.6	21/ 72	29.2	91/ 378	24
<b>Timing of daily wage earning ↓</b>										
Daily wage earning in vacation and on holidays	13	38.2	10	100	22	91.7	21	100	66	72.5
Daily wage earning after school hours	12	35.3	0	0	6	25.0	1	4.8	19	20.9
Daily wage earning during school hours	14	41.2	0	0	5	20.8	7	33.3	26	28.6
Daily wage earning other timing	2	5.9	0	0	2	8.3	0	0	04	4.4
Total responses	41	120.6	10*	100	59	145.8	29	138.1	203	126.4

*This is a multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

*\* 2 respondents did not check and specified the timing of their daily wage earning; nevertheless they did check the option for daily wage earner.*

#### **4.2.1.14 Parents' migration and schooling during migration**

The table 4.31 reveals that there were 20.1 per cent girl children who said that their parents migrate. Within block analysis revealed that 47.8 per cent migrating parents were in Dediapada, 13.9 per cent were in Sagbara, 11.1 per cent were in

Tilakwada, 10.5 per cent were in Nandod. In Dediapada and Sagbara blocks migration of parents was found in a large number. Dediapada in particular recorded the highest migrating parents. People of this region when not occupied with agriculture; tend to migrate in search of labour work in urban areas. They work at building construction and road construction sites. They also provide labour force in the farms of *Kathiawad* and other regions. Daily private travels connecting to Bhavnagar district of *Kathiawad* were seen in the District.

As the table 4.31 shows most of the girl children (39.5 per cent) of migrating parents stayed with their relatives and continued their schooling when their parents migrated. However, the number of girl children who went with their migrating parents but did not join school at the migrating place was also sizable (19.7per cent).

**Table 4.31 Parents' migration and type of schooling during parents' migration**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Migrating parents →</b>	17/ 162	10.5	6/ 54	11.1	43/ 90	47.8	10/ 72	13.9	76/ 378	20.1
<b>Schooling type during parents' migration ↓</b>										
Stayed back with relatives and continued schooling	1	0.6	3	5.6	21	23.3	5	6.9	30	39.5
Continued studying at the new place of migration	4	2.5	0	0	5	5.6	1	1.4	10	13.2
Migrated along with parents but did not join school there	8	4.9	3	5.6	3	3.3	1	1.4	15	19.7
Stayed in seasonal hostel	4	2.5	0	0	0	0	0	0	4	5.3
Total response on schooling type	17/ 17		6/ 6		29/ 43		7/ 10		59*/ 76	77.6

\* 17 (22.4 per cent in the category of migrating parents) girl children did not specify what happened to their schooling when their parents migrated, nevertheless they did check the option for migrating parents. 14 (18.4per cent) of such girl children were from Dediapada and 3 (3.9 per cent) were from Sagbara.

#### 4.2.1.15 Girl children ever failed during study

It can be observed from table 4.32 very few girls were recorded who had failed. The Right of Children to Free and Compulsory Education 2009 in its chapter IV (16) prohibits holding back and expulsion of a child from school till she completes her elementary education. The failing of the 1.6 per cent girl children might have happened in their early years of elementary education before the RtE Act came into force.

**Table 4.32 Girl children failed during study**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children ever failed</b>	4/ 162	2.5	0/ 54	0	1/ 90	1.1	1/ 72	1.4	6/ 378	1.6

#### 4.2.1.16 Particular subjects difficult for the girl children; girl children's response

The table the 4.33 shows that there were 83 per cent of the girl children for whom one or more subject/s difficult. English and Mathematics seemed to have posed more problems for most of the girl children. For 47.1 per cent girl children English and for 35.9 per cent girl children Mathematics were difficult subjects. There were 4.5 per cent girl children for whom English and Mathematics both were difficult subjects. The reasons for girl children facing problem in English could be traced in the facts that - the language is foreign, available insufficient exposure to it at school and at home, the scare occasions requiring them to use it in their day to day life. Mathematics requires constant practice on the part of students and adoption of effective classroom teaching methods and techniques on the part of teachers. Children lacking aptitude for it have been observed often struggling at it. In the absence of a competent teacher who could develop interest in the subject the task becomes even more challenging for the young children. Most of the girl children were comfortable with Gujarati and Hindi. Gujarati being abundantly used in the surrounding, especially in the school and Hindi being profusely flowing through media and Bollywood, most of the girl children did not find problems with these languages.

**Table 4.33 Subjects difficult for the girl children; girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Any subject/s difficult →</b>	133/ 162	82	49/ 54	90.7	77/ 90	85.6	55/ 72	76.4	314/ 378	83
<b>Subjects ↓</b>										
English	61	45.9	22	44.9	51	66.2	14	25.5	148	47.1
Mathematics	55	41.4	22	44.9	12	15.6	24	43.6	113	35.9
Sanskrit	20	15	10	20	7	9	4	7.3	41	13
Introduction to Computer	11	8.3	2	4	6	7.8	11	20	30	9.5
Science and Technology	3	2.3	0	0	4	5.2	4	7.3	11	3.5
Hindi	4	3	2	4	1	1.3	0	0	7	2.2
Gujarati	1	0.8	3	6.1	2	2.6	0	0	6	1.9
Other	0	0	0	0	1	1.3	0	0	1	0.3
Total responses on difficult subject	155/ 133	116.5	61/ 49	124.5	84/ 77	109	57/ 55	103.6	357/ 314	113.7

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### **4.2.1.17 Teachers' language for girl children; girl children's response**

As the table 4.34 shows teachers' language was not a major hurdle for girl children. Most girl children could understand teachers' language. As table 4.15 shows 95.8 per cent of the girl children said that they understood teachers' language.

**Table 4.34 Teachers' language comprehensible for girl children: girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girls children who understood teachers' language →</b>	152/ 162	93.8	52/ 54	96.3	88/ 90	97.8	70/ 72	97.2	362/ 378	95.8

#### 4.2.1.18 Girl children's language for teachers; girl children's response

In the table 4.35 it is clear that most of the girl children felt that teachers could understand their language. The table 4.16 shows that 95.8 per cent of the girl children said that teachers understood their language.

**Table 4.35 Girl children's language; girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Teachers understanding girls children's language →</b>	15/ 162	92.6	53/ 54	98.1	89/ 90	98.9	70/ 72	97.2	362/ 378	95.8

#### 4.2.1.19 Health related problems; girl children's response

Some of the girl children have been reported to have some or other kind of health related problems. It can be observed from the table 4.36 that 10.6 per cent of the girl children had health related problems. The most common problem was of early fatigue, vertigo and falling ill now and again – indication of malnourishment and low immunity.

**Table 4.36 Health related problems; girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children facing health related problems →</b>	19/ 162	11.7	3/ 54	5.6	7/ 90	7.8	11/ 72	15.3	40/ 378	10.6
<b>Health related problem ↓</b>										
Early fatigue and vertigo	12	63.2	1	33.3	5	71.4	8	72.7	26	65
Falling ill now and again	11	57.9	0	0	2	28.6	4	36.4	17	42.5
Epilepsy	7	36.8	1	33.3	2	28.6	2	18.2	12	30
other	1	5.3	1	33.3	2	28.6	0	0	4	10
Total	31/ 19	163.2	3/ 3	100	11/7	157.1	14/ 11	127.3	59/ 40	147.5

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### 4.2.2.0 Problems of Girl Children; Teachers' Response

Teacher's perspective was thought important to understand girl children's problems as they are involved with them on day to day basis. Their responses were elicited through open ended as well as close ended questions.

#### 4.2.2.1 The reasons for girl children quitting school (drop out); teachers' response

Table 4.37 shows that the majority of the teachers believed that the main reason of girl children leaving school was their poor economic condition. It was not that the girl children themselves did not wish to study but their poor economic condition forced them to work and earn for the family. Teachers believed that parents' lack of awareness regarding education was responsible for them to leave school also.

**Table 4.37 Reasons for which girl children leave school; teachers' response**

Reasons for leaving school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Poor economic condition	25	69.4	9	75	15	75	12	75	61	72.6
Girl children have to assist parents in earning	20	55.6	7	58.3	14	70	14	87.5	55	65.5
Parents do not have awareness about education	14	38.9	7	58.3	8	40	11	68.8	40	47.6
Education not considered important	8	22.2	3	25	4	20	3	18.8	18	21.4
Girl have security related issues	6	16.7	5	41.7	2	10	1	6.3	14	16.7
Girl child have health related issues	2	5.6	2	16.7	0	0	1	6.3	5	5.9
Other	1	2.8	1	8.3	0	0	2	12.5	4	4.8
Girl child do not wish to study	0	0	0	0	1	5	0	0	1	1.2



#### 4.2.2.2 Retention related problems faced by teachers

Sizeable number of teachers faced problems retaining girl children in school. It can be observed from the table 4.38 that half of the teachers from Dediapada and Sagbara blocks faced retention related problem. From the teachers' statements on retention problem again it emerged that the retention problem stemmed from the economic condition. The poor economic condition forced both parents to work or migrate in search of work. When parents are engaged in wage earning, it becomes the responsibility of the girl child to take care of siblings and to manage daily household chores. Sometimes, parents migrate with children without informing the school. During harvest time girls' absence in school reaches its peak. Teachers blamed parents' unawareness about the importance of education as one of the reasons for girl children's absence in the school.

**Table 4.38 Teachers facing retention related problems**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers facing retention related problems	16/36	44.4	5/12	41.7	10/20	50	8/16	50	39/84	46.4

#### 4.2.2.3 Teachers' observation on cases of absentees during harvest time

The table 4.39 shows it was the observation of the majority of the teachers that during harvest season cases of absentees increased. Agriculture being the major source of income, children's help during crucial time of harvest becomes indispensable; even girl children's response on reasons for being absent supports this finding (See 4.2.1.10 and 4.2.1.11)

**Table 4.39 Cases of absentees during harvest season; teachers' observation**

Cases of absentees during harvest season	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	20/36	55.6	6/12	50	11/20	55	13/16	81.3	50/84	59.5

#### 4.2.2.4 Migration and immigration in class; teachers' response

Migration was found in the Narmada district. Teachers from across the blocks reported migration from their class. As the table 4.40 shows all teachers reported incidents of migration from their class. Conversely, incidents of immigration (students coming from other school) were observed also. As the table 4.41 shows there were such incidents in all; except Tilakwada, blocks.

**Table 4.40 Migration from class; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers from whose class girl student(s) migrated	6/36	16.7	4/12	33.3	5/20	25	7/16	43.8	22/84	26.2

**Table 4.41 Immigration in class; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers having immigration to their class	5/36	13.9	0/12	0	3/20	15	1/16	6.3	9/84	10.7

#### 4.2.2.5 Suitability of the curriculum; teachers' response

Half of the teachers believed that the curriculum was difficult for the girl children of the Narmada district. The table 4.42 shows that it was in the Dediapada block that most teachers were of the opinion that the curriculum was difficult for the girl children of the region.

**Table 4.42 Curriculum difficult; teacher's response**

Difficulty of the curriculum	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	17/36	47.2	4/12	33.3	16/20	80	5/16	31.3	42/84	50

#### 4.2.2.6 Particular subject/s difficult for girl children; teachers' response

According to more than half of the teachers girl children had difficulty in one or more subjects. As per their observation majority of the girl children has problem in English and Mathematics. Very few girl children had problem with Hindi, Sanskrit and Gujarati. There is congruence in the responses received from girl children and responses received from teachers on this question. (See 4.2.1.16 )

**Table 4.43 Subject difficult for girl children; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Any subject difficult</b>	15	41.7	8	66.7	9	45	12	75	44	52.4
<b>Subject</b>										
English	14	93.3	6	50	8	88.9	4	33.3	32	72.7
Mathematics	11	73.3	6	50	5	55.6	7	58.3	29	65.9
Introduction to computer	3	20	5	41.7	3	33.3	4	33.3	15	34
Science and Technology	1	6.7	1	12.5	2	22.2	5	41.7	9	20.5
Gujarati	1	6.7	1	12.5	1	11.1	2	16.7	5	11.4
Sanskrit	2	13.3	0	0	1	11.1	0	0	3	6.8
Hindi	2	13.3	1	12.5	0	0	0	0	3	6.8

#### 4.2.2.7 Understanding of local language; teachers' response

When teachers are from other part of the local community they often face problem in understanding local tribal language. In Narmada district a few teachers were found who faced problem of understanding girl children's language.

**Table 4. 44 Teachers' understanding of local language; teachers' response**

Teachers understanding students' local language	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	33	91.7	12	100	17	85	15	93.8	77	91.7
No	3	8.3	0	0	3	15	1	6.7	7	8.3

#### 4.2.2.8 Teachers' language for girl children; teachers' response

All teachers claimed that girl children in their school understood their (teachers') language. Language did not emerge as a major problem between teachers and girl children (See 4.2.1.17 and 4.2.1.18)

**Table 4.45 Students understanding teacher's language; teachers' response**

Students understanding teacher's language	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	36	100	12	100	20	100	16	100	84	100

#### 4.2.2.9 Malnourishment amongst girl children; teachers' response

As it is illustrated in the table 4.46 a good number of teachers reported malnourishment amongst girl children in their schools. Amongst the main reasons cited for malnourishment were; poor dietary habits, lack of information on nutritious food and poor economic condition etc. It is a fact that children have been observed malnourished in the Narmada district. To improve the health condition of the children in the year 2009 *Dhoodh Sanjeevani* scheme was launched. Under the scheme primary school children were provided with flavoured milk. At the time of the study, it came to the knowledge that the scheme was running in Dediapada block only.

**Table 4.46 Malnourishment amongst girl children; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Malnourishment amongst girl children →</b>	14	38.9	6	50	11	55	9	56.3	40	47.6
<b>Reasons for malnourishment ↓</b>										
Food habit at home does not include balanced food	12	85.7	3	50	8	72.7	9	100	32	80
No information available on nutritious food	5	35.7	6	100	5	45.5	8	88.9	24	60
Due to poor economic condition cannot afford nutritious food	10	27.8	2	33.3	3	27.3	7	77.8	22	55
Students have formed bad food habits	5	35.7	6	100	2	18.2	7	77.8	20	50

#### 4.2.2.10 Inter-gender interaction; teachers' response

It is depicted in the table 4.48 that according to the majority of the teachers, girl children interacted with other girl children.

**Table 4.47 Inter-gender interaction; teacher's response**

Interaction between girl children and girl children	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	34/ 36	94.4	12/ 12	100	19/ 20	95	16/ 16	100	81/ 84	96.4

#### 4.2.2.11 Intra-gender interaction; teacher's response

As per the observation of majority teachers, most of the girl children had no problem interacting with boy children in the class/school. As it is revealed in the tables 4.48 and 4.49, girl to girl and girl to boy interactions were found to be common.

**Table 4.48 Intra-gender interaction; teachers' response**

Interaction between girl children and boy children	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	32/ 36	88.9	12/ 12	100	18/ 20	90	15/ 16	93.8	77/ 84	91.7

#### 4.2.2.12 Problems faced during enrolment survey; teachers' response

Verification of children's age seemed to have been posing major problems for the teachers on their enrolment survey visit. Teachers reported that sometimes parents did not remember the exact date of birth of their children. Some teachers reported that at times parents either did not have child's birth certificate or misplaced the birth certificate. In such cases it was difficult to ascertain or to verify their admissible age in the school. The information of the child whose parents migrated was not available. Sometimes guardians confused formal name (name on the birth certificate) with household name; mostly in the cases where child's parents were away for earning and the child was with grandparents or guardians. Other survey related problems included unavailability of parents at the time of survey, their illiteracy and indifference.

**Table 4.49 Teachers facing problems during enrolment**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers facing problems during enrolment	4/ 36	11.1	4/ 12	33.3	5/ 20	25	12/ 16	75	25/ 84	29.8

**4.2.2.13 Teachers' suggestions to solve the problems of girl child education**

Teachers suggested assorted solutions to the problems of girl child education in the Narmada district. Their suggestions were based on local understanding and direct contact with the community. Invariably from all blocks, teachers almost unanimously shared their belief that the parents' awareness regarding importance of education was crucial for educating girl children. Various ways for spreading awareness were suggested these included conducting awareness programmes, seminars, street dramas, even local *chintan shibirs* and so forth. From all blocks teachers collectively expressed that community's awareness was acutely requirement in the district. Further it was stated that awareness could be brought about by implementation of programmes and campaigns aimed at encouraging girl child education. Some of the welcome steps suggested for girl child education were extension of financial assistance through schemes, providing nutritious food, training in self-defense, transport and hostels facilities for poor girl children are worth mention. Teachers suggested that secondary and higher secondary schooling facilities needed to be expanded in the district. Teachers' focus on community awareness and local requirements appeared to have its basis in their first hand experience and observations of their immediate surroundings.

**Table 4.50 Teachers suggesting the ways for encouraging girl child education in the Narmada district**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%		%	f	%	f	%	f	%
Teachers suggesting the ways for encouraging girl child education	31/ 36	86.1	11/ 12	91.7	16/ 20	80	14/ 16	87.5	72/ 84	85.7

**Table 4.51 Teachers sharing their suggestions to solve the problems of girl child education**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers sharing their suggestions on solving the problems of girl child education	34/ 36	94.4	9/ 12	75	15/ 20	75	16/ 16	100	74/ 84	88

#### **4.2.3.0 Problems of Girl Children; Head Teachers' Response**

Head teacher's role is pivotal in executing schemes and circulars of government. A head teacher is the authority in taking decisions and managing the local issues and matters. She is the member secretary of the SMC committee which deliberates and decides over the important subjects concerning school governance.

##### **4.2.3.1 The reasons for which girl child drop out; head teachers response**

In accordance with opinion of the teachers, majority of the head teachers also believed that poor economic condition was the main reason behind girl children leaving school (See 4.2.2.1). The table 4.52 shows that as many as 76 per cent of head teachers subscribed to the statement that the poor economic condition was the reason for girl child to leave the school. A number of head teachers also believed that assisting parents was a major issue for girl children to leave school.

##### **4.2.3.2 Problems with regard to the retention of girl child in the school; head teachers' response**

As the table 4.53 shows 31 per cent of head teachers reported that they faced problems with regard to the retention of girl children in the school; this included 40 per cent from Dediapada, 33 per cent from Nandod, 25 per cent from Sagbara and 17 per cent from Tilakwada. The common reasons stated for the absence of girl children from school were; girl children of upper primary section are expected to assist their parents at home, they need to take care of siblings at home, need to prepare food at home.

**Table 4.52 Reasons for which girl child leave schools; head teacher's response**

Reasons for leaving school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Poor economic condition	14	77.8	5	88.3	8	80	5	62.5	32	38
Girl children have to assist parents in earning	13	72.2	4	66.2	9	90	3	37.5	29	34.5
Parents do not have awareness about education	8	44.4	4	66.7	5	50	4	50	21	25
Education not considered important	5	27.8	2	33.3	3	30	3	37.5	13	15.5
Girl have security related issues	4	22.2	1	16.7	2	20	1	12.5	8	9.5
Girl child have health related issues	1	5.6	1	16.7	3	30	1	12.5	6	7.1
Other	0	0	1	16.7	2	20	0	0	3	3.6
Girl child do not wish to study	0	0	0	0	0	0	0	0	0	0
Total Responses	42/ 18	233.3	18/ 6	300	32/ 10	320	17/ 8	212.5	112/ 84	133.3

**Table 4.53 Problems faced with regard to the retention of girl children; head teachers' response**

Problems faced with regard to the retention of girl children	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
No	12	66.7	5	83.3	6	60	6	75	29	69
Yes	6	33.3	1	16.7	4	40	2	25	13	31



#### 4.2.3.3 Migration from school in the last year; head teachers' response

As the table 54 shows that there were 29 per cent head teachers who said that there has been migration from their school in the last year - out of these 22 per cent head teachers were from Nandod, 33 per cent from Tilakwada, 30 per cent were from Dediapada, 38 per cent were from Sagbara. Migration is still prevalent in Narmada district. The highest percentages of migration were recorded from Sagbara block.

**Table 4.54 Migration from school; head teacher's response**

Issuing of migration certificate	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
No	14	77.8	4	33.3	7	70	5	62.5	30	71.4
Yes	4	22.2	2	66.7	3	30	3	37.5	12	28.6

#### 4.2.3.4 Immigration to school; head teachers' response

As the table 55 shows that 4.8 per cent head teachers reported immigration in their schools; out of which 6 per cent was from Nandod and 10 per cent was from Dediapada. Head teachers from Tilakwada and Sagbara blocks reported no immigration incidents.

**Table 4. 55 Immigration to school; head teachers' response**

Immigration to school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
No	17	94.4	6	100	9	90	8	100	40	95.2
Yes	1	5.6	0	0	1	10	0	0	2	4.8

#### 4.2.3.5 Suitability of curriculum for the students; head teachers' response

As the table 4.56 shows that there were 66. 7 per cent head teachers who said that the curriculum was not suitable for the students.72 per cent head teachers were in Nandod, 70 per cent were in Dediapada, 67 per cent were in Tilakwada and 50 per cent were in Sagbara.

**Table 4.56 Curriculum difficult; head teachers' response**

Curriculum difficult	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
No	13	72.2	4	66.7	7	70	4	50	28	66.7
Yes	5	27.8	2	33.3	3	30	4	50	14	33.3

**4.2.3.6 Particular subject/s difficult for girl children; head teachers' response**

The table 4.57 gives details about the difficult subjects. There were 50 per cent head teachers who said that there were girl children who had some difficulty in certain subject/s. On difficult subjects, responses from girl children, teachers and head teachers gave similar information. In fact, English and mathematics topped in all three tables (See tables 4.33, 4.43, 4.57)

**Table 4.57 Subject difficult; head teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Any subject difficult →</b>	9/ 18	50	2/ 6	33.3	5/ 10	50	5/ 8	62.5	21/ 42	50
<b>Subject↓</b>										
English	9	100	2	100	3	60	2	40	16	76.2
Mathematics	5	55.6	1	50	5	100	4	80	15	71.4
Introduction to computer	2	22.2	1	50	1	20	2	40	6	28.6
Science and Technology	1	11.1	0	0	1	20	1	20	3	14.3
Sanskrit	2	22.2	0	0	0	0	0	0	2	9.5
Gujarati	1	11.1	0	0	1	20	0	0	2	9.5
Hind	1	11.1	0	0	0	0	0	0	1	4.8
Total responses	21/ 18	116.7	4/ 6	66.7	11/ 10	110	9/ 8	112.5	45/ 42	107

#### 4.2.3.7 Girl children's language for head teachers

The table 4.58 shows that almost all (97.62 per cent) head teachers understood girl children's language.

**Table 4.58 Head teachers understanding girl children's language**

Teachers understanding students' language	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	17	94.4	6	100	10	100	8	100	41	97.6
No	1	5.6	0	0	0	0	0	0	1	2.4

#### 4.2.3.8 Head teachers' language for girl children

As per the table 4.59 all head teachers claimed that their language was intelligible to girl children.

**Table 4.59 Girl children understanding head teacher's language**

Girl children understanding head teacher's language	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	18	100	6	100	10	100	8	100	42	100

#### 4.2.3.9 Malnourishment amongst girl children; head teachers' response

As shown in the table 4.38 there were 57 per cent head teachers who said that there were malnourished girl children in their schools. Most of the head teachers, like the teachers, blamed poor economic condition for malnourishment of girl children. (See table 4.46)

#### 4.2.3.10 Inter- gender interaction; head teachers' response

98 per cent of the head teachers said that girls interact with girls.

#### 4.2.3.11 Intra-gender interaction ; head teachers' response

93 per cent of the head teachers said that girl children interact with boy children.

**Table 4.60 Malnourishment amongst girl children; head teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Malnourishment amongst girl children →</b>	8/ 42	44.4	5/ 6	83.3	6/ 10	60	5/ 8	62.5	24/ 42	57.1
<b>Reasons for malnourishment ↓</b>										
Due to poor economic condition cannot afford nutritious food	8	100	4	80	6	100	5	100	23	95.8
Daily food habit does not include balanced food	5	62.5	1	20	3	50	2	40	11	45.8
No information available on nutritious food	3	37.5	2	40	3	50	2	40	10	41.7
Students have formed bad food habits	3	37.5	0	0	1	16.7	2	40	6	25
Other	8	100	2	40	1	16.7	0	0	11	45.8
Total Responses	27/ 8	337.5	9/ 5	180	14/ 6	233.3	11/ 5	220	61/ 24	254.2

**Table 4.61 Girl children's interaction with other girl children; head teachers' response**

<b>Girls to girls interaction</b>	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	17	94.4	6	100	10	100	8	100	41	97.6
No	1	5.6	0	0	0	0	0	0	1	2.4

**Table 4.62 Girl children's interaction with boy children; head teachers' response**

Girls to boys interaction	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	17	94.4	5	83.3	9	90	8	100	39	92.9
No	1	5.6	1	16.7	1	10	0	0	3	7.1

#### 4.2.3.12 Head teacher's suggestions to solve the problems of girl child education

The Head teachers of the Narmada district opined that the community's awareness was crucial for girl child education. Emphasis on facilities, aids and support was ubiquitous in almost all head teacher's suggestions. Head teachers stressed providing moral support to girl children. This, according to them, could be done by presenting examples of women who had achieved significant position and earned respect because of their education. It was suggested to adopt humane approach towards girl children if they could not keep for school timing. They should not be penalised as they have to manage their house also. Advocacy for unburdening girls from household duties came from various head teachers. Some of them believed that the economic condition should improve and the problem of unemployment in the district had to be addressed as they force girl children into child labour. Child labour has to stop. It was recommended that as girls need more clothes than boys, they should be given two pairs of uniforms instead of one. Strict legal provision against parents and guardians who do not send their girl children to school was jotted in the suggestion column.

**Table 4.63 Head Teachers sharing their suggestions to solve the problems of girl child education**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Head Teachers sharing their suggestions on solving the problems of girl child education	18/18	100	4/6	66.7	8/10	80	5/8	62.5	35/42	83.3

#### **4.2.4.0 District Primary Education Officer on Problems of Girl Child Education in the Narmada District**

District Primary Education Officer is the administrative head for the primary education in the district. Through a video-recorded semi-structured interview, problems of girl child education were discussed with DPEO, Narmada. For the excerpts of the full interview refer appendix - 7

#### **4.2.4.1 District Primary Education Officer on enrolment and retention**

In response to the question on problems of enrolment and retention the officer was of the opinion that they were no longer the problems in the district. He said the programmes under SSA and number of positive measures had improved the status of primary education. However, he conceded that in the tribal groups of the Dediapada block because of the tribal tradition some problems came up. Further, it was stated the conditions had improved in the last ten years.

#### **4.2.4.2 Peculiarity of problems of Narmada district**

To the question on unique nature of the problems of Narmada district the DPEO responded affirmatively. Elaborating on this he said, “the region is covered with forest and hills. There are two developing blocks (Dediapada and Sagbara) in the district. Orthodoxy is still prevalent in the district....the tribal community is still not ready for the education of girl children” The district is unique in terms of its geographic location, demographic characteristics and traditional belief system of its inhabitants.

#### **4.2.4.3 Inspection of schools in the Narmada district**

When asked about the problems of inspections in the district given its geographical condition, the DPEO responded saying that the structure of inspection was well in place. He also informed about the surprise visits for schools in necessary cases.

#### **4.2.4.4 DPEO’s suggestions to solve the problems of girl child education**

District Primary Education Officer said that it would be better if special needs of the district are taken into account while framing programmes. But when asked about his suggestions on programmes for Narmada district, he said the available programmes were enough.

#### **4.2.5.0 District Gender Coordinator on Problems of Girl Child Education in the Narmada District**

The District Gender Coordinator is a designated position under SSA. She has to look into and address gender issues in the primary schools of the district. The District Gender Coordinator of the Narmada was also in charge principal of the two KGBVs of the district. A semi- structured video interview was conducted to elicit her views on girl child education in the Narmada district. For the excerpts of the full interview refer to the appendix – 8

##### **4.2.5.1 District Gender Coordinator on enrolment and retention**

The District Gender Coordinator, Narmada told that there is not much of a problem in enrolling children in school. According to her, the programmes have improved the status of enrolment in the district. However, retention of girl children still remained a problem. On further probing on retention problems, parents' economic condition was cited as the main reason behind it. Because of the poor economic condition, the girl children were force into early marriage, household management and sibling care.

##### **4.2.5.2 Acuteness of problems relative to areas**

In reply to the question related to the retention of girl children, it was revealed that the problem was more acute in tribal blocks of the district. The gender coordinator told that the wage earning means were available in Nandod and Tilakwada and hence parents were not in so much of need to migrate. Once the girl of migrating parents leaves the school, she would not come again to school unless school approached her. The tribal blocks were more at the disadvantageous state because of the lack of travel facility also.

##### **4.2.5.3 Attitude of the community towards education; a key issue**

Gender coordinator opined that tribal community's attitude towards education was not so much encouraging. The education of a girl child had little, if any, significance in the community. To illustrate her point she passionately shared her experience at KGBV, a residential school, of which she was an in charge principal. She narrated that a girl who did not want to stay in school suddenly started behaving like as if she had been possessed by some spirit. She ran and jump over the school gate. They had to chase her down. In such cases, parents could be gullibly won over into possession theory. They would generally resort to consulting a quake or tying threads etc. She said

that when children formed the habit of working in fields and staying at home, it was difficult for them to stay in school and get education.

#### **4.2.5.4 DGCo's suggestions to solve the problems of girl child education**

District Gender Coordinator advocated activity based teaching, celebration of World Daughter's Day in school and such programmes to instill the feeling of honour amongst girl children for being born as girls. She emphasized on having programmes and schemes for spreading awareness on the importance of girl child education for community.

#### **4.2.6.0 Summary of the Deterring Factors of Girl Child Education**

The girl children's responses and the views expressed by the teachers, head teachers, DPEO and DGCo. directly or indirectly, in most cases, denote a poor economic condition of the people. For sizable girl children it was difficult to keep timing of school, as they were required to carry out various other tasks. There was considerable number of girl children (24 %) who worked as daily wage earners and some of them were working at the cost of schooling. The teachers and head teachers held poor economic condition responsible for migration, child labour, mal-nourishment, dropout, retention related issues amongst girl children. There was considerable number of teachers and head teachers who believed that the curriculum was not suitable for the girl children of the district. Girl children were found struggling in English and mathematics. Language and interaction were not found to be a major problem amongst girl children, boy children, teachers and head teachers. Spreading awareness amongst parents, providing financial assistance were some of the suggestions from teachers and head teachers for solving the problems of girl children education.

### **4.3.0 TRENDS OF ENROLMENT AND RETENTION**

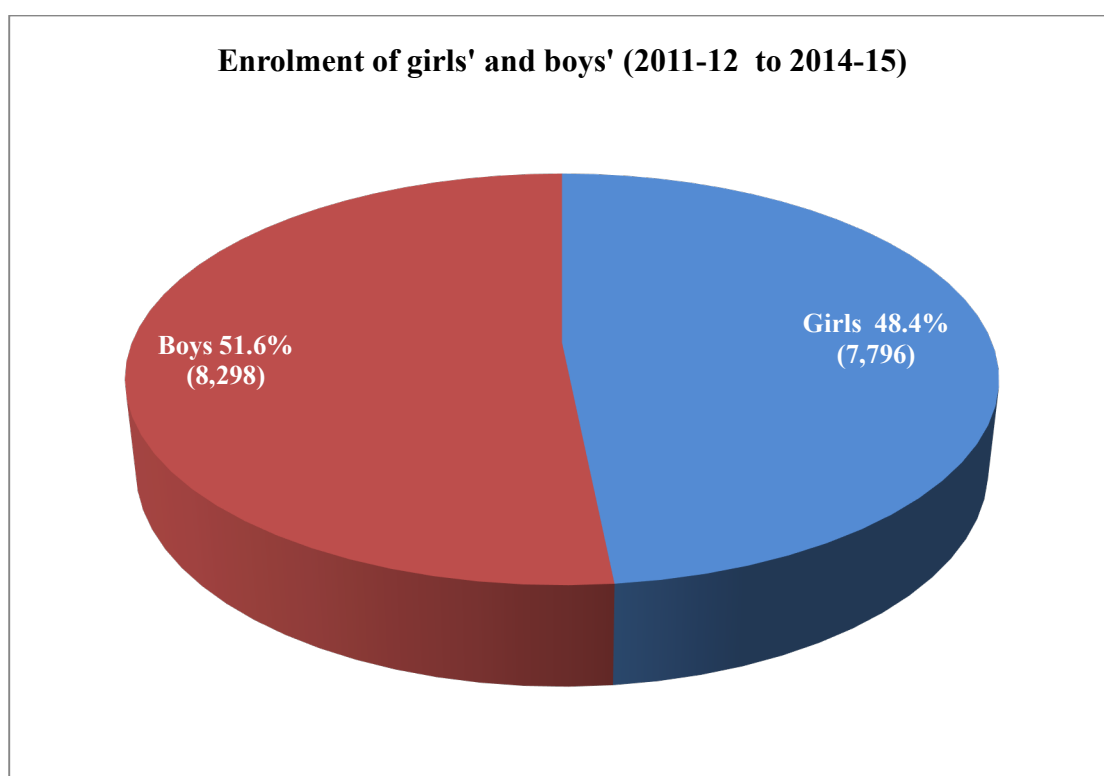
Last four years' data (2011-12 to 2014-15) on enrolment and retention were collated from each sampled school. These data were the first hand data from the records of each selected school. The data were collected with an intention to find the trend of enrolment and dropout.

#### **4.3.1.1 Enrolment**

There were 16,094 children enrolled between the academic years 2011 – 12 and 2014 - 15 in the selected upper primary schools out of which 7,796 (48.4 %) were girls and 8,298 (51.6 %) were boys. The positive sign is that the cumulative figures for boys' and girls' enrolment halve the pie chart almost in the middle.



**Chart 4.1 Enrolment in four years**

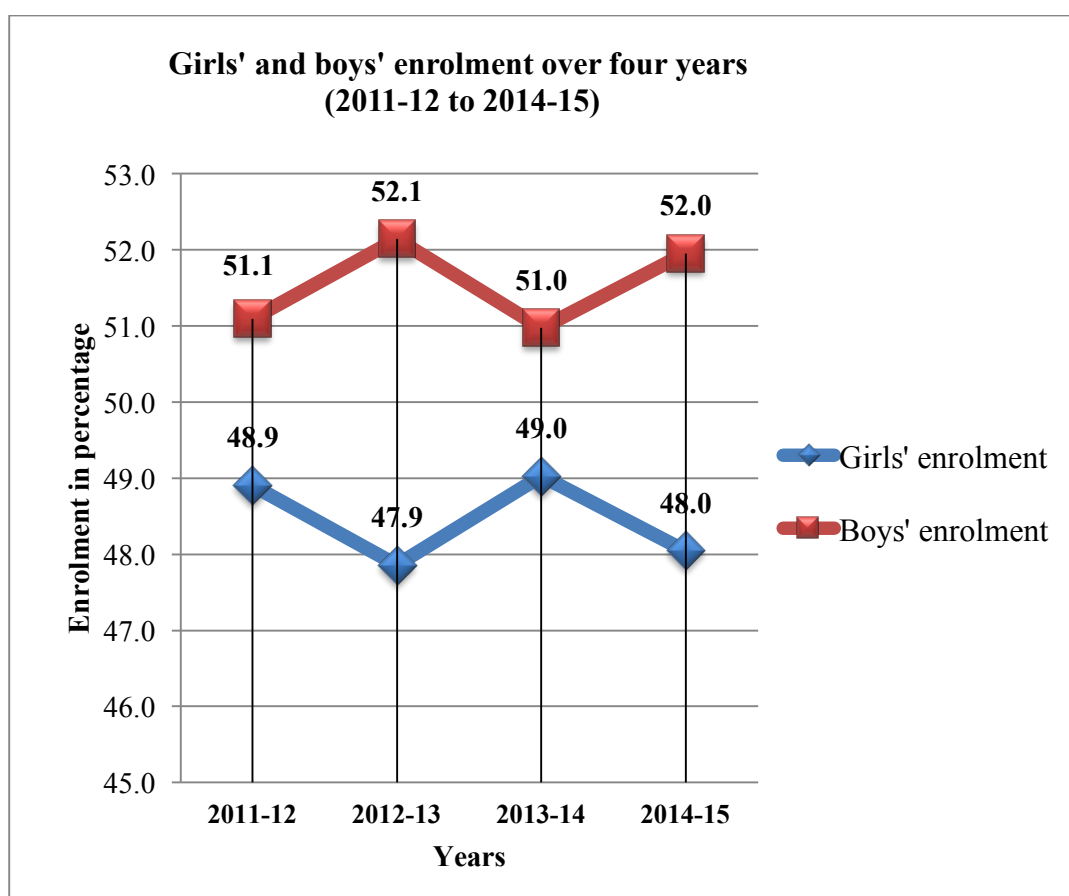


#### **4.3.1.2 Enrolment in four years**

It can be observed from the graph 4.2 that the enrolment trend has been sinuous for both girls and boys over the four years. In all four years girls' enrolment remained lower than that of boys'. The widest gap of 4.2 % between the girls' enrolment and the boys' enrolment was recorded in the year 2012 -13. The following year showed the narrowest enrolment gap of 2.0 %.

The cumulative gross enrolment of boys' has always remained higher than that of girls'. However, there have been instances within blocks when girls' enrolment surpassed boys' enrolment for particular years e.g. in Dediapada in the years 2011 – 12 and 2013 – 14 and in Sagbara in the year 2012 – 13 (See table 4.64).

**Chart 4.2 Year wise enrolment**



#### **4.3.1.3 Block wise enrolment**

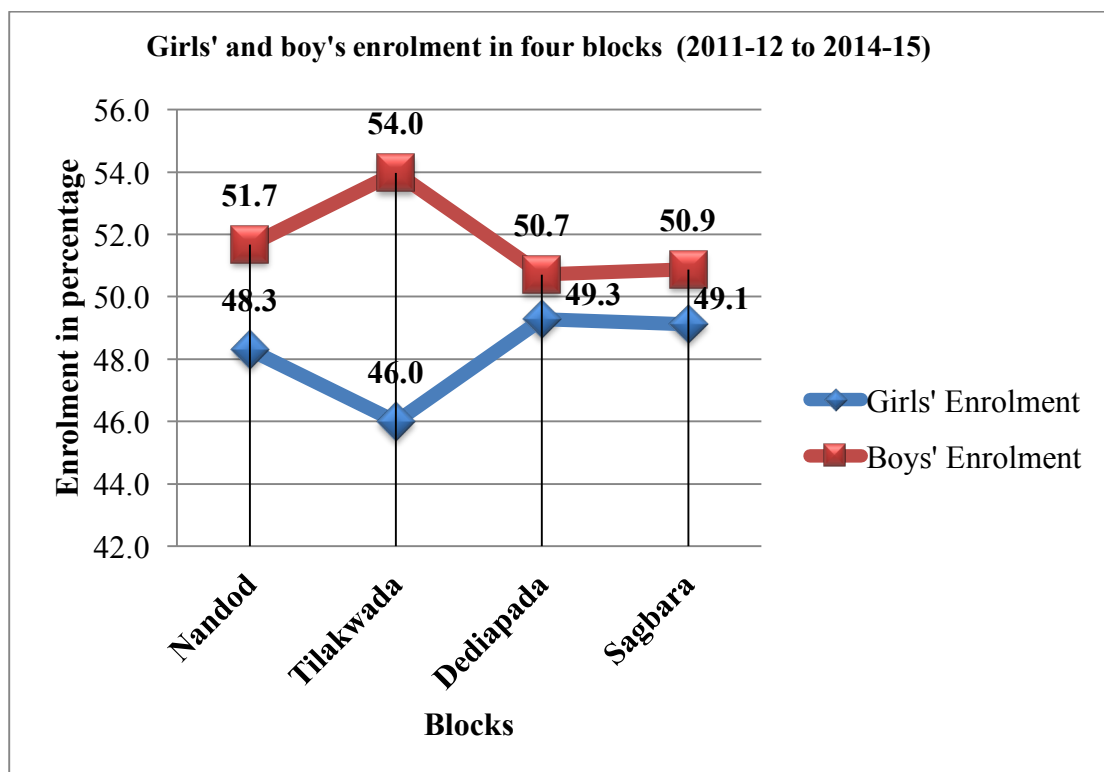
In all blocks girls' enrolment remained lower than that of boys'. The widest enrolment gap between girls and boys of 8 % was observed in Tilakwada. Dediapada had the narrowest enrolment gap of 1.4%. The predominantly tribal blocks - Dediapada and Sagbara have shown narrower enrolment gaps between boys and girls than the non-tribal dominant blocks - Nandod and Tilakwada. In fact, Tilakwada registered the widest enrolment gap between boys and girls. It is possible that the block might have less number of girl children. The low enrolment rate of girl children of the Tilakwada block can be explained in its historical and demographic proximity with the less tribal and more urban Vadodara district. People from urban, more literate and nontribal society have shown aversion to the birth of girl children. (See 1.6.1)

#### **4.3.1.4 Influx of enrolment; the highest, the lowest and exceptional instances**

Nandod, Tilakwada and Sagbara displayed the highest enrolment influx in the year 2012 -13 whereas for the Dediapada the year was 2013 – 14. The lowest enrolment influx in Nandod, Dediapada, and Sagbara was recorded in the year 2011-12, for Tilakwada it was in the year 2014 – 15. Instances of girls' enrolment exceeding

boys' enrolment were observed in Dediapada in the year 2011 – 12 and 2013-14 and in Sagbara in 2012 – 13. Such instances were few and far between and had little influenced the cumulative enrolment which always favoured boys. (See tables 4.64 and 4.66)

**Chart 4.3 Block wise enrolment**



**Table 4.64 Block wise enrolment**

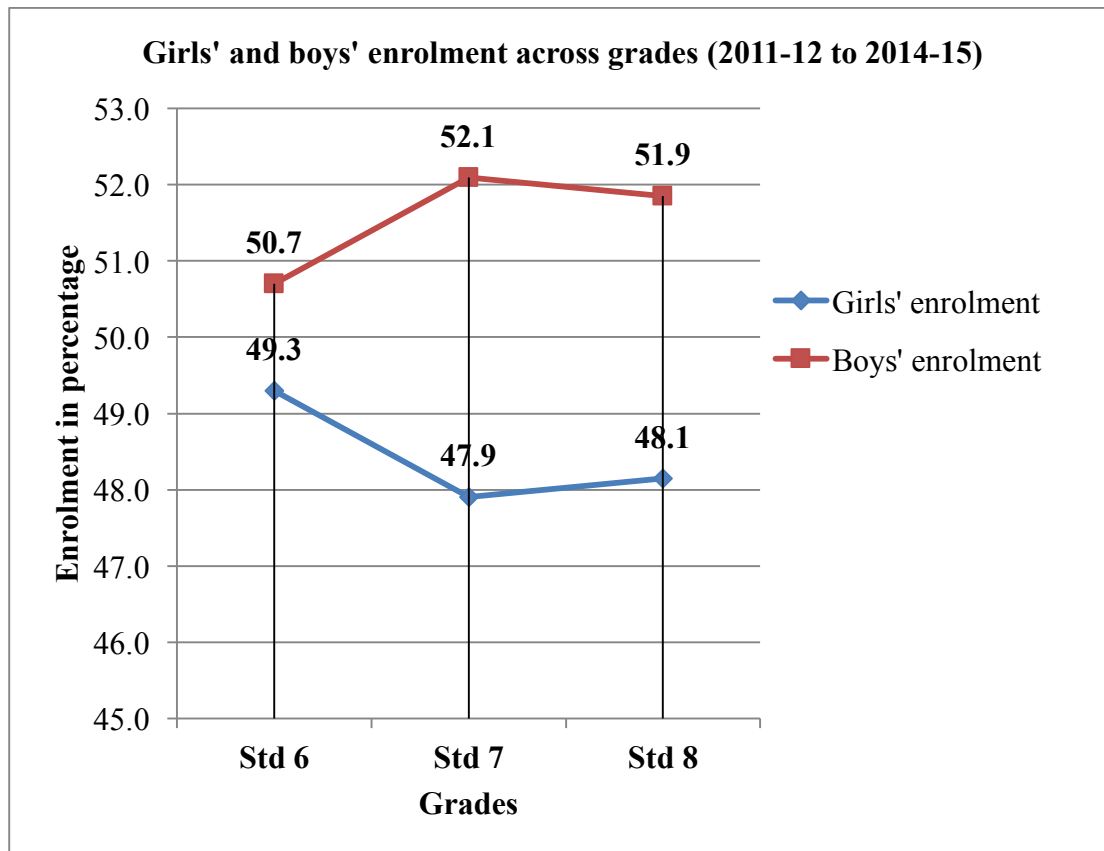
Year	Nandod					Tilakwada					Dediapada					Sagbara				
	Girls	%	Boys	%	Total	Girls	%	Boys	%	Total	Girls	%	Boys	%	Total	Girls	%	Boys	%	Total
<b>2014-15</b>	782	48.8	822	51.2	1604	224	46.4	259	53.6	483	561	47.3	624	52.7	1185	364	48.7	383	51.3	747
<b>2013-14</b>	798	49.7	809	50.3	1607	259	45.3	313	54.7	572	616*	50.6	602	49.4	1218	388	48.1	419	51.9	807
<b>2012-13</b>	780	47.4	866	52.6	1646	296	45.3	358	54.7	654	580	48.3	620	51.7	1200	410*	50.2	407	49.8	817
<b>2011-12</b>	673	47.5	745	52.5	1418	234	47.6	258	52.4	492	563*	51.0	541	49.0	1104	268	49.6	272	50.4	540
<b>Total</b>	3033	48.3	3242	51.7	6275	1013	46.0	1188	54.0	2201	2320	49.3	2387	50.7	4707	1430	49.1	1481	50.9	2911

\*Girls enrolled more

#### 4.3.1.5 Transition across grades

For girls, the enrolment rate from 49.3 % in standard 6 dropped by 1.4 % to 47.9 % in standard 7 and slightly rose by 0.2 % in the standard 8 to 48.1 %. As girls grow older the familial responsibilities tend to weigh heavy upon them. They are expected to carry out daily household duties that include cooking, taking care of siblings, assisting parents in fields etc. This leads to their exodus from school. Incremental transition for boys towards higher grades has been observed. For boys, the enrolment in standard 6 from 50.7 % rose to 52.1 % in standard 7 and slightly slipped to 51.9 % in standard 8. The RtE Act provision of “age appropriate” admission has made it possible for older children to join school at a higher class. It makes it possible for enrolment to rise in the upper standards. The provision of “age appropriate” admission in the RtE Act 2009 states, “When a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class” (RtE Act – 2009 Chapter II - 4) The migration factor prevalent in the district also may be taken into account for the rise of enrolment towards the higher grades.

**Chart 4.4 Transition across grades**



**Table 4.65 Enrolment: per year, per standard**

Year	Std 6 Girls		Std 6 Boys		Std 7 Girls		Std 7 Boys		Std 8 Girls		Std 8 Boys		Total
	f	%	f	%	f	%	f	%	f	%	f	%	f
<b>2014-2015</b>	613	15.3	627	15.6	615	15.3	647	16.1	703	17.5	814	20.3	<b>4019</b>
<b>2013-2014</b>	660	15.7	648	15.4	622	14.8	658	15.7	779	18.5	837	19.9	<b>4204</b>
<b>2012-2013</b>	649	15.0	679	15.7	638	14.8	686	15.9	779	18.0	886	20.5	<b>4317</b>
<b>2011-2012</b>	646	18.2	687	19.3	638	18.0	742	20.9	454	12.8	387	10.9	<b>3554</b>
<b>All years</b>	2568	16.0	2641	16.4	2513	15.6	2733	17.0	2715	16.9	2924	18.2	16094

**Table 4.66 Enrolment and transition in each year (2011 – 12 to 2014 - 15)**

<b>Block</b>	<b>Std 6</b>				<b>Std 7</b>				<b>Std 8</b>				<b>Total Girls</b>	<b>%</b>	<b>Total Boys</b>	<b>%</b>
<b>Nandod</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>				
<b>2014-15</b>	261	33.4	225	27.4	239	30.6	248	30.2	282	36.1	349	42.5	<b>782</b>	<b>48.8</b>	<b>822</b>	<b>51.2</b>
<b>2013-14</b>	256	33.1	231	28.6	236	30.5	284	35.1	306	36.4	294	36.3	<b>798</b>	<b>49.7</b>	<b>809</b>	<b>50.3</b>
<b>2012-13</b>	236	30.3	277	32.0	250	32.1	242	27.9	294	37.7	347	40.1	<b>780</b>	<b>47.4</b>	<b>866</b>	<b>52.6</b>
<b>2011-12</b>	254	37.7	250	33.6	243	36.1	300	40.3	176	26.2	195	26.2	<b>673</b>	<b>47.5</b>	<b>745</b>	<b>52.5</b>
<b>Tilakwada</b>	<b>Std 6</b>				<b>Std 7</b>				<b>Std 8</b>				<b>Total Girls</b>	<b>%</b>	<b>Total Boys</b>	<b>%</b>
	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>				
<b>2014-15</b>	63	28.1	72	27.8	75	33.5	88	34.0	86	38.4	99	38.2	<b>224</b>	<b>46.4</b>	<b>259</b>	<b>53.6</b>
<b>2013-14</b>	74	30.3	95	30.4	84	34.4	85	27.2	101	35.2	133	42.5	<b>259</b>	<b>45.3</b>	<b>313</b>	<b>54.7</b>
<b>2012-13</b>	89	30.1	102	28.5	81	27.4	112	31.3	126	42.6	144	40.2	<b>296</b>	<b>45.3</b>	<b>358</b>	<b>54.7</b>
<b>2011-12</b>	84	35.9	112	43.4	100	42.7	108	41.9	50	21.4	38	14.7	<b>234</b>	<b>47.6</b>	<b>258</b>	<b>52.4</b>
<b>Dediapada</b>	<b>Std 6</b>				<b>Std 7</b>				<b>Std 8</b>				<b>Total Girls</b>	<b>%</b>	<b>Total Boys</b>	<b>%</b>
	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>				
<b>2014-15</b>	177	31.6	207	33.2	193	34.4	186	29.8	191	34.0	231	37.0	<b>561</b>	<b>47.3</b>	<b>624</b>	<b>52.7</b>
<b>2013-14*</b>	208	36.2	177	29.4	175	30.5	184	30.6	233	33.3	241	40.0	<b>616</b>	<b>50.6</b>	<b>602</b>	<b>49.4</b>
<b>2012-13</b>	175	30.2	177	28.5	180	31.0	194	31.3	225	38.8	249	40.2	<b>580</b>	<b>48.3</b>	<b>620</b>	<b>51.7</b>
<b>2011-12*</b>	184	32.7	198	36.6	204	36.2	224	41.4	175	31.1	119	22.0	<b>563</b>	<b>51.0</b>	<b>541</b>	<b>49.0</b>
<b>Sagbara</b>	<b>Std 6</b>				<b>Std 7</b>				<b>Std 8</b>				<b>Total Girls</b>	<b>%</b>	<b>Total Boys</b>	<b>%</b>
	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>				
<b>2014-15</b>	112	30.8	123	32.1	108	29.7	125	32.6	144	39.6	135	35.2	<b>364</b>	<b>48.7</b>	<b>383</b>	<b>51.3</b>
<b>2013-14</b>	122	31.0	145	34.6	127	32.3	105	25.1	139	36.6	169	40.3	<b>388</b>	<b>48.1</b>	<b>419</b>	<b>51.9</b>
<b>2012-13*</b>	149	36.3	123	30.2	127	31.0	138	33.9	134	32.7	146	35.9	<b>410</b>	<b>50.2</b>	<b>407</b>	<b>49.8</b>
<b>2011-12</b>	124	46.3	127	46.7	91	34.0	110	40.4	53	19.8	35	12.9	<b>268</b>	<b>49.6</b>	<b>272</b>	<b>50.4</b>
<b>Total all blocks all years</b>													<b>7796</b>	<b>48.4</b>	<b>8298</b>	<b>51.6</b>

\*Girls enrolled mor

**Table 4.67 Enrolment and transition; each block (block wise total enrolment)**

<b>Block</b>	<b>Std 6</b>				<b>Std 7</b>				<b>Std 8</b>			
<b>Nandod</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>
2014-15	261	25.9	225	22.9	239	24.7	248	23.1	282	26.7	349	29.5
2013-14	256	25.4	231	23.5	236	24.4	284	26.4	306	28.9	294	24.8
2012-13	236	23.4	277	28.2	250	25.8	242	22.5	294	27.8	347	29.3
2011-12	254	25.2	250	25.4	243	25.1	300	27.9	176	16.6	195	16.5
<b>Block Total</b>	<b>1007</b>	<b>100</b>	<b>983</b>	<b>100</b>	<b>968</b>	<b>100</b>	<b>1074</b>	<b>100</b>	<b>1058</b>	<b>100</b>	<b>1185</b>	<b>100</b>
<b>Tilakwada</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>
2014-15	63	20.3	72	18.9	75	22.1	88	22.4	86	23.7	99	23.9
2013-14	74	23.9	95	24.9	84	24.7	85	21.6	101	27.8	133	32.1
2012-13	89	28.7	102	26.8	81	23.8	112	28.5	126	34.7	144	34.8
2011-12	84	27.1	112	29.4	100	29.4	108	27.5	50	13.8	38	9.2
<b>Block Total</b>	<b>310</b>	<b>100</b>	<b>381</b>	<b>100</b>	<b>340</b>	<b>100</b>	<b>393</b>	<b>100</b>	<b>363</b>	<b>100</b>	<b>414</b>	<b>100</b>
<b>Dediapada</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>
2014-15	177	23.8	207	27.3	193	25.7	186	23.6	191	23.2	231	27.5
2013-14	208	28.0	177	23.3	175	23.3	184	23.4	233	28.3	241	28.7
2012-13	175	23.5	177	23.3	180	23.9	194	28.6	225	27.3	249	29.6
2011-12	184	24.7	198	26.1	204	27.1	224	28.4	175	21.3	119	14.2
<b>Block Total</b>	<b>744</b>	<b>100</b>	<b>759</b>	<b>100</b>	<b>752</b>	<b>100</b>	<b>788</b>	<b>100</b>	<b>824</b>	<b>100</b>	<b>840</b>	<b>100</b>
<b>Sagbara</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>	<b>Girls</b>	<b>%</b>	<b>Boys</b>	<b>%</b>
2014-15	112	22.1	123	23.7	108	23.8	125	26.2	144	30.6	135	27.8
2013-14	122	24.1	145	28.0	127	28.0	105	22.0	139	29.6	169	34.8
2012-13	149	29.4	123	23.7	127	28.0	138	28.9	134	28.5	146	30.1
2011-12	124	24.5	127	24.5	91	20.1	110	23.0	53	11.3	35	7.2
<b>Block Total</b>	<b>507</b>	<b>100</b>	<b>518</b>	<b>100</b>	<b>453</b>	<b>100</b>	<b>478</b>	<b>100</b>	<b>470</b>	<b>100</b>	<b>485</b>	<b>100</b>
<b>Total all blocks</b>	<b>2568</b>		<b>2641</b>		<b>2513</b>		<b>2733</b>		<b>2715</b>		<b>2924</b>	



#### **4.3.1.6 Drop out**

In all, there were 20 students reported drop outs between the year 2011-12 and 2014-15 in the Narmada district. From the total 20 drop outs, 10 were from Nandod, 8 were from Sagbara and 2 were from Dediapada. Two schools from each Nandod and Sagbara blocks and one from Dediapada block recorded drop outs. No school from Tilakwada had a drop out. Out of 20 drop outs 12 were girl children and 8 were boy children. Looking at the standard wise drop outs, it can be observed that out of 20 drop out students, 4 of them dropped out in standard 6, 9 of them in standard 7 and 7 of them in standard 8. In the year 2014-15 there were 8 drop outs, out of which 6 were girl children. Looking at standard wise drop outs it can be observed that 1 of them dropped out in standard 6, 3 of them in standard 7 and 4 of them (all girl children) dropped out in standard 8. The number of drop outs children in the year 2014-15 was slightly more than what was recorded in the previous three years.

The number of drop out children has remained low. The rate of drop out has gone down at national and state levels and Narmada seemed to be following the same trend. The number of out of school children has been receding due to the several exercises that are carried out to ensure Univesalisation of Primary Education. After the introduction of RtE Act a school is responsible unit for bringing and retaining children in the school. Teachers of primary schools at the commencement of an academic year conduct door to door survey in the surrounding vicinity for the children entitled for enrolment (age group 6- 14 years). For the retention of children several measures have been taken that include making schools friendlier for learners, providing material and financial support to the needy and mobilisation of community. An alternative explanation for the low rate of drop out could be teachers might have scared away from acknowledging actual cases of drop outs fearing it could have accountability fallouts on them. However, this speculation, by no means, is intended to take away the credit from the efforts that have helped reduce instances of drop outs.

**Table 4.68 Drop outs in the Narmada district between 2011-12 and 2014-15**

Number of children who dropped out (2011-12 to 2014-15)																
Academic year	Standard	Nandod			Tilakwada			Dediapada			Sagbara			All blocks		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2014-15	Std.-6	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
	Std.-7	-	-	-	-	-	-	-	-	-	1	2	3	1	2	3
	Std.-8	2	-	2	-	-	-	-	-	-	2	-	2	4	-	4
	<b>Total (2014-15)</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>8</b>
2013-14	Std.-6	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
	Std.-7	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
	Std.-8	-	-	-	-	-	-	-	1	1	-	-	-	-	1	1
	<b>Total (2013-14)</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
2012-13	Std.-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
	Std.-7	-	2	2	-	-	-	-	-	-	-	-	-	-	2	2
	Std.-8	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
	<b>Total (2012-13)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
2011-12	Std.-6	1	-	1	-	-	-	-	-	-	1	-	1	2	-	2
	Std.-7	-	1	1	-	-	-	-	-	-	2	-	2	2	1	3
	Std.-8	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
	<b>Total (2011-12)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>6</b>
<b>Total in all years</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>20</b>

#### 4.3.1.7 Girls who had left (dropped out from) school before; girl children's response

There were 3.9 per cent of girl children who said that they had left school in the past. As it can be observed from the table 4.69 the most prominent reasons for leaving school were assisting parents for 80 per cent and taking care of siblings for 46.7 per cent of girl children. The finding indicates how poor economic condition of the family can inflict pernicious effect on girl child education.

**Table 4.69 Girls who had left school before**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children who had left school before →</b>	7/ 162	4.3	1/ 54	1.9	3/ 90	3.3	4/ 74	5.4	15/ 378	3.9
<b>Reason for leaving school ↓</b>										
Had to assist parents	6	3.7	0	0	2	40	4	80	12	80
Had to take care of siblings	5	3	0	0	1	20	1	20	7	46.7
Did not like school	5	3	0	0	1	20	0	0	6	40
Afraid of teacher	3	1.9	0	0	1	20	0	0	4	26.7
Other	0	0	1	100	0	0	0	0	1	6.7
Total responses	19	271.4	1	100	5	166.7	5	125	30	200

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option*

#### 4.3.1.8 Constantly absent and irregular girl children; teachers' response

To understand more closely the issue of drop outs, the information on 'constantly absent' and irregular girl children was sought (Question 12, Appendix 2). This information can provide important clue on drop out girl children as it was relatively easier for teachers to concede a child as constantly absent than admitting her/him as an outright drop out. It has been observed that there are children who rarely come to schools; mostly at the time of the distribution of scholarship, free text books and

uniform. These children cannot be called drop outs in technical term. In order to call a child a drop out in the state of Gujarat, a child needs to be continuously absent for ninety days. (See the Bombay Primary Education Act- 1947, 132/1) These occasional school attendants benefit little or nothing from school in terms of attaining learning outcomes and skills. They can be called ‘virtual dropouts’.

Information on constantly absent and irregular girl children was sought from the teacher who took attendance in the upper primary standards. 95.2 per cent of the upper primary teachers were involved in taking daily attendance of school children. All the selected teachers in all blocks, except in Nandod, were involved in taking attendance. 32.5 per cent teachers were taking attendance in standard 6 and 33.8 per cent of the teachers were taking attendance in standard 7 and the same per cent of them were taking attendance in standard 8. The teachers who took attendance in the upper primary 20 per cent of them reported constantly absent girl children whereas 32.5 per cent reported irregular girl children in their class.

As the tables 4.70 and 4.71 show there were 4.8 per cent (18) constantly absent and 20.4 per cent (77) irregular girl children reported. The numbers of constantly absent and irregular girl children increased with the standard. The trend suggests that as the girl children grow up, there may be expectations from them to play the role of a responsible member of the family that requires them to carry out the tasks of managing household chores, taking care of siblings, even contributing in the family income etc. This postulation is in agreement with the finding on the irregular girl children (caption 4.2.1.9, table 4.27) in which 84.2 per cent irregular girl children cited ‘need to assist parents’ and 57.9 per cent girl children cited ‘need to take care of siblings’ as the reasons behind their irregularity in school. Sagbara reported the highest percentages of constantly absent and irregular children. Sagbara had as many as 50 per cent irregular girl children. The high dependency on agriculture in the block can explain girl children being irregular in school. (See table 4.151)

**Table 4.70 Constantly absent girl children**

	<b>Nandod</b>	<b>%</b>	<b>Tilakwada</b>	<b>%</b>	<b>Dediapada</b>	<b>%</b>	<b>Sagbara</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Constantly absent girl children→</b>	4/162	2.5	4/54	7.4	4/90	4.4	6/72	8.3	18/378	4.8
<b>Standard↓</b>										
Standard - 6	1	25	1	25	1	25	1	16.7	4	22.2
Standard - 7	1	25	1	25	1	25	2	33.3	5	27.8
Standard - 8	2	50	2	50	2	50	3	50	9	50

**Table 4.71 Irregular girl children**

	<b>Nandod</b>	<b>%</b>	<b>Tilakwada</b>	<b>%</b>	<b>Dediapada</b>	<b>%</b>	<b>Sagbara</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Irregular girl children→</b>	16/162	9.9	14/54	25.9	11/90	12.2	36/72	50	77/378	20.4
<b>Standard↓</b>										
Standard - 6	2	12.5	0	0	4	36.4	13	36.1	19	24.7
Standard - 7	6	37.5	6	42.9	3	27.3	10	27.8	25	32.5
Standard - 8	8	50	8	57.1	4	36.4	13	36.1	33	42.9

**Table 4.72 Teachers taking attendance**

	<b>Nandod</b>	<b>%</b>	<b>Tilakwada</b>	<b>%</b>	<b>Dediapada</b>	<b>%</b>	<b>Sagbara</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Upper primary teachers taking attendance →</b>	32/36	88.9	12/12	100	20/20	100	16/16	100	80/84	95.2
<b>Standard ↓</b>										
Standard - 6	11	34.4	3	25	7	35	5	31.3	26	32.5
Standard - 7	11	34.4	4	33.3	7	35	5	31.3	27	33.8
Standard - 8	10	31.3	5	41.7	6	30	6	37.5	27	33.8

**Table 4.73 Teachers reporting constantly absent and irregular girl children**

	<b>Nandod</b>	<b>%</b>	<b>Tilakwada</b>	<b>%</b>	<b>Dediapada</b>	<b>%</b>	<b>Sagbara</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Teachers who reported constantly absent girl children</b>	3/32	9.4	3/12	25	4/20	20	6/16	37.5	16/80	20
<b>Teachers who reported irregular girl children</b>	5/32	15.6	6/12	50	5/20	25	10/16	62.5	26/80	32.5

#### **4.3.2.0 Summary on Enrolment and Retention Trends**

The enrolment data of four years (2011-12 to 2014-15) did not show much discrepancy between the enrolment of girl children and boy children. In fact, the four years' cumulative figure was almost equally divided between boys and girls. The year wise enrolment showed girl's enrolment remained lower than that of boy's in all years. The widest gap of 4.2 per cent was observed in the year 2012-13. The widest enrolment gap between girls and boys was observed in Tilakwada block. The Dediapada block had the narrowest enrolment gap. The cumulative enrolment always remained in boys' favour. The transition across grades was found incremental for boy children whereas for girl children it declined towards higher grades. This may be due to the increased weighing down of the social and economic factors on grown up girl children. Drop out cases were few. There were 20 dropouts in four years. There were 4.8 per cent constantly absent girl children and there were 20.4 per cent irregular children.

#### **4.4.0 GIRL CHILDREN'S INVOLVEMENT IN SCHOOL ACTIVITIES**

Girl children's involvement in school activities informs about the role a school plays in their life. Girl children's level of motivation, their vision and aspirations associated with school and its activities tell about the significance that is ascribed to school.

##### **4.4.1.1 The purpose of school; girl children's response**

Most of the girl children were found to have understood the importance of study. Uniform, scholarship and mid-day meal were not found to be the major motivations behind coming to the school. For 83.6 per cent of the girl children school was a source of learning and therefore they came to school. For the 7 per cent of them scholarship was the incentive to attend to school. 3 per cent for food and the same per cent of girl children went for uniform. 1.9 per cent girl children did not know the reason for coming to school whereas 1.4 per cent gave other reasons.

**Table 4.74 Reasons for coming to the school**

We should come to school because... ↓	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
we get to learn in the school	147	72.78	53	96.4	85	90.4	71	94.5	356	83.6
we get scholarship	26	12.88	0	0	3	3.2	1	1.3	30	7
we get food	9	4.5	0	0	3	3.2	1	1.3	13	3
we get uniform	11	5.4	0	0	1	1	1	1.3	13	3
Don't know	5	2.5	0	0	2	2.1	1	1.3	8	1.9
Other	4	2	2	3.6	0	0	0	0	6	1.4
Total responses	202	100	55	100	94	100	75	100	426	100

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### 4.4.1.2 Girl children's academic aspirations

As shown in the table 4.75 most of the girl children were found to be very motivated and wanted to study up to the tertiary level and above. 79.6 per cent girl children said that they wished to continue study till college and after. 13.7 per cent girl children said that they wished to study till standard 12. 4.8 per cent of the girl children said that they wished to study till standard 10. 1.9 per cent of the girl children said that they wished to study till standard 8.

**Table 4.75 Academic aspiration of girl children**

Wish to study till...	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
college and ahead	136	83.9	36	66.7	69	76.7	56	77.8	297	78.6
standard 12	18	4.8	10	18.5	17	18.9	7	9.7	52	13.8
standard 10	5	3	3	5.5	1	1.1	9	12.5	18	4.8
standard 8	2	1.2	5	9.3	2	2.2	2	2.8	11	2.9
Total	162	100	54	100	90	100	72	100	378	100



#### 4.4.1.3 Willingness to go out of village for further study

Going out of the village for further study did not mean too much of a cost to be paid for it. 91.8 per cent girl children expressed their willingness to go out of their villages for further studies.

**Table 4.76 Willing to go out of village for further study**

Nandod		Tilakwada		Dediapada		Sagbara		Total	
f	%	f	%	f	%	f	%	f	%
162/137	84.6	53/54	98.1	89/90	98.9	68/72	94.4	347/378	91.8

#### 4.4.1.4 Girl children's grades in examination

Most of the girl children were high academic achievers. 85 per cent of them secured either 'A' or 'B' grades. For the last five years the evaluation in upper primary school is done on Continuous and Comprehensive Evaluation (CCE) pattern. The CCE pattern of evaluation takes into consideration students' scholastics and co-scholastics abilities providing low academic performers scope to make up what they lack in academics.

**Table 4.77 Table Grades secured by the girl children in the last examination**

Grades	Nandod		Tilakwada		Dediapada		Sagbara		Total	
Grade A	f	%	f	%	f	%	f	%	f	%
Grade B	73	45.9	28	52.8	47	55.3	33	47.1	181	49.3
Grade C	60	37.7	16	30.2	29	34.1	26	37.1	131	35.7
Grade D	26	16.4	7	13.2	8	9.4	9	12.9	50	13.6
Grade E	0	0	2	3.8	1	1.2	1	1.4	4	1
Total	0	0	0	0	0	0	1	1.4	1	0.2
	159/ 162	98.1	53/ 54	98.1	85/ 90	94.4	70/ 90	77.8	367/ 378*	97

*\* 11 (2.9 per cent) girl children did not check any of the grade options, these included 3 from Nandod, 1 from Tilakwada, 5 from Dediapada and 2 from Sagbara*

#### 4.4.1.5 Participation of girl children in daily school activities

In school children are involved in various activities from morning till evening. Children's contribution in sustaining school as an organization through their participation in various school activities is immense and indisputable. It is here that children learn their initial lessons in community and cooperative living. Girl children participated in almost all activities of the school that included prayer, sweeping, distribution of MDM, watering plants, opening and closing classrooms, and cleaning water tanks. Both girl and boy children were seen cleaning the school and its premise. They were also seen watering plants, cleaning water tanks, distributing mid-day-meal etc. However, in some schools stereo typing was seen in the distribution of work. Sweeping of classrooms was mostly carried out by the girl children.

As can be observe in the table 4.78 prayer was the most attended activity of the school. 89.5 per cent girl children said that they attended prayer followed by 88.9 saying they were engaged in sweeping work. In the prayer assembly almost entire school including head teacher, teachers and students were seen taking part. Task of leading the prayer was assigned to a few selected students who were comfortable at singing and playing musical instruments – they could be boys as well as girls. In some schools it came into observation that standards (mostly upper) were assigned weekly days for leading the prayer assembly. A prayer diary and musical instruments were maintained by the students under the guidance of a teacher.



*Photo 4.1 Students in the prayer assembly*

**Table 4.78 Participation of girl children in daily school activities**

School activities	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Prayer	136	86	47	90.4	85	94.4	64	90.1	332	89.5
Sweeping	131	82.9	43	82.7	87	96.7	69	97.2	330	88.9
Watering plants	78	49.4	23	44.2	60	66.6	55	77.5	216	58.2
Cleaning water tank	63	39.9	27	51.9	61	67.8	53	74.6	204	55
Opening and closing of school classrooms	52	32.9	23	44.2	50	55.6	46	64.8	171	46
Serving MDM	31	19.6	23	44.2	26	28.9	28	39.4	108	29.1
Other	7	4.4	4	7.7	6	6.7	1	1.4	18	4.9
Total responses	498/ 158	315.2	190/ 52	365.4	375/ 90	416.7	316/ 71	443.7	1379/ 371	371.7

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### **4.4.1.6 Participation in games**

The table 4.79 demonstrates that 80.7 per cent of the girl children participated in games. The rest 19.3 per cent of the girl children gave following reasons for their non-participation. 44.8 per cent of them were afraid of getting hurt, 43.1 per cent did not like to play games and 12 per cent of them had been dissuaded from their parents. 6.6 per cent of the girl children said that they disliked playing games

**Table 4.79 Participation in games**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children participating in games→</b>	127/ 162	78.4	43/ 54	79.7	77/ 90	85.6	58/ 72	80.6	305/ 378	80.7
<b>Girl children not participating in games</b>	35/ 162	21.6	11/ 54	20.3	13/ 90	14.4	14/ 72	19.4	73/ 378	19.3
<b>Reason for non-participation ↓</b>										
Afraid of getting hurt	11	42.3	3	11.3	5	19.2	7	26.9	26	44.8
Do not like games	14	56	3	12	3	12	5	20	25	43.1
Parents have instructed not to participate	6	85.7	1	14.3	0	0	0	0	7	12
Total responses (Reasons for non-participation)	31/ 35	88.5	7/ 11	63.6	8/ 13	61.5	12/ 14	85.7	58/ 73*	79.5

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

*\* 15 (20.5 per cent) respondents did not check any option stating reason for non-participation; nevertheless they checked the option 'no' for the question inquiring their participation in games.*

#### **4.4.1.7 Choice of career after study**

As the table 4.80 reveals most of the girl children (67.7 per cent) wanted to do job. The girl children did not wish to conform to the tradition role of merely home keeping. This also implies that most of the girl children knew why they were studying or at least had an idea of where their education could lead them. However, there were sizeable girl children (14.3per cent) who were found to be undecided. Facilities of aptitude testing and availability of professional guidance on career selection can help them.

**Table 4.80 Choice of career after study**

Choice of career after study	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Will do job	103	72	33	67.3	64	79	56	78.9	256/ 378	67.7
Whatever parents will decide	39	27.3	14	28.6	11	13.6	11	15.5	75	19.8
Not decided	30	7.7	6	4.0	10	1.2	8	7	54	14.3
Will begin my own business	9	6.3	1	2.0	6	7.4	1	1.4	17	4.5
Other	1	0.7	0	0	0	0	0	0	1	0.3
Total responses on career choice	182/ 162	112.3	54/ 54	100	91/ 90	101.1	76/ 72	105.5	403	106.6

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### **4.4.1.8 Purpose of education for girl children**

Girl children expressed variety of expectations from their study in response to the open question in this regard. Some of the responses were more common across the blocks and grades. Such common responses have been put first followed by diverse responses from individual girl children. In total 408 responses were received from 378 girl children. To determine whether girl children's grades (standards) have any influence on their expectation from education, grade wise classification has also been presented. It came to observation that some girl children studying in the same school showed tendency to imitate other girl children while responding. However, there were girl children who expressed their own thoughts also. All accumulated responses have been presented block wise as well as grade wise. As table 4.81 shows a good number of girl children said that they were studying because their education would get them

job. There were 43.9 per cent girl children for whom study was for job. Education was directly linked to jobs. This is a traditionally held view that the main purpose of education is to provide job. The table 4.82 shows there were girl children who said that education would bring them better life. For 9.3 per cent girl children, education was a means to 'a better life'. A sweeping phrase 'better life' can be interpreted as social uplifting; the respect that education can bring in society or financial betterment that one expects from education. It can be observed from table 4.83 that for 8.2 per cent girl children education was a source to become civilised. The same percentages of girl children believed that education could make them self-relied. There were 5 per cent girl children who wanted to help their parents and 4.2 per cent girl children who wanted to help society. 3.4 per cent girl children believed that financial condition would improve with education. There were 3.2 per cent girl children who believed that through education their knowledge would increase. The table 4.90 shows that 2.6 per cent girl children believed that their education would be matter of pride for their parents. All individual specific responses have been classified block wise and grade wise in the table 4.91. There were 14.55 per cent girl children who expressed their own objectives and plans for pursuing their education.

Girl children had variety of reasons for their study. They knew why they were coming to school. Some of the reasons were general while some of them were very specific; nevertheless they all believed that education was a purposeful activity.

**Table 4.81 Study for a job**

Stated purpose	Block	Standard	Number of girl children	
Study will get a job	Nandod	6	20	27.8
		7	31	43
		8	21	29.2
		<b>Total in block</b>	<b>72/162</b>	<b>44.4</b>
	Tilakwada	6	9	64.3
		7	2	14.3
		8	3	21.4
		<b>Total in block</b>	<b>14/54</b>	<b>25.9</b>
	Dediapada	6	15	33.3
		7	12	26.7
		8	18	40
		<b>Total in block</b>	<b>45/90</b>	<b>50</b>
	Sagbara	6	10	28.6
		7	10	28.6
		8	15	42.9
		<b>Total in block</b>	<b>35/72</b>	<b>48.6</b>
<b>Total</b>		<b>All blocks</b>	<b>166/378</b>	<b>43.9</b>

**Table 4.82 Study for a better life**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>Our life will be better</b>	Nandod	6	-	0
		7	1	25
		8	3	75
		<b>Total in block</b>	<b>4/162</b>	<b>2.5</b>
	Tilakwada	6	4	100
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>4/54</b>	<b>7.4</b>
	Dediapada	6	3	18.8
		7	4	25
		8	9	56.3
		<b>Total in block</b>	<b>16/90</b>	<b>17.8</b>
	Sagbara	6	6	54.5
		7	2	18.2
		8	3	27.3
		<b>Total in block</b>	<b>11/72</b>	<b>15.3</b>
<b>Total</b>		<b>All blocks</b>	<b>35/378</b>	<b>9.3</b>



**Table 4.83 Study for becoming educated and civilised**

Stated purpose	Block	Standard	Number of girl children	%
I will be educated and civilised	Nandod	6	3	30
		7	4	40
		8	3	30
		<b>Total in block</b>	<b>10/162</b>	<b>6.2</b>
	Tilakwada	6	1	14.3
		7	3	42.9
		8	3	42.9
		<b>Total in block</b>	<b>7/54</b>	<b>12.9</b>
	Sagbara	6	7	50
		7	4	28.6
		8	3	21.4
		<b>Total in block</b>	<b>14/72</b>	<b>19.4</b>
<b>Total</b>		<b>All blocks</b>	<b>31/378</b>	<b>8.2</b>

**Table 4.84 Study for practical knowledge**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>Study will give practical knowledge</b>	Nandod	6	4	26.7
		7	7	46.7
		8	4	26.7
		<b>Total in block</b>	<b>15/162</b>	<b>9.3</b>
	Dediapada	6	3	18.8
		7	8	50
		8	5	31.3
		<b>Total in block</b>	<b>16/90</b>	<b>17.8</b>
<b>Total</b>		<b>All blocks</b>	<b>31/378</b>	<b>8.2</b>

**Table 4.85 Study for self-reliance**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>I will be self relied</b>	Nandod	6	-	0
		7	4	100
		8	-	0
		<b>Total in block</b>	<b>4/162</b>	<b>2.5</b>
	Tilakwada	6	-	0
		7	1	100
		8	-	0
		<b>Total in block</b>	<b>1/54</b>	<b>1.9</b>
	Dediapada	6	-	0
		7	3	50
		8	3	50
		<b>Total in block</b>	<b>6/90</b>	<b>6.7</b>
	Sagbara	6	-	0
		7	2	22.2
		8	7	77.8
		<b>Total in block</b>	<b>9/72</b>	<b>12.5</b>
<b>Total</b>		<b>All blocks</b>	<b>20/378</b>	<b>5.3</b>

**Table 4.86 Study to help parents**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>I will be helpful to my parents</b>	Nandod	6	2	25
		7	4	50
		8	2	25
		<b>Total in block</b>	<b>8/162</b>	<b>4.9</b>
	Dediapada	6	3	42.9
		7	4	57.1
		8	-	0
		<b>Total in block</b>	<b>7/90</b>	<b>7.8</b>
	Sagbara	6	1	25
		7	1	25
		8	2	50
		<b>Total in block</b>	<b>4/72</b>	<b>5.6</b>
<b>Total</b>		<b>All blocks</b>	<b>19/378</b>	<b>5</b>

**Table 4.87 Study to help society**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>I will be helpful to society</b>	Nandod	6	3	33.3
		7	-	0
		8	6	66.7
		<b>Total in block</b>	<b>9/162</b>	<b>5.6</b>
	Tilakwada	6	-	0
		7	-	0
		8	3	100
		<b>Total in block</b>	<b>3/54</b>	<b>5.6</b>
	Dediapada	6	3	100
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>3/90</b>	<b>3.3</b>
	Sagbara	6	1	100
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>1/72</b>	<b>1.4</b>
<b>Total</b>		<b>All blocks</b>	<b>16/378</b>	<b>4.2</b>

**Table 4.88 Study to improve financial condition**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>Our financial condition will be better</b>	Nandod	6	3	30
		7	4	40
		8	3	30
		<b>Total in block</b>	<b>10/162</b>	<b>6.2</b>
	Dediapada	6	-	0
		7	3	100
		8	-	0
		<b>Total in block</b>	<b>3/90</b>	<b>3.3</b>
<b>Total</b>		<b>All blocks</b>	<b>13/378</b>	<b>3.4</b>

**Table 4.89 Study to increase knowledge**

Stated purpose	Block	Standard	Number of girl children	%
My knowledge will increase	Nandod	6	-	0
		7	-	0
		8	4	100
		<b>Total in block</b>	<b>4/162</b>	<b>2.5</b>
	Tilakwada	6	-	0
		7	-	0
		8	2	100
		<b>Total in block</b>	<b>2/54</b>	<b>3.7</b>
	Dediapada	6	-	0
		7	-	0
		8	1	100
		<b>Total in block</b>	<b>1/90</b>	<b>1.1</b>
	Sagbara	6	2	40
		7	3	60
		8	-	0
		<b>Total in block</b>	<b>5/72</b>	<b>6.9</b>
<b>Total</b>		<b>All blocks</b>	<b>12/378</b>	<b>3.2</b>

**Table 4.90 Study to make parents feel proud**

<b>Stated purpose</b>	<b>Block</b>	<b>Standard</b>	<b>Number of girl children</b>	<b>%</b>
<b>I will be able to make my parents feel proud</b>	Nandod	6	1	100
		7	-	0
		8	-	0
		<b>Total in block</b>	<b>1/162</b>	<b>0.6</b>
	Tilakwada	6	1	14.3
		7	3	42.9
		8	3	42.9
		<b>Total in block</b>	<b>7/54</b>	<b>12.9</b>
	Dediapada	6	-	0
		7	1	100
		8	-	0
		<b>Total in block</b>	<b>1/90</b>	<b>11.1</b>
	Sagbara	6	-	0
		7	-	0
		8	1	100
		<b>Total in block</b>	<b>1/72</b>	<b>1.4</b>
<b>Total</b>		<b>All blocks</b>	<b>10/378</b>	<b>2.6</b>



**Table 4.91 Block wise individual responses on purpose of study**

Block	Standard			Number of girl children	%
	6	7	8		
<b>Nandod</b>					
I enjoy study	-	4	2	6	37.5
I shall be able to solve my own problems	-	-	3	3	18.8
I shall be respected in society	-	2	-	2	12.5
I shall make name for myself	1	1	0	2	12.5
I shall be able to choose a good life partner	-	2	-	2	12.5
No one can cheat me if I have education	-	-	1	1	6.3
<b>Total in block</b>				<b>16/162</b>	<b>9.9</b>
<b>Tilakwada</b>					
If I have education nobody can cheat me	1	3	4	8	61.5
I shall be able to tackle problems of life	-	-	3	3	23
I shall lead a peaceful life	-	2	-	2	15.4
<b>Total in block</b>				<b>13/54</b>	<b>24</b>
<b>Dediapada</b>					
Education helps us taking right decision	3	3	3	9	39.1
Education removes superstitions	2	3	3	8	34.8
I shall be able to read and write anything	1	3	-	4	17.4
Family needs can be satisfied through education	-	2	-	2	8.7
<b>Total in block</b>				<b>23/90</b>	<b>25.6</b>
<b>Sagbara</b>					
I shall be able to do business	-	1	-	1	33.3
I shall become successful in life	2	-	-	2	66.7
<b>Total in block</b>				<b>3/72</b>	<b>4.2</b>
<b>Total all</b>				<b>55/378</b>	<b>14.6</b>

#### 4.4.1.9 Ideal women personalities for girl children

Girl children knew many woman personalities and they appeared to have been inspired by them. Politicians, sports personalities and historical figures were in the list of ideal women. Many girl children were familiar with Kalpana Chawla and Sunita Williams – the famous astronauts of Indian origin. Whatever girl children study in their text book, it can become a source of motivation and inspiration for them. Block wise girl children's ideal women have been given in the tables below.

**Table 4.92 Ideal woman personality for girl children in Nandod block**

Block	Standard			Total
	6	7	8	
<b>Nandod</b>				
Local teacher	6	4	9	19
Kalpana Chawla	4	7	7	18
Sunita Williams	5	5	4	14
Anandiben Patel	3	4	3	10
Mother	-	3	1	4
Indira Gandhi	1	-	3	4
P T Usha	1	-	2	3
Sania Mirza	1	-	-	1
Mother Teresa	-	-	1	1
Kiran Bedi	-	-	1	1
Sonia Gandhi	-	-	1	1
Malala	-	-	1	1
<b>Total in block</b>	<b>21</b>	<b>23</b>	<b>33</b>	<b>77</b>

**Table 4.93 Ideal woman personality for girl children in Tilakwada block**

Block	Standard			Total
	6	7	8	
<b>Tilakwada</b>				
Mother	1	3	6	10
Sunita Williams	4	-	3	7
Kalpana Chawla	2	1	-	3
Kiran Bedi	-	2	-	2
Mother Teresa	-	1	-	1
<b>Total in block</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>23</b>

**Table 4.94 Ideal woman personality for girl children in Dediapada block**

Block	Standard			Total
	6	7	8	
<b>Dediapada</b>				
Kalpana Chawla	4	6	3	13
Sunita Williams	-	-	7	7
Anandiben Patel	-	1	3	4
Indira Gandhi	3	1	-	4
Mother Teresa	2	2	-	4
Rani Lakhmibai	-	4	-	4
Mother	-	-	3	3
Sania Mirza	-	1	2	3
Pratibha Patil	-	-	3	3
Sister	-	-	2	2
Local teacher	1	1	-	2
Sonia Gandhi	-	1	-	1
<b>Total in block</b>	<b>10</b>	<b>17</b>	<b>23</b>	<b>50</b>

**Table 4.95 Ideal woman personality for girl children in Sagbara block**

Block	Standard			Total
	6	7	8	
<b>Sagbara</b>				
Sunita Williams	8	9	9	26
Kalpana Chawla	7	8	8	23
Rani Lakshmibai	5	4	1	10
Kiran Bedi	3	3	4	10
Anandiben Patel	-	4	2	6
P T Usha	1	-	4	5
Rani Durgawati	1	-	3	4
Mary Kom	1	-	1	2
Indira Gandhi	-	1	-	1
Sania Mirza	-	1	-	1
Malwant Purna	-	1	-	1
Saina Nehwal	-	-	1	1
<b>Total in block</b>	<b>26</b>	<b>31</b>	<b>33</b>	<b>90</b>

**4.4.2.1 Whether all girl children finish their education; teacher's response**

As depicted in the table 4.96 majority of the teachers observed that girl children who enrolled in the primary education finished primary education. However, there was sizable number of them who opined the contrary.

**Table 4.96 Whether girl children finish their education; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	28	77.8	9	75	12	60	10	62.5	59	70.2
No	8	22.2	3	25	8	40	6	37.5	25	29.8

#### 4.4.2.2 Performance of girl children in the examinations; teachers' response

As the table 4.97 unfolds 93 per cent of the teachers said that the performance of the girl children was good in the examination. Some of them stated that girl children did better than boy children.

**Table 4.97 Performance of girl children in examination; teachers' response**

Performance in examination	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Good	153	94.4	49	90.7	83	92	67	93	352	93
Not good	9	5.6	5	9.3	7	8	5	7	26	7

#### 4.4.3.1 Performance of girl children in the examinations; head teachers' response

As table 4.98 reveals 93 per cent of the head teachers said that the performance of the girl children was good in the examination. Some of them stated that girl children do better than boy children.

**Table 4.98 Performance of girl children in examination; head teachers' response**

Performance in examination	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Good	16	88.9	6	100	10	100	7	87.5	39	92.9
Not good	2	11.1	0	0	0	0	1	12.5	3	7.1

#### 4.4.4.1 District Primary Education Officer on girl children's performance and aspirations

District Education Officer spoke very highly about the performance of girl children. According to him, girl children were at par with boy children at all fronts. Substantiating his point he gave example of two girl children from KGBV,- Nighat school who had won 1.20 lakhs of rupees at *Khel Mahakumbh* in that year. When asked about the level of education girl children should aspire, he expressed his opinion that girl children should study as much as boy children and there should be no limit to educational aspirations.

#### **4.4.4.2 District Gender Coordinator on girl children's performance and aspirations**

District Gender Coordinator was of the opinion that there was no dearth of talent in the girl children. It was evident from their performance and achievements in academic and co-scholastic activities whether it was examinations, sports or science fair, girl children had been increasingly showing greater participation and better performance.

#### **4.4.5.1 Summary of Girl Children's Involvement in School Activities**

Girl children were participative in almost all school activities like prayer, sweeping, watering plants, opening and closing classrooms, serving mid-day meal and so forth. Majority of girl children played games in school. Majority of girl children expected a job at the end of their education. For some of them education itself was an end and for some others education was the source of knowledge, civility and learning. Many girl children rated learning as the main reason to come to school. Girl children appeared highly motivated as many wanted to study up to college and beyond; even if it meant going out of their village. Majority of girl children secured grade 'A'. Teachers and head teachers said that girl children's performance was good in the examination. District Primary Education Officer and District Gender Coordinators spoke very highly about girl children's participation and performance in curricular and extracurricular activities.

#### **4.5.0. FACILITIES AND SUPPORT AVAILABLE TO GIRL CHILD IN THE NARMADA DISTRICT**

The milieu in which the girl child education operates in the Narmada district leaves it vulnerable to various forces. Such circumstances warrant for the environment which is encouraging and supportive morally, financially and infrastructure wise.

##### **4.5.1.1 Teachers' help in study**

As shown in the table 4.99 most of the girl children were found to be unhesitant in asking help from teachers. 83 per cent girl children said that they sought teacher's help whenever face problems in study.

##### **4.5.1.2 Teacher's reaction on seeking help**

Teacher's help was available to girl children in most cases. 87 per cent of the girl children said that on seeking help regarding any study related problems teachers would explain them in the manner in which they could understand. Most of the teachers seemed to willing to assist children in study when they needed.

**Table 4.99 Teachers' help to the girl children in the study**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children seeking teachers' help in study →</b>	138/ 162	85.2	50/ 54	83.3	74/ 90	82.2	57/ 72	79.2	314/ 378	83
<b>Teachers' reactions when contacted for help* ↓</b>										
Explain in the manner in which girl child understands	120	86.9	43	86	55	74.3	57	100	275	87.6
Ask to concentrate during class, so that need not have to ask later	34	24.6	7	14	15	20.3	7	12.3	63	20
Ask to come later	4	2.9	0	0	3	4	1	1.8	8	2.5
Total responses	158/ 138	114.9	50/ 50	100	73/ 74	98.6	65.57	114	346/ 314	110.2

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

*\*This question is treated as multiple-response type question because upper primary children are taught by more than one teacher and checking of more than one option has been assumed as children facing different reactions from different teachers on seeking help from them.*

*# 1 respondent did not check any options for 'teachers' reactions'; nevertheless she did check the option for seeking help from teacher affirmatively.*

#### 4.5.1.3 Help for study other than school

As depicted in the table 4.100 parents were found to be the major source of help in study besides school. There were 43.4 per cent girl children who said they received help in their study from one or other source; out of all, parents remained to be the most dominant of all. The data of those who claimed to have received help for study revealed that 92.6 per cent of the girl children received help from parents, 59.7 per cent from siblings, 17 per cent from private tuition and 1.2 per cent from other sources.

**Table 4.100 Assistance in study (other than school)**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children getting assistance in study →</b>	61/ 162	37.6	34/ 54	62.9	32/ 90	35.5	37/ 72	51.4	164/ 378	43.4
<b>Source of assistance in study ↓</b>										
Parents	53	86.9	23	67.6	19	59.4	30	81	125	76.2
Siblings	41	67.2	18	52.9	21	65.6	18	48.6	98	59.8
Private tuition	16	26.2	3	8.8	3	9.4	6	16.2	28	17
Other	0	0	2	5.9	1	3.2	0	0	3	1.8
Total responses	11/ 61	180.3	46/ 34	135.3	44/ 32	48.9	54/ 37	145.9	254/ 164	154.9

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### 4.5.1.4 Type of assistance from family

Inquiry on type of assistance from family revealed that family's support was chiefly available for buying necessary books and stationary items. When children are first generation learners, they have almost nothings to expect in terms of direct academic support. The table 4.101 presents that there were a few girl children who received help during exam times. There were a few parents who sat along the girl children and helped them prepare.



**Table 4.101 Type of assistance from family**

Type of assistance in study	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Buy necessary books and stationary items	110	67.9	34	62.9	61	67.7	56	77.7	216	57.1
Sit along and help prepare during exams	62	38.3	31	57.4	31	34.4	47	65.3	171	45.2
Explain unit that I didn't understand at school	57	35.2	20	37	27	30	30	41.6	134	35.5
Assist in doing home work	44	27.2	18	33	23	25.5	23	31.9	108	28.6
Other	2	1.2	3	5.5	1	1.1	0	0	6	1.6
Total responses	285 / 162	175.9	106 / 54	196.3	143 / 90	158.9	156 / 72	216.6	635 / 378	167.98

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

#### **4.5.1.5 Participation in *baal kishori mela***

The table 4.101 shows 56.1 girl children said that they participated in the *baal kishori mela*. Block wise analysis revealed that 70.8 per cent girl children from Sagbara, 54.9 per cent from Nandod, 52.8 per cent from Dediapada and 46.3 per cent from Tilakwada said that they participated in *baal kishori mela*

#### **4.5. 1.6 Benefit of *baal kishori mela*: girl children's response**

43.4 per cent girl children said that they benefited from the participation in *baal kishori mela*. Within block analysis revealed that 58.3 per cent girl children from

Sagbara, 42.2 per cent from Nandod, 40.7 per cent from Tilakwada, 34.4 per cent from Dediapada found *baal kishori mela* helpful. The *baal kishori melas* were found most successful in Sagbara and least successful in Dediapada. From the above analysis it can also be observed that girl children from Sagbara block were more participative in *baal kishori mela* than the girl children from Dediapada block. The Girl children from Sagbara block seemed to be more aware about *baal kishori mela*.

**Table 4.102 *Baal kishori mela*; participation and benefit; girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Participation in Baal Kishori Mela</b>	89/ 162	54.9	25/ 54	46.3	47/ 90	52.2	51/ 72	70.8	212/ 378	56
<b>Baal Kishori Mela Helpful</b>	69/ 89	77.5	22/ 25	88	31/ 47	66	42/ 51	82.4	164/ 212	77.4

#### **4.5.1.7 Distribution of iron tablets; girl children's response**

Iron deficiency amongst girl children has been found in the state. To alleviate the problem the distribution of iron tablets has been taking place in the primary schools, generally on Wednesdays. The table 4.103 displays that the distribution of iron tablets was done in most of the schools. 76.7 per cent of the girl children said that they get iron tablets regularly in their school. Out of the girl children who said that they received iron tablets regularly 82.7 per cent girl children were in Nandod, 81.5 per cent were in Tilakwada. 71.11 per cent were in Dediapada and 66.7 per cent were in Sagbara. The distribution of iron tablets was more irregular in Sagbara than compare to other blocks; Dediapada was next in irregular distribution of iron tablets. The difficulty of terrain of these areas may be the cause behind this irregular distribution.

#### **4.5.1.8 Benefits of taking iron tablets; girl children's response**

Most of the girl children who received iron tablets regularly said that iron tablets were beneficial. The girl children who said that iron tablets were beneficial 97.8 per cent of them were from Nandod, 90.9 per cent were from Tilakwada, 93.8 per cent were from Dediapada and 95.8 per cent were from Sagbara. The irregular distribution of iron tablets could be the reason that made the iron tablets less useful for the girl children of Sagbara block.

**Table 4.103 Regular distribution of iron tablet and benefits from iron tablets; girl children's response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Regular distribution of iron tablet</b>	134/ 162	82.7	44/ 54	81.5	64/ 90	71.1	48/ 72	66.7	290/ 378	76.7
<b>Benefits from taking iron tablets</b>	131/ 134	97.8	40/ 44	90.9	60/ 64	93.8	46/ 48	95.8	277/ 290	95.5

#### 4.5.1.9 Toilets for girl children

93 per cent of the girl children said there were toilets for them in the school.

#### 4.5.1.10 Whether toilets for girl children usable

85.2 per cent of the girl children said that the toilets were in useful condition.

**Table 4.104 Toilets for girl children**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Toilet for girl children</b>	149/ 162	91.9	51/ 54	94.4	80/ 90	88.8	70/ 72	97.2	350/ 378	92.6
<b>Usable girl children toilets</b>	137/ 162	84.6	50/ 54	92.6	67/ 90	74.4	68/ 72	94.4	322/ 378	85.2

#### 4.5.1.11 Scholarship to the girl children

As the table 4.106 reveals 94.4 per cent girl children said that they received scholarship. The girl children belonging to ST, SC and OBC categories together accounted for 90.2 per cent (See 4.1.2). They all get scholarships in varying amounts. The 4.2 per cent girl children might have received merit based scholarship, National Means cum Merit Scholarship and scholarship for their economically backward status. Within block analysis revealed that the number of scholarship recipients in Dediapada was 100.0 per cent, in Nandod 94.4 per cent, 92.6 per cent in Tilakwada and 88.9 per cent in Sagbara.

Financial support of government to the girl children was found commendable in the Narmada district. The girl children found to be taking benefit of scholarships in a large number. Large number of girl children received scholarships in their bank accounts.

#### 4.5.1.12 Study solely dependent on scholarship

The table 4.105 depicts that for 19 per cent of the girl children further study was only possible if scholarship was available to them. Dependency on scholarship for study was found more in Nandod (33.9 per cent) compare to other blocks.

**Table 4.105 Dependency on scholarship for further study**

Nandod	%	Tilakwada	%	Dediapada	%	Sagbara	%	Total	%
55/ 162	33.9	5/ 54	9.2	11/ 90	12.2	01/ 72	1.3	72/ 378	19

#### 4.5.1.13 Mode of receipt of scholarship

The recent move by the government of Gujarat directs all schools to open bank accounts for all children eligible to receive scholarships. This move was aimed at reducing the chances of funds getting misappropriated or siphoned off. The table 4.106 shows that majority of girl children (86.8 per cent) girl children received scholarships in their bank accounts.

**Table 4.106 Recipients of scholarship**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Girl children recipients of scholarship →</b>	153/ 162	94.4	50/ 54	92.6	90/ 90	100	64/ 72	88.9	357/ 378	94.4
<b>Mode of receipt of scholarship ↓</b>										
In bank account	141	92.2	42	84	75	83.3	52	81.3	310	86.8
In cash	8	5.2	0	0	14	15.6	14	21.9	36	10
We don't know	0	0	1	2	0	0	0	0	1	0.2
Our parents know	0	0	0	0	1	1.1	2	3.1	1	0.2
Total response	149/ 153	97.4	43/ 50	86	90/ 90	100	68/ 72	94.4	350/ 357	98.0

#### 4.5.1.14 Spending of scholarship

Scholarship of the girl children was spent for various causes. As presented in the table 4.107 most of the girl children (85.2 per cent) spent scholarship on their educational needs. 7.9 per cent (24) of the girl children spent scholarship on educational needs and home expenditure both, 7.6 per cent (23) girl children spent on educational needs and personal needs both. 14.8 per cent (53) girl children spent scholarship on other than educational needs.

**Table 4.107 Block wise spending of scholarship**

	Nandod		Tilakwad a		Dediapad a		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Recipients of scholarship</b> →	153 / 162	94.4	50/ 54	92.6	90/ 90	100	64 / 74	88.9	357 / 378	94.4
<b>Mode of spending of scholarship</b> ↓										
Spending on education related needs	135	88.2	32	64	80	88.9	57	89	304	85.2
Spending on home expenditures	27	17.6	9	18	6	6.7	6	9.4	48	13.4
Spending on personal needs	22	14.4	8	16	4	4.4	0	0	34	9.5
Do not know	8	1	1	2	0	0	1	1.6	10	2.8
Other	0	0	2	4	0	0	0	0	6	1.7
Total response	195	127.5	52	104	91	101.1	67	104.7	399	111.8

*This is a multiple - response type question hence number of responses exceeds number of respondents as one respondent could check more than one option.*

#### 4.5.2.1 Teachers' efforts to bring back girl children to school

The onus of bringing back absentees largely lies on the teachers of the school. Teachers are expected to contact the absentees and guardians of the absentees to bring them back to their class. The table 4.108 demonstrates that all teachers made one or other efforts to bring absent students back to school. Along with contacting parents, teachers employed other means to bring girl children back to school like calling parents, discussing the issue of absentees in the SMC meetings and sending message to the absentees through friends and etc.

**Table 4.108 Teachers' efforts to bring back girl children to school**

Efforts to bring back girl children to school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Take initiative and contact parents, explain them the importance of coming regularly to school	30	83.1	12	100	18	90	15	93.8	75	89.3
Discuss with regards to the irregular children with the SMC members	24	28.6	12	100	11	55	11	68.8	58	69
Send message through the friends and neighbors to come regularly to the school	19	52.8	12	100	9	45	8	50	48	57.1
Call the parents of absentees to school and explain them to send their child to the school	22	61.1	10	83.3	9	45	7	43.8	48	57.1
Other	4	11.1	0	0	0	0	0	0	4	4.8
No efforts	0	0	0	0	0	0	0	0	0	0

#### 4.5.2.2 Teachers' efforts for underperforming girl children

As can be observed in the table 4.109 teachers reported various corrective measures that they employed in their classrooms for underperforming girl children. Teachers informed that they conducted diagnosis of the problems of girl children

followed by appropriate remedial teaching that included repetition of the unit, encouraging peer learning and providing practice on reading, writing and arithmetic skills. Further it was recounted that special attention and personal guidance were provided to the girl children at free time such as during breaks. Encouragement was provided showing answer sheets of other intelligent students. In some cases parents were contacted to make them aware about the performance of their girl child.

**Table 4.109 Teachers putting efforts to improve the performance of girl children**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers putting efforts to improve the performance of girl children who under perform in the examination	36/36	100	10/12	83.3	20/20	100	16/16	100	82/84	97.6

#### 4.5.2.3 Organisation of *baal kishori mela* in the district; teachers' response

As the table 4.110 demonstrates majority of the teachers said that *baal kishori mela* were held regularly. There was sizeable number of teachers (26.2 %) who did not state on the regularity or irregularity of the *baal kishori mela*. It could be due to the fact that they might be unaware about the *kishori mela*. In spite of the fact that *kishori melas* have been found helpful to the adolescent girl children, awareness about them was not found to be wide spread amongst teachers. Several teachers stated that *baal kishori melas* were not held regularly.

**Table 4.110 *Baal kishori mela*; regular or irregular; teachers' response**

Kishori mela regular or irregular	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Regular	13	72.2	4	50	15	75	9	56.3	41	66.1
Irregular	5	27.8	4	50	5	25	7	43.7	21	33.9
Total response	18/18	100	8/12	66.7	20/20	100	16/16	100	62*/84	73.8

\*22 respondents did not respond

#### 4.5.2.4 Benefit of *baal kishori mela*; teachers' response

The table 4.111 shows that majority of the teachers were of the opinion that '*kishori melas*' were helpful to girl children.

**Table 4.111 Whether *Baal kishori mela* helpful; teachers' response**

Kishori mela useful	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	20/36	55.6	7/12	58.3	16/20	80	12/16	75	55/84	65.5

#### 4.5.2.5 The manner in which *baal kishori mela* helpful; teachers' response

The table 4.112 depicts the teachers opinions on how the '*baal kishori melas*' were helpful. According to the most of the teachers, *baal kishori mela* was helpful because it provided a platform to the girl children to find solution to the problems that they found difficult to discuss openly. Teachers were of the opinion that it provided them with an opportunity to come out of inferiority complex and it also helped them understand their physical and mental changes.

**Table 4.112 The manner in which *baal kishori mela* helpful; teachers' response**

Kishori mela is helpful in the manner that...	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
it provides platform to the girl children of upper primary to find solution to the problems that they feel shy about.	14	70	6	85.7	14	87.5	11	91.7	45	81.8
it brings out girl children from the inferiority complex caused by the physical change.	13	65	7	100	9	56.3	12	100	41	74.5
it helps girl children to understand their physical and mental condition.	9	45	6	85.7	10	62.5	11	91.7	36	65.5
Other	4	20	2	28.6	0	0	3	25	9	16.4



#### 4.5.2.6 Availability of indoor games in the school; teachers' response

The table 4.113 shows that majority of the schools had indoor games. Most teachers said that they had in their schools carom, chess, snakes and ladders etc. Indoor games can be a good option for recreation for girl children, especially when school playground is not sufficiently large and mostly occupied by boy children.

**Table 4.113 Indoor games; teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Indoor games →</b>	36	100	11	91.7	18	90	13	81.3	78	92.9
<b>Type of indoor games ↓</b>										
Carom	35	97.2	9	81.2	17	94.4	13	100	74	94.9
Chess	21	58.3	3	25	2	11.1	4	30.8	30	38.5
Snakes and ladders	9	25	1	8.3	0	0	4	30.8	14	17.9
Ludo	4	11.1	3	25	0	0	0	0	7	8.9

#### 4.5.2.7 Distribution of iron tablets; teachers' response

Teachers in majority said that iron tablets were distributed regularly in their schools.

**Table 4.114 Distribution of iron tablets; teachers' response**

Distribution of iron tablets	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Regular	31/ 36	86.1	9/ 12	75	15/ 20	75	11/ 16	68.8	66/ 84	78.6

#### 4.5.2.8 Dhoodh sanjeevani; teachers' response

The researcher was informed that at the time the scheme was implemented in Dediapada block only. Majority of the teachers from the Dediapada block said that *Dhoodh sanjeevani* was under implementation.

**Table 4.115 *Dhoodh sanjeevani* implementation; teachers' response**

Implementation of Dhoodh sanjeevani scheme	Dediapada	
	f	%
Yes	13/20	65

**4.5.2.9 Whether *Dhoodh sanjeevani* helpful; teachers' response**

Those who claimed that the *Dhoodh sanjeevani yojana* was under implementation in the Dediapada block, only about half of them said that it was useful. This may be due the fact the milk that was being supplied from the neighboring district - Bharuch and teachers were found stating their dissatisfaction over the quality of the flavoured milk.

**Table 4.116 *Dhoodh sanjeevani* helpful; teachers' response**

Usefulness of the Dhoodh sanjeevani scheme	Dediapada	
	f	%
Yes	7/13	53.8

**4.5.2.10 Sufficiency of available schemes in the district; teachers' response**

Majority of the teachers stated that the available schemes in the district were sufficient.

**Table 4.117 Sufficiency of available schemes in the district; teachers' response**

Sufficiency of the available schemes in the district	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	24/ 36	66.7	6/ 12	50	15/ 20	75	10/ 16	62.5	55/ 84	65.5

**4.5.2.11 Facilities to be covered under different schemes and programmes; teachers' opinion**

Majority of teachers believed that the available schemes and programmes in the district were sufficient; what needed was their proper implementation so that girl children could take their maximum benefits. The absence of secondary schooling in the village coupled with no transport facility made access to education difficult for girl

children. Teachers felt that covering the facilities of transport, nutritious food, secondary schooling and separate hostel can help improve the girl child education scenario. It is on these lines a suggestion from Sagbara block came to restart the *Dhoodh sanjeevani* scheme in the block which was earlier under implementation for six months. But the findings of this study on the helpfulness of *Dhoodh sanjeevani*, which was underway in Dediapada block, are not that encouraging. (See 4.5.2.9)

**Table 4.118 Teachers sharing opinion on the facilities to be covered to encourage the education of girl children**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers sharing their opinions on the facilities that can be provided to the girl children	10/ 36	27.8	2/ 12	16.7	3/ 20	15	5/ 16	31.3	20/ 84	23.8

#### **4.5.3.1 Head teachers' efforts to bring back girl children to school**

The table 4.119 shows that all head teachers said that they put one or other efforts to bring girl children back to school. 98 per cent of them said that they contact parents/guardian and explain them to send their children to school regularly. 79 per cent of the head teachers said that they discuss the issue of absent students with the SMC members.

#### **4.5.3.2 Head teachers' efforts for underperforming girl children**

As presented in the table 4.120 majority of the head teachers put some or other efforts for improving the performance of the girl children. The head teachers wrote various statements with regard to the questions on measures taken for improving the performance of underperforming girl children. The head teachers reported that they held meetings with parents of such girl children. Diagnosis and remedial teaching emerged as the most common response from the head teachers. Some head teachers reported providing peer learning, more practice and reinforcement. Encouragement and guidance were also cited as measures for improving the performance of girl children.

**Table 4.119 Efforts to bring back girl children to school; teachers' response**

<b>Efforts to bring back girl children to school</b>	<b>Nandod</b>		<b>Tilakwada</b>		<b>Dediapada</b>		<b>Sagbara</b>		<b>Total</b>	
	f	%	f	%	f	%	f	%	f	%
Take initiative and contact parents, explain them the importance of coming regularly to school	18	100	6	66.7	10	100	7	87.5	41	97.6
Discuss with regards to the irregular children with the SMC members	15	83.3	5	83.3	9	90	4	50	33	39.3
Call the parents of absentees to school and explain them to send their child to the school	14	77.8	4	66.7	7	70	4	50	29	34.5
Send message through the friends and neighbors to come regularly to the school	12	66.2	4	66.7	6	60	3	37.5	25	29.8
Other	2	11.1	0	0	4	40	0	0	6	7.1
No efforts	0	0	0	0	0	0	0	0	0	0
Total Responses	61/ 18	338.9	19/ 6	316.7	36/ 10	360	18/ 8	225	134/ 84	159

**Table 4.120 Head teachers putting efforts to improve the performance of girl children**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Head teachers putting efforts to improve the performance of girl children who under perform in the examination	13/18	72.2	4/6	66.7	9/10	90	6/8	75	32/42	76.2

#### **4.5.3.3 Matters discussed in the SMC**

As the table 4.21 depicts discussion regarding hindering factors to girl child education occurred in 71 per cent of the head teachers' SMC meetings. 98 per cent of the head teachers said they discuss matters regarding bringing irregular students not coming to the class regularly.

#### **4.5.3.4 Organisation of *baal kishori mela*; head teachers' response**

The table 4.122 shows that 74 per cent of the head teachers said that *baal kishori mela* were not held regularly in the district (see note below caption 4.5.7.1 for responses on regularity of *baal kishori melas*).

#### **4.5.3.5 Benefits of *baal kishori mela*; head teachers' response**

Though *melas* were not regular, majority of the head teachers said they were helpful. The table 4.123 presents that 67 per cent of the head teachers said that the *kishori mela* were helpful to girl children.

**Table 4.121 Matters discussed in the SMC**

Matters Discussed in SMC	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Matters regarding bring back the irregular and absent students of the school	17	94.4	6	100	10	100	8	100	41	97.6
Matters regarding programmes to be organised in school	18	100	6	100	10	100	4	50	38	92.9
Matters regarding maintenance and construction	16	88.9	6	100	10	100	2	25	34	81
Matters regarding expenditure of grants	16	88.9	6	100	8	80	3	37.3	33	78.6
<b>Issues hindering girl child education</b>	<b>12</b>	<b>66.7</b>	<b>5</b>	<b>83.3</b>	<b>8</b>	<b>80</b>	<b>5</b>	<b>62.5</b>	<b>30</b>	<b>71.4</b>
Matters regarding fund received by the school	12	66.7	5	83.3	5	50	2	25	24	54.8
Other	5	27.8	3	50	2	20	0	0	10	23.8
Total Responses	96/ 18	533.3	37/ 6	616.7	53/ 10	530	24/ 8	300	210/ 84	250

**Table 4.122 kishori mela- regular irregular; head teachers' response**

Baal kishori mela regular	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Irregular	16	88.1	5	100	8	80	3	42.9	31	79.5
Regular	2	11.1	0	0	2	20	4	57.1	8	20
Total Responses	18/18	100	5/6	83.3	10/10	100	7/8	87.5	39*/42	92.9

\* 2 respondents did not respond

**Table 4.123 Whether *baal Kishori mela* helpful; head teachers' response**

Baal kishori mela helpful	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	12	100	3	60	6	100	7	87.58	28	93.3
No	0	0	2	40	0	0	0	0	2	6.5
Total Responses	12/18	66.7	5/6	83.3	6/6	100	7/8	87.5	30*/42	71.4

\* 12 respondents did not respond

#### 4.5.3.6 Availability of indoor game in the school; head teachers' response

76 per cent of the head teachers said that indoor games were available in their schools. Carom was the most available game with 68 per cent followed by snakes and ladder with 29 per cent.

**Table 4.124 Indoor games; head teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Indoor games →</b>	14/18	77.8	6/6	100	8/10	80	4/8	50	32/42	76.2
<b>Type of indoor games ↓</b>										
Carom	14	100	5	83.3	5	62.5	4	100	28	87.5
Snakes and ladder	8	57.1	2	33.3	2	25	0	0	12	37.5
Chess	4	28.6	0	0	3	37.5	3	75	10	31.3
Quiz	3	21.4	1	16.7	2	25	0	0	6	18.8
Other	3	21.4	1	16.7	2	25	0	0	6	18.8
Ludo	2	14.3	0	0	0	0	1	25	3	9.4
Computer	1	7	0	0	0	0	0	0	1	3.1
Memory game	0	0	0	0	0	0	0	0	0	0
Total Responses	35/14	250	9/6	150	14/8	175	8/4	200	66/32	206.3

#### 4.5.3.7 Distribution of iron tablets; head teachers' response

98 per cent of the head teachers said that the distribution of the iron tablet is done regularly.

**Table 4.125 Distribution of iron tablets; head teachers' response**

Distribution of iron tablets	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Regular	18	100	5	83.3	10	100	8	100	41	87.6
Irregular	0	0	1	16.7	0	0	0	0	1	2.4

#### 4.5.3.8 *Dhoodh sanjeevani*; head teachers' response

80 per cent of the head teachers from the Dediapada block said that the *Dhoodh sanjeevani* scheme was not running in the District. (The researcher was informed that presently the scheme is implemented in Dediapada block only).

**Table 4.126 *Dhoodh sanjeevani* implementation; head teachers' response**

Implementation of <i>Dhoodh sanjeevani</i> scheme	Dediapada	
	f	%
Yes	8/10	80

#### 4.5.3.9 Whether *dhoodh sanjeevani* helpful; head teachers' response

Very few head teachers said that the *Dhoodh sanjeevani* scheme was helpful. The finding is in accordance with the teachers' response on the same question.

**Table 4.127 *Dhoodh sanjeevani* helpful; head teachers' response**

Implementation of <i>Dhoodh sanjeevani</i> scheme	Dediapada	
	f	%
Yes	4/10	40

#### 4.5.3.10 Sufficiency of the available schemes; head teachers' response

As the table 4.128 shows for 71 per cent of the head teachers the available schemes in the district were sufficient.



**Table 4.128 Whether the available schemes in the district are sufficient; head teachers' response**

Schemes are sufficient	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	13/18	72.2	4/6	66.7	7/10	70	6/8	75	30/42	71.4

#### **4.5.3.11 Facilities to be covered under different schemes and programmes; head teachers' opinion**

Though majority of the head teachers believed that the available schemes in the district were sufficient, some of those who expressed the contrary view were of the opinion that there should be training in handloom for girl children, a scheme for financial betterment of girl children and a scheme for providing well-nourished food for girl children. Some of them suggested programmes for community awareness and promotion of vocational education.

**Table 4.129 Head teachers sharing opinion on the facilities to be covered to encourage the education of girl child**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Head teachers sharing their opinions on the facilities that can be provided to the girl children	5/18	27.8	1/6	16.7	2/10	20	2/8	25	10/42	23.8

*\* 2 Respondents did not respond*

#### **4.5.4.1 District Primary Education Officer on the facilities provided to the girl child of the Narmada district**

The District Primary Education Officer in the interview talked about various schemes that were implemented in the district. He talked about the two Kasturba Gandhi Balika Vidyalayas (KGBV) of the district. One KGBV was in Dediapada block (Nihat) and other was in Sagbara block (Selamba). He said that in these schools complete care of the girl children was taken. He also talked about NPEGEL schools of the district. He informed that there were seasonal hostel facility and tent class facility

for migrating children. There were forty eight ashram schools in district. As a response to the question on the programmes for enrolment and retention, he listed schemes like *Praveshotsav*, *Vidyalakhmi Bond*, *baal kishori mela* etc. *Praveshotsav* is a state sponsored enrolment campaign. The *Vidhyalkhmi Bond* is a financial motivation given to girl children in a form of a bond which she gets at the completion of her primary schooling. *Baal kishori melas* are for adolescent girl children who face physical and mental changes. On malnourishment he said, it was the problem of entire state and not just of Narmada district. He said, under Integrated Child Development Services (ICDS) the honourable chief minister launched different schemes for providing nutritious food to the children below three years of age. Further it was told that ninety nine per cent of school children of the district were beneficiary of mid-day meal scheme. For the last three years *Dhoodh sanjeevani* scheme was also under way in the district to counter the problem of malnourishment. For the toilet facility he said, there were separate toilet blocks in all the schools of the district; except for one which does not have enough space for the construction of one. Regarding teaching in school he said, gender aspect was kept in perspective while teaching.

#### **4.5.5.1 District Gender Coordinator on the facilities provided to the girl child of the Narmada district**

With regard to the support to the girl child of the district the District Gender Coordinator listed various schemes like *Praveshotsav*, *Vidhyadeep Yojna*, *Vidhyalakshmi Bond*, STP classes etc. For STP (Special Training Programme) class she said they were for out of school and drop out school children. She said they ensure that the child does not lose out on education due to migration. Like DPEO, she also talked about NPEGEL and KGBV schools which were in Dediapada and Sagbara blocks and which provided residential facilities to the girl children. She was of the opinion that the distribution of iron tablets in the school was of great help to reduce problem of malnourishment, especially of the girl children of the tribal community. Further it was told that the mid-day meal is very well kept under check and it was ensured that the balanced and nutritious food was provided to the children. She spoke very highly about the *baal kishori melas* and expressed her opinion that they were quite efficiently catering to the needs of the girl children.

#### **4.5.6.0 Researcher's observation on facilities; Mid-day meal scheme, girl child's toilet blocks, facilities for games, support for participating in co curricular activities**

It was necessary to directly watch the implementation of certain facilities like separate toilets and their condition, implementation of mid-day meal scheme, availability of games etc. It was the direct observation which made it possible to see things as they were on a given routine day in a school.

##### **4.5.6.1 Observation on mid-day-meal scheme**

In the Narmada district there is no central mid-day-meal food cooking by an agency is available. School gets food prepared with local arrangements of cook/cooking staff. The preparation for cooking meal starts almost with the starting of school.



***Photo 4.2 Mid-day meal being prepared at two different schools***

The time of having mid-day meal at school is in the afternoon during 'long break' (around 1:30 p.m.) Generally, all students sit together in rows and call a prayer before having meal. This discipline in some schools, mostly in tribal areas, was observed as a part of habit, whereas in some other schools bedlam came to notice. In some schools the distribution of mid-day meal was done by hired persons who were also the part of cooking staff. The quality of mid-day-meal was seen compromised at places.



***Photo 4.3 Students being served mid-day-meal by local cooking staff and students praying before having mid-day meal***

The cooking place was not sufficiently maintained and kept clean; the utensils were not proper and in the absence of them make-do arrangements were made.

#### **4.5.6.2 Observation on toilet blocks**

In some of the schools it was found that the toilets were in really bad condition. They were filthy and not in a useable condition. In such places, girl children had to find out their alternatives like visiting their homes in recess times or visiting in group a commonly decided nearby place for urination. In most of the schools separate toilets for girl children were found. In some of the schools they were just for the sake of it - too old and informally abandoned. In some of the schools where toilets were common for teachers and students, they were relatively in better condition.



***Photo 4.4 A toilet block for girl children in school being observed***

#### **4.5.6.3 Facilities of playing games for girl children**

Equipments for playing games were found in a very few schools. It was in the last two periods (mostly after 4 p.m.) students were seen playing games. Sometimes the school playground was not sufficient for playing outdoor games in some cases due to so many trees and plants in the school premise. In such cases students had to play outside school premise or had to confine their games within classrooms. Facilities for playing indoor games; badminton, carom, chess were available in some schools, but not sufficiently. Only some dominant students had the access to them. Majority of children



preferred traditional games like ‘Kho-kho’, ‘pakad daav’ as these games required few or no equipments.



***Photo 4.5 Girl children playing ‘kho-kho’ in the evening hours just outside school***

#### **4.5.6.4 Girl children’s participation in parallel events and co-curricular activities**

Girl children were seen keen for participating in *khel mahakumbh*, science fairs, and cultural events. Girl children were keen for the participation in cultural events whenever such opportunity was on offer. Independence Day and Republic Day were the occasions when children get opportunity to show and test their skills and latent talents. Girl children were not behind in grabbing such opportunity. Teachers were seen encouraging and helping them for such participation.



**Photo 4.6 A female teacher helping girl children rehearse for the upcoming cultural event on the Independence Day**

The practices of felicitating birthday boy and girl as “આજનો દીપક-aajano dipak” (lamp of the day) and well dressed and clean student as “આજનું ગુલાબ -aajanu gulab” (rose of the day) were seen in many schools. The former practice is a part of recognizing membership and extending greetings to its member by the school as a community, later is for the encouragement and promotion of acceptable public codes, decorum and habits.



**Photo 4.7 Celebration of birthday of students who are referred as “આજનો દીપક - aajno dipak” (lamp of the day)**

#### **4.5.7.1 Summary on the Facilities Provided to the Girl child of the Narmada district**

School emerged as the major source of assistance to the majority of girl children in their study. Some girl children received help from home also, but this help was mostly confined to buying books and stationary items. Teachers were largely supportive on approach. Their support was extended to co-scholastic activities also. All the teachers and head teachers claimed that they put efforts to bring back constantly absent and irregular girl children. They said that their support was available for underperforming girl children in the form of remedial classes, extra guidance and attention. Private tuition was available to a very few girl children. Most of the girl children (94.4 %) were beneficiary of scholarship. There was sizable number of girl children (19 %) who said that their further study was completely dependent on scholarship. Most of the girl children received scholarship in their bank accounts. Majority of girl children (85.2 %) claimed they spent their scholarship on education needs. Girl children also benefited from support programmes like *baal kishori mela* and distribution of iron tables. Though DPEO, DGCo., teachers and head teachers appreciated *baal kishori mela*, it was found that they were not held regularly in the district\*. Very few teachers and head teachers found the *Dhoodh sanjeevani* scheme helpful. The practice of mid-day meal scheme was of different quality and standard in different schools. In some of the schools food, use of proper utensils and cleanliness were in need of serious attention. Separate girl children's toilets were found in most of the schools but their condition was not satisfactory in some of the schools. Facility of playing games was found insufficient in schools. The girl children were found playing games which required few or no equipments. The DPEO, DGCo, teachers, and head teachers were of the opinion that the available schemes for girl children were sufficient what required was their proper implementation. However, a few suggestions on schemes that they felt important to be implemented did come up.

*\*There is a bit of discrepancy between the responses received from teachers and head teachers on the baal kishori mela's regularity. Majority of the teachers said that melas were held regularly (see 4.5.2.3) whereas majority of head teachers stated the contrary (see 4.5.3.4). The clarity on this can be sought in the DPEO's interview (See appendix-7) in which he clearly said that the kishori melas were held from the grants from the SSA which was not regularly sanctioned for the melas. Moreover, sizable number of teachers (26.2 per cent) skipped to respond to this question – a possible indication of their own unawareness about it. Hence, head teachers' and DPEO's response is more reliable in this regard*

#### **4.6.0 INTEREST OF THE COMMUNITY IN SCHOOL AND GIRL CHILD EDUCATION**

Community's awareness and concern play a pivotal role in deciding the place of girl child's education in the society. It is in community's participation and involvement in school and school related activities its concern for education is reflected.

##### **4.6.1 Result checking by parents**

Girl children gave favourable response when asked whether their parents checked their results. As can be observed in the 4.130 most of the parents (89.2 %) checked results of girl children. The finding suggests that parents were concerned about their girl children's academic performance. Most of the parents (81.9 %) who checked results of their girl children were appreciative of their girl children when they secured good marks. They were reported taking one or other action when their girl child did not get good marks.

##### **4.6.2.1 Awareness in the local community about girl child education; teacher's response**

As it is shown in the table 4.131 majority of the teachers believed that community was aware about the girl child education. However, there were some teachers (27.4 per cent) according to whom the local community was not aware about the education of girl children.

##### **4.6.2.2 Need to give encouragement to girl children education; teacher's response**

The table 4.132 demonstrates that the majority of the teachers from all blocks believed that education of girl children needed to be encouraged in the Narmada district.



**Table 4.130 Result checking by parents**

	<b>Nandod</b>	<b>%</b>	<b>Tilakwada</b>	<b>%</b>	<b>Dediapada</b>	<b>%</b>	<b>Sagbara</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>Result checking by parents→</b>	143/ 162	88.3	48/ 54	88.9	82/ 90	91.1	64/ 74	86.5	337/ 378	89.2
<b>Parents' reaction on checking result↓</b>										
Appreciate on securing good marks	111	77.6	44	91.7	59	71.9	62	96.9	276	81.9
Encourage to study harder in the subject in which less marks were obtained	100	69.9	28	58.3	54	65.9	39	60.9	221	65.6
Scold on getting less marks	54	37.8	8	16.7	34	41.5	27	42.2	123	36.5
Ask the teacher to pay more attention towards you in whose subject less marks obtained	31	21.7	11	22.9	18	21.9	25	39.0	85	25.2
Themselves teach the subject	29	20.3	8	16.7	11	13.4	11	17.2	59	17.5
Send for tuition	15	10.5	6	12.5	7	8.5	7	10.9	35	10.4
Checks the result but, no reaction	3	2	2	4.2	0	0	1	1.6	6	1.8
Other	1	0.7	0	0	0	0	0	0	1	0.02

*This is multiple-response type question hence the number of responses exceeds the number of respondents as each respondent could check more than one option.*

**Table 4.131 Awareness in the local community about girl child education; teachers' response**

Awareness in the local community about girl child education	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	30	83.3	9	75	10	50	12	75	61	72.6
No	6	16.7	3	25	10	50	4	25	23	27.4

**Table 4.132 Need to give encouragement to girl child education; teachers' response**

Whether girl child education needs encouragement	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	36/ 30	83.3	12/ 12	100	20/ 18	90	14	87.5	74*/ 84	88

*\* 10 respondents did not respond to this question*

#### **4.6.2.3 Cooperation from local community in the school related works; teachers' response**

The table 4.133 reveals that most of the teachers found the local community supportive. Very few teachers said that they did not get support and the main reason that they cited was that the school was thought to be only as 'a giver' and not an institution which required support from the community. School has been a medium of numerous aids and assistances and its impression has emerged as a supplier. School is a 'provider' of education, food (mid-day meal), clothes (uniform), financial aid (scholarship) and so on.

#### **4.6.2.4 Response to the efforts to bring back the absentees and irregular girl children; teachers' response**

As the table 4.134 depicts most of the teachers met with positive response when attempted to bring back constantly absent and irregular girl children. However, almost equal number of them stated that though parents assured about sending their girl children to school during their personal visit, children did not come afterwards. If a school is not a source of happy learning experience for a child and if a child forms

negative impression about school at early stage, it becomes extremely difficult to persuade a child to go to school, even by her own parents.

**Table 4.133 Cooperation of local community in school related works; teachers' response**

Cooperation from local community	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	33	91.7	11	91.7	17	85	13	81.3	74	88
<b>No →</b>	3	8.3	1	8.3	3	15	3	18.7	10	12
<b>Reasons for non-cooperation↓</b>										
School is a source to get things not an entity which requires support	3	100	0	0	3	100	0	0	6	60
School is not considered a part of the society	1	33.3	0	0	2	66.7	2	66.7	5	50
Lack of good will towards school and teacher	1	33.3	0	0	0	0	2	66.7	3	30
Others	0	0	0	0	0	0	1	33.3	1	10
Total responses	4/3	133.3	0/0	0	5/3	166.7	5/3	166.7	15/10	150

**Table 4.134 Response to the teachers' efforts to bring back constantly absent and irregular girl children**

Response to the effort while bringing girl children back to school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Parents give assurance of sending their child during visit, but their child does not come	19	52.8	8	66.7	11	55	11	68.8	49	58.3
Parents understand teachers and starts sending their child to the school	25	69.4	7	58.3	8	40	8	50	48	57.1
Parents express helplessness saying in spite of repeated persuasions, child not ready to come	12	33.3	6	50	7	35	9	56.3	34	40.5
Parents do not have time to see us	2	5.6	4	33.3	2	10	3	18.8	11	13
Parents' attitude is whether to send or not to send their child to school is parents' their prerogative, school should not interfere with it	1	2.8	3	25	1	5	2	12.5	7	8.3
Other	3	8.3	1	8.3	0	0	1	6.3	5	5.9

#### **4.6.2.5 Reasons for parents sending their children to school; teachers' response**

According to teachers the main reasons for parents to send their children to school were education, prospects of employment, and getting them cultured.

**Table 4.135 Reasons for parents sending their children to school; teachers' response**

Reasons for sending girl children to school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Parents believe that their child will get education	33	91.7	10	83.3	14	70	14	87.5	71	84.5
Parents believe that their child will get job	24	66.7	9	75	13	65	11	69.8	57	67.9
Parents believe that their child will become cultured	25	69.4	11	91.7	11	55	9	56.3	56	66.7
Parents believe that their child get scholarship	12	33.3	9	75	2	10	3	18.8	26	30.9
Parents believe that their child will get food	9	25	9	75	2	10	2	12.5	22	26.2
Other	1	2.8	0	0	1	5	1	6.3	3	3.6

#### 4.6.2.6 Teachers' experience of enrolment survey

Teachers faced variety of experiences on their enrolment survey visit. Teachers observed that parents' tendency is to send their child to the private school. According to teachers, this was not due to the quality of education at private schools, but because of the imitative behavior – when some parents send their child to a private school in the vicinity, other want to follow the suit. Some teachers also reported parents' cooperation and children's' enthusiasm during enrolment survey.

**Table 4.136 Teachers sharing their experience during enrolment survey**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Teachers sharing enrolment survey experience	11/36	30.6	1/12	8.3	2/20	10	4/16	25	18/84	21.4

#### 4.6.3.1 Awareness in local community about girl child education; head teacher's response

Majority of the head teachers believed that community was aware about the girl child education. However, there was significant number of head teachers who opined otherwise.

**Table 4.137 Awareness in the local community about girl child education; head teachers' response**

Awareness in the local community about girl child education	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	12/18	66.7	4/6	66.7	6/10	60	5/8	62.5	27/42	64.3
No	6	33.3	2	33.3	4	40	3	37.5	15/42	35.7

#### 4.6.3.2 Need to give encouragement to girl child education; head teachers' response

A significant number of head teachers (88 per cent) said that there was a need to give encouragement to girl child education in the district.

**Table 4.138 Need to give encouragement to girl child education; head teachers' response**

Whether girl child education needs encouragement	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	14/18	77.8	6/6	100	9/10	90	8/8	100	37/42	88

#### 4.6.3.3 Cooperation of local community in the school related works; head teachers' response

88 per cent of the head teachers said that they got support from the local community in the school related works.

**Table 4.139 Cooperation of local community in school related works; head teachers' response**

Cooperation of local community	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	16	88.9	6	100	8	80	7	87.5	37	88
No	2	11.1	0	0	2	20	1	12.5	5	12

#### **4.6.3.4 Response to the efforts to bring the absentees back to school; head teachers' response**

64.3 per cent of the head teachers said that parents understand their concerns and start sending their wards to the school again.

**Table 4.140 Response to the head teachers' efforts to bring back constantly absent and irregular girl children**

Response to the teachers' efforts	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Parents understand teachers and start sending their child to the school	13	72.2	3	50	5	50	6	75	27	64.3
Parents give assurance of sending their child during visit, but their child does not come	10	55.6	3	50	8	80	5	62.5	26	61.9
Parents express helplessness saying in spite of repeated persuasions, child not ready to come	6	33.3	2	33.3	7	70	2	25	17	40.5
Parents do not have time to see us	2	11.1	1	16.7	3	30	1	12.5	7	16.7
Parents' attitude is whether to send or not to send their child to school is parents' their prerogative, school should not interfere with it	2	11.1	2	33.3	2	20	0	0	6	14.3
Total Responses	33/18	183.3	11/6	183.3	25/10	250	14/8	175	83/42	197

#### 4.6.3.5 Enrolment survey experience; head teachers' response

Head teachers, unlike teachers in most cases, are not involved in carrying out enrolment survey. Very few head teachers expressed their enrolment survey experiences. Those who shared experiences said the awareness was increasing amongst parents and parents come on their own for enrolment. Some teachers reported that their teachers have to approach parents and ask for the birth certificate of the child; in most cases they provide it on their own.

**Table 4.141 Enrolment survey experience; head teachers' response**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Head teachers sharing enrolment survey experience	3/18	16.7	2/6	33.3	2/10	20	1/16	6.3	8/42	19

#### 4.6.4.1 District Primary Education Officer on Interest of the Community in Girl Child Education

The District Primary Education officer was of the opinion that the conservative belief of the tribal community was responsible in keeping girl children away from school and education, but the situation was improving.

#### 4.6.5.1 District Gender Coordinator on the Interest of the Community in Girl Child Education

The coordinator was of the opinion that the parents' attitude was that what a girl child would do with much education, at last she has to go to her in-laws. The ignorance of parents, according to the DGCo, was a hindrance to the girl child education.

#### 4.6.6.1 Summary on Interest of the Community in Girl Child Education

Majority of teachers and head teachers believed that girl children's education needed encouragement in the district. They were, including DPEO and DGCo., of the opinion that the community's awareness regarding girl child's education had increased. By and large the experience of the teachers and the head teachers with the community was positive.



#### **4.7.0 PARENTS' PERCEPTION OF GIRL CHILD**

The detection of the working of gender categories on social trajectory was felt necessary for the present study. There are apparent and covert forces constantly active defining, delineating, and appropriating roles and behaviours that one needs to take into account in order to locate one's identity in a social context. Parents' perception is the key to the understanding the social status of girl children, importance attached to their education, concern for their safety etc. Parents represent community in which the girl children operate.

##### **4.7.1 View of parents on girl child**

Following is the analysis of all 25 statements on parents' perception on girl children.

- **Primary education is enough for girl children**

Majority of the parents disagreed with this statement. Parents wanted their girl children to study beyond primary education.

- **Girls should take college education.**

Majority of the parents supported the statement that girl children should get tertiary level education.

- **Girl children are not comfortable with science, mathematics and technical subjects.**

Majority of the parents did not agree with this statement. The commonly held belief that science, mathematics, and technical subjects are the areas where girl children perform poorly did not get support from majority of the parents.

- **For secondary education (after std. 8) if the girl child is required to go out of the village she should go.**

Majority of the parents were ready to send their girl children out of the village for secondary education. There were no cultural and safety related inhibitions found amongst parents for the education of their girl children.

- **If in family either boy's or girl's education is affordable, only boy should be educated.**

Majority of the parents disagreed with the statement. There seems an increasing understanding about the fact that education helps one become independent, gives better standing at negotiation for choice of life partner, prospects for respectful post marital life.

- **It is the responsibility of the elder girl child to take care of younger siblings at home even at the cost of school.**

Younger siblings were not thought to be the indispensable responsibility of a girl child by the majority of the parents. In comparison to attending siblings, attending school was considered more important by the majority of the parents.

- **Carrying mid-day tiffin to farm is the work to be done by girl children.**

Majority of the parents believed that carrying tiffin is not responsibility of girl children. Traditionally, the work of carrying the mid-day food is work assigned to the female member of the family, in case both parents involved in the work at field, or mother being unavailable for the work the responsibility falls on the senior girl child of the family.

- **There is nothing wrong if girls are engaged in school for preparing tea or food.**

Majority of the parents disapproved their girl child being engaged in non-educational activities like preparing tea and food. However, the disapproval did not sound too strong as not even fifty per cent of the parents disagree with the statement. Parents seemed lenient towards school employing their wards in making tea and food as these tasks are performed under the watch of teachers and hence parents do not take exception to this.

- **There is nothing wrong in girls and boys sitting together in school**

Though many parents expressed no reservation to girls and boys sitting together, with some parents the inhibition to the statement was found. Parents do not want their girl children to sit with rowdy and mischievous boys. There are still separate schools for boys and girls in the district, though their number is declining.

- **Tasks associated with livestock like cleaning of manger, milking, cutting grass, feeding are to be done by girl children.**

Barely half of the parents disagreed with the statement. It is due to the fact that by and large it is felt in the community that females have acquired mastery or have special knack over the tasks associated with the managing livestock.

- **Boys too should do tasks like cooking, fetching drinking water, sweeping etc.**

Most of the parents agreed that the tasks traditionally assigned to the females members of family, like cooking, fetching water, sweeping and cleaning of the house should be assigned to boys as well. This is an indication of parents breaking free from the gender stereo-typing in work distribution.

- **In order to work in the farms during harvest time if a girl child does not attend school for a few days it is acceptable.**

Attending school remained a priority even during harvest time with most of the parents.

- **There is no point in teaching a girl child because at the end she has to go to her in-laws, her education and earnings will be beneficial to her in-laws.**

Education has started to become an important criterion in the choice of life partner. The quality of life that a girl child will be able to give to her family after her marriage largely depend her education. In case of any untoward incident, education can make her stand her own. Majority of the parents seemed to have taken these considerations in to account while favouring the girl child education in spite of the fact that she has to go to her in laws after marriage.

- **When girl children are educated they become self-willed.**

Most of the parents did not support the statement that after study girl children become self-willed. Parents did not find any relation between getting more education and becoming licentious or affront.

- **If a girl child is educated more, to find a suitable match for her becomes a problem.**

Most of the parents disagreed with the statement. Finding a suitable match is not the problem caused by education. There is a tendency with parents to go for education even at the cost of meager uncertainties that might ensue due to education, as they now seem to have realized that the benefits are more than the disadvantages.

- **Girl should not be engaged in the tasks which demand hard physical strength.**

Majority of the parents believed that girls should be kept away from the tasks which demand physical labour. Conventionally, females have been thought to be physically weaker than that of their male counterpart and hence needs to be protected.

- **Girl children's opinion should be considered in the important family matters, especially those which have direct bearing on them.**

For majority of the parents, girl children's say should matter in important family matters.

- **Before marriage girl's opinion has to be considered.**

Majority of the parents believed that their daughters should opinion was important in the matter of their marriage.

- **Girls should inform parent before going out.**

Majority of the parents wanted to be sure about their daughter's whereabouts. It was a safety matter and parents did not want to take chances on it.

- **It is not safe for girls to stay out till late.**

Majority of the parents felt that it was not safe for girl children to stay out till late. The incidents molestations make parents wary about their daughter staying out late night.

- **For self-defence girls should learn judo, karate etc.**

Majority of the parents thought that girl children should train in skills of self-defence. Safety of girl children was found to be a major concern amongst parents.

- **Girls should be cautious for selection of clothes lest they become easy prey to teasing.**

Majority of the parents expressed that restrictive selection of clothes for necessary for the safety of the girl children.

- **Girls should play outdoor games like cricket, volleyball etc.**

Majority of the parents subscribed to the view that girl children should play outdoor games like cricket, volleyball etc.

- **Girls are talkative by nature.**

Majority of the parents believed that girls are talkative by nature.

- **Girls are more obedient than boys.**

Majority of the parents believed that girls are more obedient than boys. Girls' docility is more observable at home and at school. It is the social conformity expected of them makes girl children more disciplined in comparison to boys in most cases

**Table 4.142 Parents' perception**

Sl.	Statement	Agree		Indecisive		Disagree	
		f	%	f	%	f	%
(1)	Primary education is enough for girl children.	62	17.8	31	8.9	256	73.4
(2)	Girls should take college education.	294	84.3	19	5.5	36	10.3
(3)	Girl children are not comfortable with science, mathematics and technical subjects.	47	13.5	74	21.2	228	65.3
(4)	For secondary education (after std. 8) if the girl child is required to go out of the village she should go.	303	86.8	9	2.5	37	10.6
(5)	If in family either boy's or girl's education is affordable, only boy should be educated.	37	10.6	46	13.1	266	76.2
(6)	It is the responsibility of the elder girl child to take care of younger siblings at home even at the cost of school.	87	23	27	7.8	235	67.3
(7)	Carrying mid-day tiffin to farm is the work to be done by girl children.	51	14.6	44	12.6	254	72.8
(8)	There is nothing wrong if girls are engaged in school for preparing tea or food.	119	34.1	61	17.5	169	48.5
(9)	There is nothing wrong in girls and boys sitting together in school.	172	49.3	73	20.9	104	29.8
(10)	Tasks associated with livestock like cleaning of manger, milking, cutting grass, feeding are to be done by girl children.	126	36.1	41	11.8	182	52.2
(11)	Boys too should do tasks like cooking, fetching drinking water, sweeping etc.	284	81.4	23	6.6	42	12
(12)	In order to work in the farms during harvest time if a girl child does not attend school for a few days it is acceptable.	33	9.5	46	13.2	270	77.4

**Table Parents' perception** (continues from previous page)

Sl.	Statements	Agree		Indecisive		Disagree	
		f	%	f	%	f	%
(13)	There is no point in teaching a girl child because at the end she has to go to her in-laws, her education and earnings will be beneficial to her in-laws.	64	18.3	39	11.2	246	70.5
(14)	When girl children are educated they become self-willed.	44	12.6	36	10.3	269	77
(15)	If a girl child is educated further, to find a suitable match for her becomes a problem.	35	10	52	14.9	262	75
(16)	Girl should not be engaged in the tasks which demand hard physical strength.	203	58.2	42	12	104	29.8
(17)	Girl children's opinion should be considered in the important family matters, especially those which have direct bearing on them.	284	81.4	31	8.9	34	9.8
(18)	Before marriage girl's opinion has to be considered.	310	88.8	20	5.7	19	5.5
(19)	Girls should inform parent before going out.	321	92	15	4.3	13	3.7
(20)	It is not safe for girls to stay out till late.	245	70.2	37	10.6	67	19.2
(21)	For self-defence girls should learn judo, karate etc.	299	85.7	30	8.6	20	5.7
(22)	Girls should be cautious for selection of clothes lest they become easy prey to teasing.	289	82.8	40	11.5	20	5.7
(23)	Girls should play outdoor games like cricket, volleyball etc.	262	75	32	9.2	55	15.8
(24)	Girls are talkative by nature.	219	62.8	62	17.8	68	19.5
(25)	Girls are more obedient than boys.	239	68.5	59	16.9	51	14.6

#### **4.7.2 Summary on parents' perception**

There is perceptible awareness about the education of girl children in parents' rating on the statements. Parents wanted their girl children to study beyond primary education. Neither many awarded primacy to boy child education over girl child education, nor subscribed to the statement that a girl child's education is less important as she has to go to her in-laws after marriage. There is an increasingly understanding that education can be an empowering force. Stereo-typing did not receive much endorsement. Majority of parents did not subscribe to the view that science, mathematics and technical subjects were for boys only. Carrying lunch tiffin to the farm, taking care of siblings, sacrificing school for farms during harvest were rejected by majority as the work of girl children only. The majority of parents acceded to the statement that girl children's opinion was important in the matters concerning them; including marriage. The concern for girl children's safety received agreement from the better part of the respondents. It could be the reason why majority of them wanted their girl child to inform them before going out. They also wanted them not to stay out till late night and be cautious on selection of clothes. There was an over whelming agreement for the training in self-defense and outdoor games for girl children. Majority of parents believed that girls were more talkative and more obedient than boys. The perception of parents on girl children and their education was found favourable.

#### **4.8.0 SOCIO-ECONOMIC STATUS OF GIRL CHILDREN**

The study of socio-economic status helps understand the social and economic condition of the people of the region. The family income, occupation, access to food, education, health, means of communication and transport are some of the important factors that determine one's socio-economic status. The present study attempts to place and understand the problems of girl child education in the backdrop of their socio-economic condition.

##### **4.8.1 Caste/Category of girl children**

Most of the girl children (76.4 per cent) were from Scheduled Tribe (ST) community in the Narmada district. The block and category wise details have been presented in the caption 4.1.2 and table 4.2.

##### **4.8.2 Type of resident area**

Narmada is a rural district. The district has one municipality. Except the district head quarter, none of the blocks can be truly called urban. Even the district head quarter with its open markets ('*haats*') does show the flavours of rusticity. Besides the block

headquarters the notable towns of the district are Garudeshwar, Kevadiya colony, Nivalda. The table 4.143 demonstrates most of the girl children (93.3 per cent) were from rural area.

**Table 4.143 Resident area**

Type of resident area	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Rural	147	90.7	50	92.6	87	96.7	71	98.6	355	93.9
Urban	10	6.2	0	0	0	0	0	0	10	2.6
Town	5	3	4	7.4	3	3.3	1	1.4	13	3.4

#### 4.8.3 Marital status of girl children

As depicted in the table 1.144 most of the girl children were unmarried. Only two girl children from Dediapada block were reported to be married. It indicates at the spread of awareness regarding marriageable age. Rules and regulations have been framed by the tribal community leaders with regard to birth, marriage, separation etc. (See 1.7.1 and Samast Adivasi Dus Taluka Bhil Vasava Samaj (2001) Samaj Pramanit Dharadhoran – Rit-rivajo Vyavaharu Ruling - 2001, Dangs , Ahva) A common sense of societal justice and legal awareness can be seen in these rules and regulations.

**Table 4.144 Marital status of girl children**

Marital status	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Married Girl children	0/ 158	0	0/ 54	0	2/ 88	2.3	0/ 72	0	2/ 372	0.54
Total responses	158/ 162	97.5	54/ 54	100	88/ 90	97.8	72/ 72	100	372*/ 378	98.4

*\* 6 respondents did not respond*

#### 4.8.4 Type of family joint or nuclear

Rural and agrarian families tend to be joint families and Narmada district is not an exception. There were 64.5 per cent joint families in the district.



**Table 4.145 Joint family and nuclear family**

Type of family	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Joint family	97	60.2	44	81.5	43	48.9	58	80	242	64.5
Nuclear family	64	39.8	10	18.5	45	51.1	14	19.4	133	35.5
Total responses	161/ 162	99.4	54/ 54	100	88/ 90	97.8	72/ 72	100	375*/ 378	99.2

*\*3 respondents did not respond*

#### **4.8.5 Number of family members**

In a traditional Indian family it is not odd to find three generations living together. In tribal families grandparents in almost all cases live with their children and grandchildren. As shown in the table 4.146 there were more than sixty per cent of the families which had 5 or more members.

**Table 4.146 Number of family members**

Number of members	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
More than 6	55	34.6	17	31.5	25	28	34	42.2	131	35
5 members	43	27	19	35.2	26	29.2	12	16.7	100	26.7
6 members	36	22.6	15	27.8	27	30.3	16	22.2	94	25.1
4 members	21	13.2	3	5.6	11	12.4	9	12.5	44	11.8
3 members	3	1.9	0	0	0	0	1	1.4	4	1
2 members	1	0.6	0	0	0	0	0	0	1	0.2
Total	159/ 162	98.1	54/ 54	100	89/ 90	98.9	72/ 72	100	374*/ 378	98.9

*\*4 respondents did not respond*

#### **4.8.6 Family members in girl children's home**

The table 4.147 shows that most of the girl children had both parents. There were 5.8 per cent (22) girl children who had single parent, 4.2 per cent (16) had only mother, 1.6 per cent (6) had only father and 1 per cent (4) did not have mother and

father both. Compare to grandfathers, grandmothers seemed to have survived longer in most families.

**Table 4.147 Family members**

Family members	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Mother	157	96.9	54	100	89	98.9	72	100	372	98.4
Father	151	93.2	53	98.1	88	97.8	70	97.2	362	94.8
Brother	133	82	51	94.4	85	94.4	67	93	336	88.9
Sister	126	77.8	40	74	69	76.7	61	84.7	296	78.3
Grandmother	104	64.2	31	57.4	65	72.2	44	61.1	244	64.5
Grandfather	72	44.4	22	40.7	48	53.3	36	50	178	47
Other	12	7.4	0	0	1	1.1	2	2.8	15	3.9

#### 4.8.7 Mother's education

As the table 4.148 illustrates mothers having different levels of educational qualifications, including Ph.D., were found. However, most of them were educated up to elementary level and sizeable of them were illiterate. The highest numbers of illiterate mothers were in the Dediapada block. There were no illiterate mothers in Tilakwada block; however the block had the highest per cent of mothers whose education was just limited to elementary.

#### 4.8.8 Father's education

The extent of education has increased in the district. Most of the fathers of girl children were found literate. However, one can easily notice in the table 4.149 that the number starts declining with advance of the level of educational qualification

**Table 4.148 Mother's education**

<b>Mother's Education</b>	<b>Nandod</b>		<b>Tilakwada</b>		<b>Dediapada</b>		<b>Sagbara</b>		<b>Total</b>	
	f	%	f	%	f	%	f	%	f	%
Primary	63	43.8	30	68.2	43	48.9	28	50	164	49.4
Secondary	49	34	9	20.5	12	13.6	14	25	84	25.3
Illiterate	16	11.1	0	0	25	28.4	4	7.1	45	13.5
Higher secondary	11	7.6	3	6.8	1	1.1	10	17.9	25	7.5
Diploma	1	0.7	1	2.3	5	5.7	0	0	7	2.1
Post – graduate	3	2	0	0	1	1.1	0	0	4	1.2
Ph.D.	1	0.7	1	2.3	1	1.1	0	0	3	0.9
Total responses	144/ 162	88.9	44/ 54	81.5	88/ 90	97.8	56/ 72	77.8	332*/ 378	87.8

\*46 (12.2 per cent) respondents did not respond

**Table 4.149 Father's education**

<b>Father's Education</b>	<b>Nandod</b>		<b>Tilakwada</b>		<b>Dediapada</b>		<b>Sagbara</b>		<b>Total</b>	
	f	%	f	%	f	%	f	%	f	%
Primary	59	40.1	23	50	38	45.2	27	39.1	147	42.2
Secondary	52	35.4	10	21.7	19	22.6	19	27.5	100	28.9
Higher secondary	21	14.3	6	13	11	13	16	23.2	54	15.6
Post – graduate	2	1.4	5	10.9	5	5.9	4	5.8	16	4.6
Illiterate	4	2.7	0	0	7	8.3	1	1.4	12	3.5
Graduate	6	4	0	0	3	3.6	1	1.4	10	2.9
Ph.D.	2	1.4	1	2.2	1	1.2	1	1.4	5	1.4
Diploma	1	0.7	1	2.2	0	0	0	0	2	0.6
Total responses	147/ 162	90.7	46/ 54	85.2	84/ 90	93.3	69/ 72	95.8	346*/ 378	91.5

\*32 (8.5 per cent) respondents did not respond

#### 4.8.9 Education of other family members

There were 48.4 per cent other literates members in the family they included sisters, brothers, grandmothers, grandfathers, etc. As can be observed in the table 4.150 there were 33.9 per cent family members who had more than primary education.

**Table 4.150 Education of others in family**

Education of other members in family	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Other literates in family	81/ 162	50	11/ 54	20.4	56/ 90	62.2	35/ 72	48.6	183/ 378	48.4
Other literate with more than primary education	37/ 81	45.7	6/ 11	54.5	10/ 56	17.9	9/ 35	25.7	62/ 183	33.9

#### 4.8.10 Father's occupation

Most of the fathers of the girl children were engaged in agriculture. Farming accounted for 89.1 per cent of all occupations of girl child father. Farming is one of the ancient occupations. This finding is in accordance with the findings of household survey carried out by TALEEM (2011). The survey in its findings stated that in spite of the fact that most of the land was uneven and rocky, agriculture still remained to be the main occupation in the Narmada district. Income from farming is generally low, particularly in the mountainous areas where it is mostly dependent on uncertain monsoon. People inherit land from their forefathers and for generations they go on cultivating, living and sustaining on it. The income from farming remains uncertain and low because of the vagaries of the monsoon. It can just provide for basic needs and sustenance of a simple life. Along with farming some fathers of girl children were seen doing some small businesses. Such businesses were largely seasonal and based on agricultural products that either grew in their farms or in their backyards. A makeshift arrangement with some basic amenities was enough for running a roadside stall for selling seasonal vegetables, *ber* (jube), baked maize ears, etc.



*Photo 4.8 A father of a girl child baking and selling corn ears in the Narmada district*

**Table 4.151 Father's occupation**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Fathers engaged in some occupations →</b>	14/ 162	90.1	52/ 54	96.3	85/ 90	94.4	67/ 72	93	350/ 378	92.6
<b>Types of occupations ↓</b>										
Farming	128	87.7	45	86.5	78	91.8	61	91	312	89.1
Govt. employee	11	7.5	4	7.7	3	3.5	3	4.5	21	6
Pvt. employee	6	4.1	3	5.8	3	3.5	2	2.9	14	4
Unemployed	1	0.7	0	0	1	1.2	1	1.5	3	0.9

#### **4.8.11 Mother's occupation**

Mothers were mostly involved in managing households. As the table 4.152 illustrates very few females were found to be engaged in some kind of employment. Along with managing households, females were seen contributing in the family income by working in the fields, collecting woods and selling them. Females were not behind even in doing hard manual works. The contribution of the female members of the family in the economy of the home is many a time covert. Feeding, milking, managing livestock and in some cases selling milk, milk products, and honey were the jobs done by female members. Tendering vegetables plants in backyard was done by the females or elderly family members.



***Photo 4.9 Women returning after collecting woods from forest***



**Table 4.152 Mother's occupation**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Mothers engaged in some occupations →</b>	43/ 162	26.5	3/ 54	5.6	30/ 90	33.3	9/ 72	12.5	85/ 378	22.5
<b>Types of occupations ↓</b>										
Farming	33	76.7	2	66.7	30	100	7	77.8	72	84.7
Wood collection and selling	23	53.5	2	66.7	21	70	6	66.7	58	61.2
Govt. employee	8	18.6	1	33.3	0	0	2	22.2	11	12.9
Pvt. employee	2	4.7	0	0	0	0	0	0	2	2.4
Total responses	66/ 43	153	5/ 3	166	51/ 30	170	15/ 9	166.7	143/ 85	168.2

**4.8.12 Other family members engaged in some occupations**

The other family members whose employment status and occupation type were sought included: brother, sister, grandparents and other members staying together as family. As revealed in the table 4.153 many of them were involved in farming or agriculture related occupations.

**Table 4.153 Other family members' occupations**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Other family members engaged in some occupations →</b>	43/ 162	26.5	3/ 54	5.6	30/ 90	33.3	9/ 72	12.5	85/ 378	22.5
<b>Types of occupations ↓</b>										
Farming	33	76.7	2	66.7	30	100	7	77.8	72	84.7
Govt. employee	8	18.6	1	33.3	0	0	2	22.2	11	12.9
Pvt. employee	2	4.7	0	0	0	0	0	0	2	2.4



**Photo 4.10** *A tribal couple working at a construction site in the Narmada district*

#### 4.8.13 Girl children who worked and earned

Girl children were found to be involved in working and earning. Most of them were involved in agriculture labour. It is the dismal economic condition prevalent in the district which forces these young girl children to be early earning members. The earning activity at times happens at the expense of schooling. (See 4.2.1.13)

**Table 4.154** Girl children who worked and earned

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Working girl children→</b>	31/	19.1	11*/	20.4	16/	17.8	21/	29.2	78/	20.6
<b>Type of work↓</b>	162		54		90		72		378	
Agriculture labourer	30	96.8	9	81.8	15	93.8	21	100	76	97.4
At tea stall or 'dhaba'	0	0	0	0	1	6.2	0	0	1	1.3
Other	1	3.2	0	0	0	0	0	0	1	1.3

\*2 respondents did not specify the type of work nevertheless they did check option for working girl children.



#### 4.8.14 Family income

The economic condition of the families in the district was found to be penurious. 92.3 per cent girl children asserted that their family income was less than ₹ 40,000 per annum. The fact becomes even more striking when it is seen in the light of the data available on joint families in the district (See 4.8.4). The living standards are adversely affected when large families have to be sustained on the small incomes.

**Table 4.155 Family's annual income**

Family income	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Less than ₹40,000	143	88.3	51	94.4	81	93.1	71	98.6	346	92.3
₹40,001 to ₹100,000	16	9.9	3	5.6	1	1.1	1	1.4	21	5.6
₹100,001 to ₹249,999	3	1.9	0	0	3	3.4	0	0	6	1.6
₹250,000 to ₹5 lacs	0	0	0	0	2	2.3	0	0	2	0.5
	162/ 162	100	54/ 54	100	87/ 90	96.7	72/ 72	100	375*/ 378	99.2

*\* 3 respondents did not respond*

#### 4.8.15 Main source of income

Agriculture was the main source of income. The second most source of income generation was animal husbandry. 17.5 per cent (66) girl children marked agriculture and animal husbandry – both as main source of income. Agriculture and animal husbandry, the backbone of Indian rural economy, are interrelated and complimentary. The fodder from the farm provides food for the livestock and in return livestock are handy for plowing, sowing seeds and providing natural manure - abundantly used in rural areas. Milk products and fuel help maintain domestic budget.

**Table 4.156 Main source of income of family**

Main source of income	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Agriculture	115	70.9	42	60	80	88.9	45	62.5	282	74.6
Animal husbandry	33	20.4	17	31.5	11	12.2	10	13.9	71	18.8
Father's job	26	16	9	16.7	10	11.1	7	9.7	52	13.8
Mother's job	7	4.3	2	3.7	3	3.3	1	1.4	13	3.4
Total responses on main source of income	18/ 162	111.7	70/ 54	129.6	104/ 90	115.6	63*/ 72	87.5	418	126.5

*\*9 respondents from Sagbara block did not respond*

#### **4.8.16 Land owner fathers and farming facilities**

In the district where agriculture is the top most source of income, land holding by individuals matters to a significant extent. As illustrated in the table 4.157 in the Narmada district 65 per cent of girl children's fathers had their own land. Along with land holding, the availability of agriculture machineries and equipments tells about the living standard of the people. Most of them had pesticide sprayers and more than half of them had tractors. The use of modern day agricultural machinery in the agricultural activities like cultivating, thrashing, plowing was found limited. Agriculture was mostly done with manual labour. With regard to the less number of tube wells, two facts need to be taken in to account. First, it shows heavy dependency on monsoon and second, there are two big dams in the Nandod block - the Sardar Sarovar and the Karjan Dam. The less number of tube wells in the Nandod block can be explained in the fact the there are irrigation canals from the dams. However, this fact cannot be extended to other blocks. Though there are a few small dams in Dediapada and Sagbara, agriculture is heavily dependent on monsoon.

**Table 4.157 Land owner father farming facilities**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Fathers who owns their own land →</b>	104/ 162	64.2	36/ 54	66.7	69/ 90	76.7	38/ 72	52.8	247/ 378	65.3
<b>Facilities available for farming ↓</b>										
Pesticide sprayer	62	59.6	36	100	54	78.3	25	65.8	178	72
Tractor	53	50.9	29	80.6	41	59.4	20	52.6	143	57.9
Thrasher	44	42.3	33	91.7	18	26	13	34.2	108	43.7
Tube well	23	22.1	15	41.7	24	34.8	12	31.6	74	29.9
Total responses on facilities available	182/ 104	175	113/ 36	314	137/ 69	198.6	70/ 38	184.2	503/ 247	203.6

**4.8.17 House type**

The table 4.158 is about the house type in the Narmada district. Majority of the residents lived in thatched houses. A thatched house nearby a farm, with a low roof, a side by manger, and some trees are some of the typical characteristics of a tribal habitat. Increasingly, people are moving towards houses made from cement.

**Table 4.158 House type**

House type	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Own and <i>kuchcha</i>	102	62.9	21	38.9	57	63.3	37	51.4	217	57.4
Own and <i>pucca</i>	53	32.7	32	59.3	29	32.2	34	47.2	148	39.2
On rent and <i>pucca</i>	5	3	1	1.9	3	3.3	1	1.4	10	2.6
On rent and <i>kuchcha</i>	2	1.2	0	0	1	1.1	0	0	3	0.8



***Photo 4.11 A tribal habitat in the Narmada district***

#### **4.8.18 Migration of parents to cities**

Migration was found common across all blocks. The table 4.159 reveals that with most of the migrating parents it was a frequent under taking rather than a seasonal activity. Dediapada block had the highest migrating parents. The frequency of migration was also found higher in this block. Local non-availability of means for livelihood is the chief reason for migration in the Narmada district.

#### **4.8.19 Families with vehicles**

Quite a number of families were without vehicles. The table 4.160 reveals that 42 per cent of them did not have any kind of vehicle. The absence of private vehicle restricts the mobility and leaves one at the mercy of public or privately run transports; the former is scarce to find and the latter overstuff passengers to the fullest in one of the most uncomfortable fashions as the main motive is to eke profit out as much as possible.

**Table 4.159 Migration of parents**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Migrating of parents →</b>	17/ 162	10.5	6/54	11.1	43/ 90	47.8	10/ 72	13.9	76/ 378	20.1
<b>Frequency of migration ↓</b>										
Every now and again	3	25	1	50	17	65.4	5	100	26	57.8
Twice in a year	8	66.7	0	0	5	19.2	0	0	13	28.9
Every season	1	8.3	1	50	4	15.4	0	0	6	13.3
Total responses on frequency of migration	12/ 17	70.6	2/ 6	33.3	26/ 43	60.5	5/ 10	50	45*/ 76	59.2

*\*31 respondents did not specify the frequency of migration nevertheless they did check option for migrating parents affirmatively.*

**Table 4.160 Families with vehicles and type of vehicle**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Families with vehicles →</b>	102/ 162	62.9	32/ 54	59.3	48/ 90	53.3	38/ 72	52.8	220/ 378	58
<b>Type of vehicle ↓</b>										
Two wheeler	76	74.5	15	27.8	20	41.6	26	68.4	137	62.3
Cycle	59	57.8	21	38.9	24	50	24	63.2	128	58.2
Four wheeler	9	8.8	2	3.7	3	6.3	7	18.4	21	9.5
Total responses on types of vehicles	144/ 102	141.2	38/ 32	118.8	47/ 48	97.9	57/ 38	150	286/ 220	130

#### 4.8.20 Type of transportation used

Public and privately run transport services were profoundly used. This was on expected lines as privately own vehicles were less in the district. (See 4.8.19)

**Table 4.161 Type of transportation**

Type of transportation	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Public transport	91	56.2	25	46.2	61	67.8	47	65.3	224	59.3
Transport run by private enterprise (jeep, rickshaw etc.)	67	41.4	22	40.7	64	71.1	34	47.2	187	49.5
Own vehicle	53	32.7	13	24	16	17.8	19	26.4	101	26.7



**Photo 4.12** *An over-packed private transport vehicle in the interiors of Narmada district is a common sight*

#### 4.8.21 Access to television and newspaper

The television had a sweeping preference over the newspaper as it was the source of visual entertainment and information. Having television in this low income



groups is an indicative of the fact that even amongst this group it has become a necessity rather than a luxury.

**Table 4.162 Access to television and news paper**

Access to television and news paper	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Television	121	74.7	33	61.1	45	50	49	68	248	65.6
Newspaper	24	14.8	6	11.1	17	18.9	15	20.8	62	16.4
Total	145		39		62		64		310	

#### 4.8.22 Means of communication

Mobile was found to be the chief means of communication. Like television, it has become a necessity with them. In some very remote places it was found that mobile network was not available or was available at some specific place (e.g. a top of a hill) and that too of some service provider only.

**Table 4.163 Means of communication**

Means of communication	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Mobile phone	144	88.9	47	87	83	92.2	68	94.4	342	90.5
Telephone	20	12.3	10	18.5	11	12.2	5	6.9	46	12.2
Letter	10	6.2	4	7.4	7	7.8	4	5.6	25	6.6
E-mail	1	0.6	0	0	0	0	3	4.2	4	1
Fax	2	1.2	1	1.9	1	1.1	0	0	4	1

#### 4.8.23 Access to internet

Very few girl children found to have access to internet and the access of these few was mostly confined to school. The so called 'digital divide' was evidently present in the Narmada district.

#### 4.8.24 Remedy during illness

During illness local doctor and dispensary were found to be the primarily relied options. In comparison with other blocks use of local herbs was found more wide spread

in the Dediapada and Sagbara blocks. The tribal community has its own repertoire of local herbs for common ailments.

**Table 4.164 Access to internet**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Access to internet →</b>	18/ 162	11.1	5/ 54	9.3	6/ 90	6.7	8/ 72	11.1	37/ 378	9.8
<b>Place where access is available ↓</b>										
School	18	100	1	20	6	100	6	75	31	83.8
Home	6	33.3	5	100	4	66.7	2	25	17	45.9
Café	2	11.1	0	0	2	33.3	0	0	4	10.8
Total responses	26/ 18	144.4	6/ 5	120	12/ 6	200	8/ 8	100	52/ 37	140.5

**Table 4.165 Remedy during illness**

Remedy during illness	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Visit local dispensary	117	72.2	43	79.6	67	74.4	50	69.4	277	73.3
Visit doctor	69	42.6	9	16.7	38	74.2	49	68	165	43.7
Use of local herbs	35	21.6	7	12.9	29	32.2	16	22.2	87	23
Follow certain rituals like tying thread etc.	13	8	4	7.4	7	7.8	2	2.8	26	6.9
Visit quake	12	7.4	5	9.3	4	4.4	4	5.6	25	6.6
Other	0	0	2	3.7	1	1.1	1	1.4	4	1
Total	24/ 162	151.9	70/ 54	129.6	146/ 90	162.2	122/ 72	169.4	584/ 378	154.5



#### 4.8.25 Places where toilet facility available

Toilet facility was largely available at schools. Barring a few, most primary schools had toilets. The fact that almost half of the girl children did not have toilet facility at home was quite a concerning revelation and an indication of the pitiable condition. Unexpectedly, many of them were from Nandod a comparatively urban area. In the Dediapada block also toilet facility at home was found very limited. Public toilets were very few and majority of them were reported in the Sagbara block.

**Table 4.166 Places where facility of toilet available**

Places for latrine	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
At school	138	85.2	44	81.5	83	92.2	61	84.7	326	86.2
At home	67	41.4	35	64.8	48	53.3	45	62.5	195	51.6
Public toilet	4	2.5	1	1.9	1	1.1	12	16.7	18	4.8

#### 4.8.26 Domestic animals

A good number of families had domestic animals. The cow and the ox were reported in many of the families. Along with cow and ox buffalos, goats, cats and dogs were reported also. Cow, buffalos and ox are the almost integral part of the farming families. They support agriculture – the main occupation in the district and provide milk and natural manure.

**Table 4.167 Families with domestic animals and the kinds of animals**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Families with domestic animal →</b>	103/ 162	63.6	45/ 54	83.3	65/ 90	72.2	46/ 72	63.9	259/ 378	68.5
<b>Which domestic animal ↓</b>										
Cow	65	63.1	19	42.2	47	72.3	22	47.8	153	59
Ox	44	42.7	24	53.3	55	84.6	24	52.2	147	56.8
Buffalo	69	66.9	29	64.4	32	49.2	17	36.9	147	56.8
Goat	25	24.3	11	24.4	17	26.2	11	23.9	64	24.7
Cat	27	26.2	3	6.7	13	20	3	6.5	46	17.8
Dog	24	23.3	2	4.4	4	6.2	1	2.2	31	11.9
Total responses	25/ 103	246.6	88/ 45	195.6	168/ 65	258.5	78/ 46	169.6	588/ 259	227

**4.8.27 Fuel used**

The firewood was the main source of energy in the Narmada district. With many families the chief (in some cases the only) source of fuel for cooking was firewood. The use of wood and kerosene was widespread and extensive. Kerosene is provided at the ration shop and firewood are abundantly available from the nature. Thus, both worked best as affordable source of energy.

**Table 4.168 Fuel used**

Fuel used	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Firewood	133	82	48	88.9	81	90	64	88.9	326	86.2
Kerosene	53	32.7	39	72.2	51	56.7	25	34.7	168	44.4
LPG	33	20.4	7	12.9	3	3.3	12	16.7	55	14.6
Solar cooker	2	1.2	2	3.7	3	3.3	5	6.9	12	3.2
Electric stove	1	0.6	0	0	2	2.2	2	2.8	5	1.3
Total	22/ 162	137	96/ 54	177.8	140/ 90	155.6	108/ 72	150	566/ 378	149.7



***Photo 4.13 A tribal woman with axe returning after collecting firewood from the forest***

#### **4.8.28 Girls going for wood collection**

A large number of girl children were found to be involved in collecting woods. The Dediapada block had the highest number of such girl children. With some families it is a business also. Collected woods are sold, mostly during winter season.

**Table 4.169 Girls going for wood collection**

Wood collection	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Girls going for wood collection	103/ 162	63.6	39/ 54	72.2	74/ 90	82.2	41/ 72	56.9	257/ 378	67.9

**4.8.29 Frequency of shopping**

Shopping was not found to a prime requirement, especially in Dediapada and Sagbara blocks, as daily needs of vegetables and other eatables could be well self – supported from the surroundings either from the farm, backyard and domestic animals. For almost half of the families of girl children, shopping was required only once a week.

**Table 4.170 Frequency of shopping**

Frequency of shopping	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Once a week	69	43.9	25	48	55	61.8	34	47.2	183	49.5
Twice a week	37	23.6	10	19.2	18	20.2	8	11.1	73	19.7
Everyday	26	16.6	9	17.3	10	11.2	24	33.3	69	18.6
Once in two days	15	9.6	5	9.6	5	5.6	4	5.6	29	7.8
Other	10	6.4	3	5.8	1	1.1	2	2.8	16	4.3
Total	157/ 162	96.9	52/ 54	96.2	89/ 90	98.9	72/ 72	100	370*/ 378	97.9

*\*8 respondents did not respond*

**4.8.30 Items bought during shopping**

It is a well observed fact that a significant part of the low income group goes on food. In the Narmada district vegetables and grocery items topped the shopping list. Though shopping from market was not frequent in the district, whenever shopping happen it was mostly for food.

**Table 4.171 Items bought**

Items bought	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Vegetables	135	83.3	46	85.2	89	98.9	60	83.3	330	87.3
Grocery and eatables	96	59.3	22	40.7	63	70	47	65.3	228	60.3
Clothes	72	44.4	24	44.4	52	57.8	19	26.4	167	44.2
Milk	39	24	21	38.9	30	33.3	21	29.2	111	29.4
Ornaments	38	23.5	14	25.9	30	33.3	6	8.3	88	23.3
Decorative	28	17.3	8	14.8	22	24.4	9	12.5	67	17.7
Total	40/ 162	251.9	135/ 54	250	286/ 90	317.8	162/ 72	225	991/ 378	262.2

**4.8.31 Girl children availing private tuition facility**

Very few girl children availed private tuition facility. For most of the girl children school was the only source for education.

**Table 4.172 Private tuition**

Private tuition	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Girl children availing private tuition facility	15/ 162	9.3	1/ 54	1.9	9/ 90	10	4/ 72	5.6	29/ 378	7.7

**4.8.32 Vacation activities**

Vacation was spent in various activities. Considerable girl children found to be spending vacation on working in fields. This was on expected lines from the people belonging to low income group.

**Table 4.173 Vacation activities**

Vacation spending	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Doing homework	41	25.3	13	40	58	64.4	40	55.6	152	50
By working in farms	26	16	12	22.2	53	58.9	27	37.5	118	38.8
Visiting new places	37	22.8	6	3.7	32	35.6	14	19.4	89	29.3
By working at hotels/ 'dhaba'	2	1.2	0	0	1	1.1	0	0	3	0.9
Other	4	2.5	1	0.6	4	4.4	0	0	9	2.9
	11/ 162	67.9	32/ 54	59.3	148/ 90	164.4	81/ 72	112.5	371/ 304	121.9

**4.8.33 Use of self-study material and reference material**

As the table 4.174 illustrates there were 68.8 per cent girl children who were using self- study material. There was considerable number of girl children for whom study was restricted to text books only.

**Table 4.174 Use of self-study material and reference material**

Use of self-study material	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Use of self-study material and reference material	101/ 162	62.4	32/ 54	59.3	67/ 90	74.4	60/ 72	83.3	260/ 378	68.8

#### 4.8.34 Own study room and study table for girl children

Having study room and study table at home can be taken as important indicators of importance assigned to girl children's education. As unfolded in the table 4.175 very few girl children had study table or study room.

**Table 4.175 Own study room and study table for girl children**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
Study table	40	24.7	13	24	34	37.8	20	27.8	107	28.3
Study room	25	15.4	6	11.1	15	16.7	10	13.9	56	14.8

#### 4.8.35 Means to come to school

The table 4.176 shows that most of the girl children were coming to school on foot. The RtE act has specified over the area within which a school to be established (see 4.2.1.4 and government of Gujarat's gazette published on 18<sup>th</sup> February 2012)

**Table 4.176 Means to come to school**

Coming to school	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
On foot	144	88.9	50	92.6	77	85.6	70	97.2	341	90.2
By school bus/van	6	3.7	0	0	7	7.8	0	0	13	3.4
On cycle	3	1.9	4	7.4	0	0	0	0	7	1.9
By own vehicle	2	1.2	0	0	3	3.3	2	2.8	7	1.9
By State transport bus	3	1.9	0	0	3	3.3	0	0	6	1.6
Other	0	0	0	0	1	1.1	0	0	1	0.3



***Photo 4.14 School going girl children in the Narmada district***

#### **4.8.36 Economic condition a barrier in further study**

For considerable number of girl children their economic condition was barrier for further study. Many girl children felt that because of their economic condition, their study suffered.

**Table 4.177 Economic condition a barrier in further study**

<b>Economic condition</b>	<b>Nandod</b>		<b>Tilakwada</b>		<b>Dediapada</b>		<b>Sagbara</b>		<b>Total</b>	
	f	%	f	%	f	%	f	%	f	%
Economic condition a barrier in further study	55/ 162	33.9	8/ 54	14.8	28/ 90	31.1	34/ 72	47.2	125/ 378	33

#### **4.8.37 Apprehensive girl children over the completion of their study**

Girl children with the apprehension that their financial condition might end their study abruptly were found in the district. Parents' belief that for girl children primary education was enough and early marriage were amongst the reasons for abrupt end of study.



**Table 4.178 Apprehensive girl children for the completion of their study**

	Nandod		Tilakwada		Dediapada		Sagbara		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Apprehensive that education may not be completed→</b>	36	22.2	9/54	16.7	8/90	8.9	19/72	26.4	72/378	19
<b>Reasons for the apprehension↓</b>										
Parents cannot afford my education	27	16.7	6	11.1	5	62.5	19	100	57	79.2
Parents think that only primary education is all I need	6	3.7	0	0	2	25	0	0	8	11.1
Soon marriage will take place hence study does not remain to be a priority	4	11.1	0	0	2	25	1	5.3	7	9.7
Total responses on apprehension	3/36	102.8	6/9	66.7	9/8	112.5	20/19	105.3	72/72	100

**4.9.0 Summary on Socio-economic Scale**

The socio-economic condition in the Narmada district is marked by virtual homogeneity, appalling hardship and abject paucity. Majority of girl children were from ST community, living in rural areas, with joint and farming families whose majority of members had primary education, if any. The characteristic features of the economic condition of the Narmada district were scare possessions, sole dependency on local resources, land with very limited irrigation and farming facilities leading to migration. The annual income of less than ₹40,000 only made possible to live in thatched houses, to use locally available firewood as fuel and to buy bare necessities occasionally. The poor transport and communication facilities were the part of daily hardships. Such formidable conditions forced girl children to child labour and made some wary that they might have to leave their education abruptly.