



## IS GIRL REALLY MISSING FROM SCHOOL EDUCATION IN INDIA?



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### ABSTRACT:

This paper presents female dropouts in education. This research study may highlight the importance of women education at higher level. Female Education encompasses a multifaceted set of issues and debates surrounding education for girls and women. The traditional attitude towards women education is a key obstacle in girls' higher education. The girls had lower levels of educational attainment because heads of the households are entrenched in the local cultural values. Female education has a key role in the societal progress and improvement. Women do not enjoy equal status with men in most respects, and play only a limited role in national socio-economic development. But the present research work focuses on the dropouts of girl child from school education. It has attempted to find out the various reasons responsible for the girl child drop outs in school education. It further tries to suggest some remedial measures to bring down the girls drop outs in education which may help to prepare a proper policy framework in the field of education.



**KEY WORDS:** Women Education, Dropouts, Socio Economic Factors, Higher Education, Family Constraints.

### INTRODUCTION:

*"If you educate a man, you educate an individual however if you educate a woman, you educate a whole family. Women empowered means Mother India empowered."*

Jawaharlal Nehru.

Education has been regarded both as an end in itself and as a means of realizing other desirable ends. It develops the personality and nationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. It has been recognised as a major instrument which societies can use to direct the process of change and development towards desired goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. The Universal Declaration of Human Rights

regards it as one of the basic rights of every human being.

Education is a powerful and valuable weapon to bring an effective social change. It plays a central role in human development that impacts overall socio-economic growth. Education is considered as the minimum necessity of life. It is the most fundamental requirement for empowering women in all spheres of society. Education leads to better attainment of health and nutritional status, economic growth, population control, empowerment of the weaker sections and community as a whole. This is essential for building human capabilities and higher levels of literacy.

Female Education encompasses a multifaceted set of issues and debates surrounding education for girls and women. It includes areas of gender equality and access to education. It has a connection to the alleviation of poverty. Educating females has become a global consideration. Women have to be supported and empowered with all of society benefits. Female education makes the families healthier, increases income and improves agricultural productivity. However, without education women are unable to understand the problem in the right perspective, excel in any field and advance within them. So, equal opportunity of education for women and daughters should be dealt on priority basis. Special measures should be taken to reduce discrimination. It is necessary to create a gender-sensitive educational system to increase enrolment and retention rates of daughters. Reducing the gender gap in secondary and higher education should be a focus area. Women Education has been improving since colonial period. Women education in Colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. The feminist movement has certainly promoted the importance of the issues attached to female education. Furthermore, this progress travelled through the years and influenced the modern Indian education system. Women education in modern India is traced back to the years after the independence of India. In the present times, the government of India takes measures to provide education to all women of the country. Women literacy rate seemingly rose in the modern days. This has actually helped women to achieve top positions at work place and also at society. In some Western countries, women have surpassed men at many levels of education. Girls' educational levels have improved the health and economic future of young women. In short it improves the prospects of their entire community. Baby death rate of infants whose moms have gotten essential training is a large portion of that of kids whose moms are uneducated. Female training enhances acquiring capability of ladies and the way of life for their own particular youngsters.

Higher participation rates of secondary schools and college training among ladies have offered them some assistance with making advances to expert vocations with better-paying pay rates and compensation. Training builds a lady's level of well being and well being mindfulness. It also increases women's communication with their partners and their employers, and to improve rates of civic participation such as voting or the holding of office. Yet, many barriers to education for girls remain.

### **OBJECTIVES OF THE STUDY:**

- 1.To analyze the socio-economic characteristics of the women.
- 2.To analyze the level of education among women.
- 3.To find out the impact of traditional attitude on female education.
- 4.To present a historical overview of women education in India.
5. To evaluate spatial pattern of male-female literacy rate

### **HYPOTHESIS:**

- 1.Women education helps to bring all round development of society.

2.It helps to tackle the various economic issues like problem of poverty, unemployment, inequality and so on.

3.It also signifies the national skill development vis a vis female education in India.

### RESEARCH METHODOLOGY:

The information collected in this paper is based on the secondary data by using internet, websites, magazines, books and journals and gives a qualitative approach towards this research framework.

### PAST SCENARIO OF FEMALE EDUCATION:

Status of women education is one of the significant reflections of the level of advancement of a society. In spite of the fact, Female education was given very less importance in pre-ancient India. The history of female education in India has its roots in ancient Vedic age. In the Vedic period women had a good access to education but gradually they have lost the right. However, in the British period there was revival of interest in women's education in India. During this period, the various socio religious movements emphasized on women's education in India. In the Vedic age women were given a high place in society. They shared an equal standing with their men folk and enjoyed a kind of liberty that actually had societal sanctions. Vedic writing adulates the conception of an academic little girl in these words: "A young lady likewise ought to be raised and taught with extraordinary exertion and care."

Co-instruction appears to have existed in this period and both the genders got approach consideration from the instructor. Ladies of the Vedic period were embodiments of scholarly and profound accomplishments.

Before Independence ladies who got instructed were just in essential level. In 1950s, the administration began a progress venture. It encouraged a lot of uneducated ladies to learn fundamental composition and figuring. This task expanded the extent of taught ladies. It was supported in urban communities as well as in rustic range. Towns had their own particular grade schools. Moderately aged ladies had opportunities to learn composing and perusing in nearby schools than of just dealing with youngsters and errands at home. The hole in more elevated amount of instruction is bigger in country regions on the grounds that folks trust that their children have capacities to convey more back and their commitments to family later on are more huge than little girls. In an examination, folks are 21.9% more prone to quit financing young ladies' instruction in the event that they come into budgetary issues and family issues. Boys are provided with more opportunities for further studying, especially after middle school. This difference became more evident in the universities.

### SOCIO-ECONOMIC BACKGROUND OF DROPOUTS:

Female education has a key role in the societal progress and improvement. Women do not enjoy equal status with men in most respects, and play only a limited role in national socio-economic development. Men were always better educated than girls. The followings can be achieved if women are given equal opportunity of education:

- Female education increases women's commitments to family unit and national wage.
- Women's expanded acquiring limit positively affects tyke nourishment.
- Daughters of instructed moms will probably be enlisted in school and to have larger amounts of instructive fulfillment.

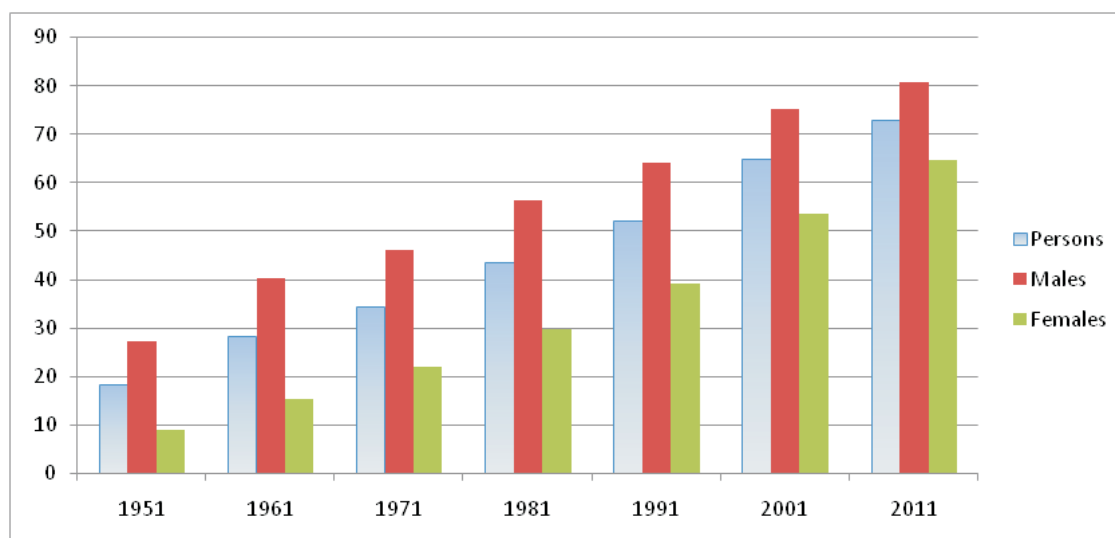
- Educated ladies are all the more politically dynamic and better educated about their legitimate rights and how to practice.

### EDUCATIONAL ATTAINMENT OF PARENTS:

The traditional attitude towards women education is a key obstacle in girls' higher education. The girls had lower levels of educational attainment because heads of the households are entrenched in the local cultural values. The study realizes the need to encourage the male heads of the households for higher education of their daughters. The social norms, customs and traditions are causes of such gap. It is basically due to the desire of male child and negligence for the girl child. They are made to involve in domestic chores which results to low enrolment, low retention rates, high dropout rates, etc. Too bring positive attitude towards females in the third world nations is the need of the hour. International organizations and States of the developing world should manage to propagate the importance of female education. A number of constitutional amendments were made for women's social, economic and political benefits. They were never effective to bring a major change in the situation. Women had only the role of a good wife to play.

### LITERACY RATES IN INDIA:

Census year	Persons	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

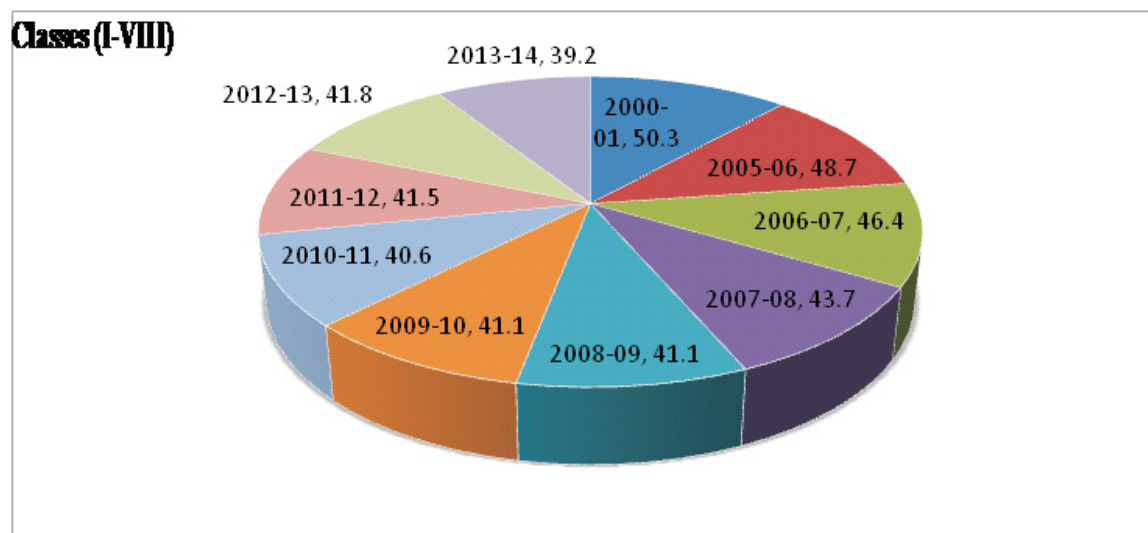
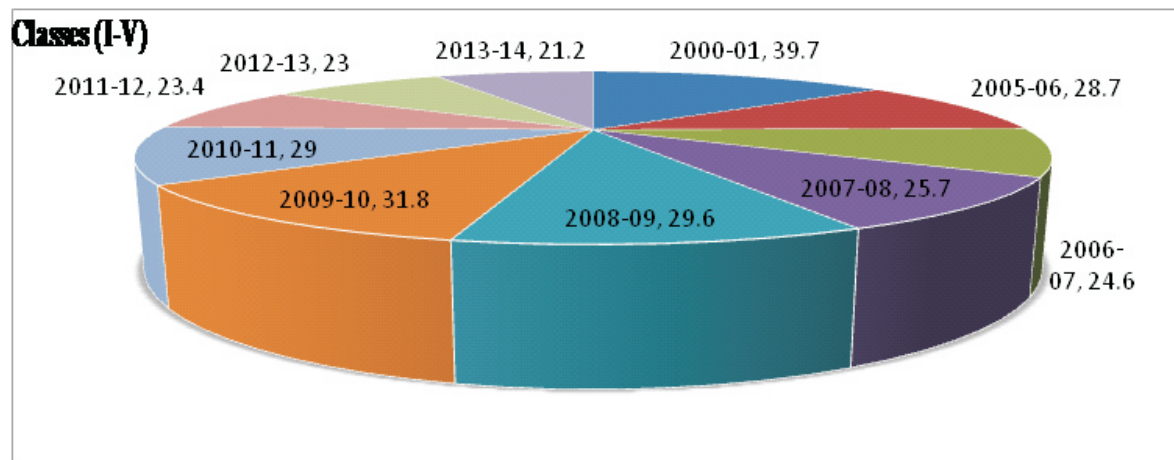


From the above table and diagram, we can observe that the literacy rate during the census 1951 was 18.3 out of which the male literacy rate was 27.2 and female literacy rate was only 8.9.

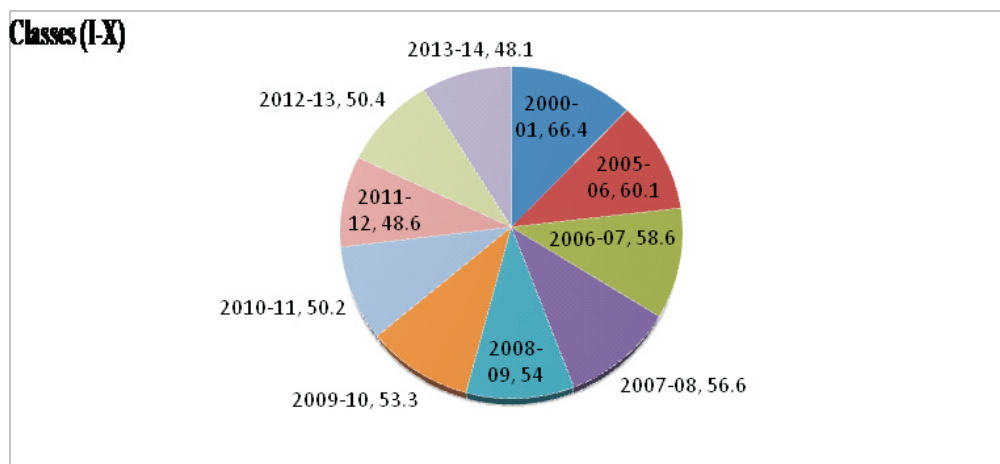
Here it is crystal clear that male literacy rate was greater than female literacy rate. But during the census of 2011, the total literacy rate increased to 73% out of which male literacy rate was 80.9% and female literacy rate was 64.6%. Here also it shows that male literacy rate is greater than the female literacy rate. Perhaps it may be due to male dominance in the society over the female one.

**Drop-out rates in school education:**

Year	Classes (I-V)			Classes (I-VIII)			Classes (I-X)		
Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.6
2005-06	28.7	21.8	25.7	48.7	49.0	48.8	60.1	63.6	61.6
2006-07	24.6	26.8	25.6	46.4	45.2	45.9	58.6	61.5	59.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7	56.6	57.3	56.7
2008-09	29.6	25.8	27.8	41.1	36.9	39.3	54.0	54.4	54.2
2009-10	31.8	28.5	30.3	41.1	44.2	42.5	53.3	51.8	52.7
2010-11	29.0	25.4	27.4	40.6	41.2	40.8	50.2	47.7	49.2
2011-12	23.4	21.0	22.3	41.5	40.0	40.8	48.6	52.2	50.3
2012-13	23.0	19.4	21.3	41.8	35.7	39.0	50.4	50.3	50.4
2013-14	21.2	18.3	19.8	39.2	32.9	36.3	48.1	46.7	47.4







During the year 2000-2001, the total drop-out rate was 40.7 from class (I-V) out of which boys ratio was 39.7 and girls ratio was 41.9. From class (I-VIII) the total drop-out rate increased to 53.7 out of which boy's drop-out rate was 50.3 and girl's drop-out rate was 57.7. If we analyse further the total drop-out rates from class (I-X) has reached to 68.6 out of which the boys was 66.4 and girls 71.5. Here we can observe that the drop-outs of girls is greater than the boys. It may be due to complexities in the society.

But during 2013-2014 the total drop-out rates amongst the boys as well as girls declined sharply. This is due to sincere plan efforts. During this period from class (I-V) the total drop-out was 19.8 out of which boys were 21.2 and girls were 18.3. From class (I-VIII) the drop-outs of boys reached to 39.2% and girls was 32.9% whereas the total drop-out was 36.3%. From class (I-X) total drop-out reached to 47.4 out of which boys reached to 48.1 and girls was 46.7. Here it is obvious to say that though drop-out declined as compared to 2000-2001, the rates of drop-outs among the boys is higher than the girls. This is mainly due to economic necessity. But still it is said to be disappointing when we compare with advanced nations.

### Causes of Dropout at Higher Education:

#### Household Factors:

Women were expected to cook food, look after their children and the household chores. They were made to submit to the male-dominated patriarchal society. They became homemakers to build a strong home to support their men. Women were reduced to being secondary citizens. The national female literacy rate was an alarmingly low. There existed social and cultural barriers to education of women and access to organized schooling. A very few were allowed a public space, which she was expected to manage on her own along with her domestic role as a homemaker. Absence of female teachers, remote places of schools etc. are factors for most orthodox families. Universalization of Elementary Education with emphasis to girl child can oppress the issue to some extent. Disparity can also be treated by special and exclusive scholarship schemes for girl children. Reservation for female can not only provide employment of women, but encourage mass to involve in such activity.

#### Financial Constraint:

Poverty is the root cause of many problems in India and also of low female education. Poverty

and lack of education are very closely interrelated. More than one-third of population in India is living below the poverty line. Though government is putting efforts to make the primary education free but still parents are not ready to send their girls to school. This has an impact on the accessibility to higher education. Education has always been considered less concern due to excessive pressure on family income. Economic backwardness leads to poor educational standard of women.

### **School factors:**

An infrastructural facility of the educational institutions is also responsible factor for dropouts.

Lack of adequate school facilities becomes a hurdle. Some of the schools are really in pathetic conditions and do not have even basic facilities. It is found that many educational institutions do not have water facility and latrine facilities. Even some schools do not have enough rooms to accommodate all the students. The parental attitude towards children's education is more important for children's educational outcomes than material forces. Cultural beliefs and attitude towards women's role in society play an important role in deciding the educational levels of girls in family. The negative attitude of parents towards the girl child and her education is one of the major reasons of low female dropout rate in India. In most of the families, boys at home are given priority in terms of education but girls are not treated in the same way. Right from the beginning, parents do not consider girls as earning members of their family, as after marriage they have to leave their parents' home. So their education is just considered as wastage of money as well as time. For this reason, parents prefer to send boys to schools but not girls.

Cultural attitude and patriarchy cause parents to manipulate their daughters for the benefits of brothers and themselves. The conservative attitude of parents responsible for dropout of females. The heads of the households with innovative attitude towards females' mobility and their participation in the social and economic activities of life suggested higher levels of education for females. Therefore, the female children belonged to heads of the households with the innovative attitude had higher education as compared to those who had strong belief in the old traditional values of the rural society.

### **Distance of the Educational Institute:**

The effects of school distances on female educational attainment have in both perspectives i.e. culturally and economically. In most of the rural areas lack of easy accessibility is key reason for low female education. Parents do not prefer to send girls to remote places from their home.

The distances of educational institutions hamper the higher-level schooling of females due to weak transportation system in rural areas, cost of traveling or chaperones' accompany costs, opportunity costs, physical costs and the cultural boundaries on the mobility of adolescent girl.

Different social perception, cultural rites within the society became barrier in overall development of women. In Indian society parents have a tradition of early marriage of their daughters. These socio-cultural traditions restrict the women to take further education in their lives.

### **Present Scenario of Female Education:**

During the past two decades vital efforts have been made to increase educational facilities for women. It helps to raise enrolment ratios for boys and girls as well as narrow sex-disparities in enrolment and reduce illiteracy levels. However, not all countries have succeeded in achieving substantial progress in these directions. Equal education has proved to be an elusive goal even in countries where equality is guaranteed by law. By and large, women remain under-represented within the educational system. They are still excluded from education. Many more are enrolled in school but

learning too little to prepare them for 21st-century job markets. In some countries, access to the secondary and higher education that helps create a skilled and knowledgeable labor force continues to be limited.

### CONCLUSION:

This study reveals that though several inter related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes for girls in general. The financial factors constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future; in these circumstances male children eventually get more priority compare to female children. Besides these, girls also experience disadvantage for the unequal labour force participation in the world. Female usually experience less opportunities especially in productivity in the labour market and earn less compared to males which discourage parents from continuing the education of their daughters. Some school level factors insufficiently affect the increase in dropout rate of girls. However, most of these factors are allied with school resources and an unequal distribution of school resources markedly linked to the geographical location of schools. Inequalities in school resources exist much especially in developing countries compared to developed countries and this is because dropout rates of girls are higher in the developing parts of the world. Cultural reasons also play an important role in high incidence of early dropout of girls. Sometime it depends on parents on how to perceive girls' education. On the one hand, there are human perceptions formed by several factors such as education, socio economic status, religion and environment of the community where they live in. These perspectives constrain girls' education especially in developing regions of the world. Some traditional cultural practices and beliefs of a particular religion or community massively affect as barriers to girls' education, especially in the male-dominated societies.

Thus we can conclude in the words of great philanthropist Ms. Jane Austen,

“Give a girl an education and introduce her properly into the world, and ten to one but she has the means of settling well, without further expense to anybody.”

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