

Change in Status of Female Education in India

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ABSTRACT

Women's development is regarded as an important approach to raise the levels of productivity and to break the vicious circle of poverty, for which better health and education forms important. The Indian government wants to include more girls particularly from marginalized BPL families in the mainstream of education. To this end the government has been providing concession package in form of free books, scholarships, mid-day meals, uniforms, boarding, lodging and clothing for hostellers, free circles etc. For encouraging women's education at every level, schools, colleges and also universities for women exclusively have been established in the states of India. According to the 2001 census data (Census Report, 2001), national literacy rate stands at 64.84%. While male literacy was noted as 75.26%, female literacy lags behind at 53.67%. A more recent government report on education statistics (2008), notes that the literacy rates for women in India has steadily increased from 8.9% in 1951 to around 57% in 2004. Although substantial progress has been achieved since India won its independence when less than 8% of females were literate, the gains have not been rapid enough to keep pace with population growth. We have analysed the data to understand the status of female education in India.

1. Introduction

There's an African proverb which goes "If you educate a man you educate an individual but if you educate a woman you educate an entire nation" and this is the single most important thing that our country needs to understand at this moment. Education is a good indication of nation's development and also the right of an individual. Education is one of the first provisions of the Universal Declaration of Human Rights. But it is often neglected in societies especially to women to meet the basic needs of their people. Recently education has received greater priority as planners and policy makers finally recognised it as a key factor in determining the pace of development. Women in India constitute 50% per cent of the country's human resources and their contributions are vital for the nation's progress. But the magnitude of illiteracy among women is very high. Throughout the world in human society education is a reasonably good indicator of development or growth. Generally the literacy level associated with essential elements of today's civilization such as modernization, urbanization, industrialization, communication and commerce.

2. Governments Contribution

Free and compulsory education to all children between the ages of 6 and 14 is a fundamental right of citizens under the 86th Amendment to the Constitution of India. Yet, the state of education of women in India is far from 'free' or as totalising and encompassing as the right appears to guarantee. Although the government, through its various initiatives such as the Sarva Shiksha Abhiyan (aimed at providing primary education especially to girl children from disadvantaged rural areas), attempts to improve the education of women, the barrier to educating women is not always monetary and within the purview of the state. Post independence there has been a concerted attempt to improve literacy levels of the population in

India. Many schemes have been introduced to increase the access, expand coverage and improve the quality of education. Amongst them the universalisation of elementary education, incentive schemes for retention and non-formal education for adults are noteworthy for their scope and intent. Special attention has been given to the education of women in all of the schemes. Although there has been marked improvement over the years, there is still much wanting in terms of women's literacy. The problem is further compounded if we look at the male-female gap in literacy rates. Education for All or EFA program and many other educational programs undertaken by the Government of India provide various facilities for enhancing women's education. These programs are really helpful to improve the status of women's education in India.

3. Difficulties female face Incompleting education In India

Most Indian people think women are property or chattels. Patriarchal mindsets rule India. Fathers of such unfortunate girls do not take enough care of their daughters while bringing them up. There is no unity among majority of the Indian women and only a handful of them have the courage to speak for their belief. "Sita Anantha Raman" who is an Indian and Professor Emeritus in university of Santa Clara, California mentions that although professionalism is maintained by educated Indian workforce of women, they are outnumbered by men in most of the fields. In some instances men even get higher income than women for same positions. India has the highest number of child brides in Asia and inevitably there is this dogma surrounding young girls that educating them is a waste of time and money as they are born only to be married off and manage the household. In rural households and especially amongst the poor, the girl child is a valuable resource for housework and in the fields, an additional hand that cannot be wasted away through an education with almost invisible gains and far too

heavy a price that most rural and poor families cannot afford to pay. Within government schools- overcrowded classrooms, absent teacher, unsanitary conditions are common complaints and can cause parents to decide that it is not worth their child going to school. Poverty is one of the main reason that is disrupting the fundamental right of education amongst Indian girls. There are many more contributing factors such as the distance of schools from the corresponding villages, lack of sanitation facilities in schools, shortage of female teachers,

gender bias in curriculum, absence of support from their respective families, safety of female in society and this list is never ending.

4. Analysis of Data

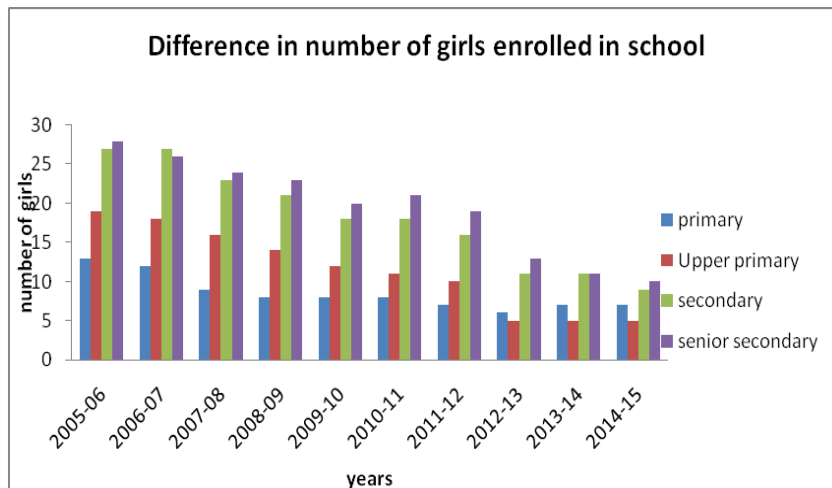
Data is taken from Publication “Women and Men in India 2016”, by Government of India, Ministry of Statistics and Program Implementation.

Table 1 Number of Girls per 100 Boys Enrolled in Schools

Year	Primary(I-V)	Upper Primary(VI-VIII)	Secondary(IX-X)	Senior Secondary(XI-XII)
2005-06	87	81	73	72
2006-07	88	82	73	74
2007-08	91	84	77	76
2008-09	92	86	79	77
2009-10	92	88	82	80
2010-11	92	89	82	79
2011-12	93	90	84	81
2012-13*	94	95	89	87
2013-14*	93	95	89	89
2014-15*	93	95	91	90

Table 2: Difference in number of girls enrolled per 100 boys in school

year	primary	Upper primary	secondary	senior secondary
2005-06	13	19	27	28
2006-07	12	18	27	26
2007-08	9	16	23	24
2008-09	8	14	21	23
2009-10	8	12	18	20
2010-11	8	11	18	21
2011-12	7	10	16	19
2012-13	6	5	11	13
2013-14	7	5	11	11
2014-15	7	5	9	10



Graph 1

H₀ :Average Difference in number of girls enrolled per 100 boys are same in different level of school

SUMMARY

Groups	Count	Sum	Average	Variance
primary	10	85	8.5	5.166667
Upper primary	10	115	11.5	28.27778
secondary	10	181	18.1	42.1
senior secondary	10	195	19.5	39.38889

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	829.2	3	276.4	9.61949	8.41E-05	2.866266
Within Groups	1034.4	36	28.73333			
Total	1863.6	39				

As p-value is less than 0.05. So we reject null hypothesis and conclude that difference in number of girls enrolled per 100 boys at all level of school education are different.

Fishers Modified Test

Assumption we assume that variances are unknown and unequal.

1. H_{0a} : Difference in number of girls enrolled per 100 boys in primary is greater than or equal to upper primary.

H_{1a} :Difference in number of girls enrolled per 100 boys in primary is less than upper primary.

2. H_{0b} : Difference in number of girls enrolled per 100 boys in upper primary is greater than or equal to secondary .

H_{1b} : Difference in number of girls enrolled per 100 boys in upper primary is less than secondary.

3. H_{0c} : Difference in number of girls enrolled per 100 boys in secondary is greater than or equal to senior secondary .

H_{1c} : Difference in number of girls enrolled per 100 boys in secondary is less than senior secondary.

Hypothesis	Degree of freedom	Test statistic value	Critical value	Conclusion
H_{0a}	12	-2.18724785	1.782287548	Rejected , difference is more in upper primary i.e dropdown of girls increases from primary to upper primary
H_{0b}	17	-2.864809957	1.739606716	Rejected , difference is more in secondary i.e dropdown of girls increases from upper primary to secondary.
H_{0c}	18	-0.840740645	1.734063592	Accepted , Difference in number of girls enrolled per 100 boys in secondary is greater than or equal to senior secondary .ie dropdown of girls from secondary to senior secondary is decreases.

5. Conclusion

Difference in enrollment of girls per 100 boys has increased from primary to secondary level.It implies girls drop out is more at higher level of education. As a result, a large gender gap emerges which was observed as the level of education increases. At primary level the gender gap is less. Although getting the girl child to enroll in primary schools seems to be most problematic, once enrolled, girl children are more likely to continue their primary education. At the secondary level of education, girls tend to drop out more than boys, again posing a challenge to retain the girl child for secondary education. The differences between the positions of men and women in the society will not lessen; leave alone disappear, as long as there are differences between the education levels of men and women. We must realize that going to school is one thing, on the other hand, the quality of education that one gets is another.

6. Recommendation to improve education status for Female in India

India is ranked 105 amongst 128 countries in its Education for All Development Index. There is much work to be done to enhance education in India; particular attention is warranted to women’s access to education. Even though the Government

and various voluntary organisations are engaged in several attempts to sensitize the local population to the need for women education, unless parents of the girl child see value and merit in sending the girl child to school, they will resist doing so and instead prefer to use her help in household chores or agricultural activities. It is absolutely vital that we incorporate the belief among women that they must stand on their two feet and the only feasible way to achieve this is through education and its proper utilisation. One way to make the families more interested is by making the school come to them rather than sending their girls to school far away from home by implementing more mobile schools across rural India.

Give girls a strong foundation through early childhood development (ECD). ECD programs build the technical, cognitive, and behavioral skills conducive to high productivity later in life. Focus should be given on basic education. Gaps remain, to be sure. Education for its own sake certainly has an intrinsic value, but education and training that proves useful in the workplace is also essential. Help girl grow is to provide them with job-relevant skills that employers actually demand, or that they can use in launching their own business. Need of the hour is the creation of an environment that encourages investments in knowledge and creativity. It is important that

societies promote flexible, efficient, and secure labor markets. We need to pay equal attention to what happens before and after primary school. Girls and young women

entering the 21st century job market will need skills and knowledge that can be developed only throughout their lifetime. They need our support at every step along the way.

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