



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 7, Issue 2 - V7I2-1488)

Available online at: <https://www.ijariit.com>

Universalization of girls' education— A case study on Keshpur Village of Paschim Medinipur district in West Bengal

Pogati Aswini

putthadirenu2002@gmail.com

Andhra University, Visakhapatnam, Andhra Pradesh

P. Premanandam

knarayanarao.kona@gmail.com

Andhra University, Visakhapatnam, Andhra Pradesh

ABSTRACT

Education particularly primary education needs to be stressed and special emphasis must be laid on girl's education. It was brought out that to realize this goal no effort is being spared. Every care has to be taken to promote universalization of primary education by launching several schemes and programmes like setting of more number of primary schools, appointing more number of teachers, with due emphasis and equity of women teachers maintaining favourable teacher-pupil ratio etc., and programmes like operational blackboard, DEPEP etc., and in addition providing incentive, like free clothing, midday-meal etc., to offset the obstacle of poverty. However, their perception and attitudes with regard to 'education', is different from that of the programmes that are being launched. We wish to examine this issue in the present study in the context of artisans (weavers) at a village setting in chronically drought-prone district of West Bengal.

Keywords: *Universalization, Education, Women, Poverty Eradication.*

1. INTRODUCTION

Education is the most important instrument for human resource development. Increasingly greater stress is laid on universalization of primary education with emphasis on girl's education. The Indian constitution guarantees equality before law for men and women. The constitution also empowers the States to make special provision for women and children. With the recognition of the need to bring the process of social change and development towards desired goals, education has come to be regarded as major instrument of social change.

Increase of educational facilities, equal opportunities and the removal of bars on entry of women to particular branches and levels of education came to be supported by all champions of emancipation of women (National Institute of Rural Development, 1987). Realising this, the access of girls and women in the formal system of education spearheaded by national leaders, missionaries and few enlighten ones.

In addition, girls' education has important impacts on the other aspects of social development. Girls' education affects the economic well-being of a country, improving gross national product (GNP) per capita female labour force participation, self-employment participation in the informal sector, and non-market and home production. Girls' education and literacy also have a direct impact on infant and child mortality, morbidity and life expectancy. Further, educated women generally marry later, are more lively to practice family planning and have smaller families than uneducated women. Girls' education also contribute to progress in development. Education provides women with the knowledge and skills to contribute and benefit from development efforts, especially in areas of health, nutrition, water and sanitation and environment. Finally, because mother's attitude about education influence the importance that they attribute to their daughters' schooling, girls' education has a positive impact on education for future generations.

Realizing the importance of Girls' education the government has taken up several measures through its policies and programmes.

In this study, we wish to analyse the situation of primary education at village level with reference to enrolment and dropout trends at primary level. we wish to examine the perception of the artisans' respondents towards education and their attitudes towards child earnings and work orientation, which we believe have a bearing on enrolment and dropout trends of young girls. The data is presented in simple tabular form for a quick reference.

The analysis is presented objective-wise.

2. THE SITUATION OF EDUCATION AT KESHPUR VILLAGE.

It is important to mention here about the situation of education at Keshpur village, before analysing the study objectives. Hence, the educational profile of Keshpur has been presented briefly. The Keshpur village has one Zilla Parishad High School, one Mandal Parishad Elementary School and one Sri Saraswathi Vidya Vihar which is a private school.

Zilla Parishad High School has been established in the year 1960, and it has pucca building with necessary furniture. The school has 10 teachers, specialization in 6 subjects. Sri Saraswathi Vidya Vihar has been established in the year 1981, which has up to upper primary level of education. The school has no pucca building, the classes were run in thatched house. The school has 10 teachers.

The Mandal Parishad Elementary School has been established in the year 1928, has up to primary level of education, it has pucca building with insufficient furniture. The school has 8 teachers. At the time of data collection, the total strength of the school is 841. Of which, 438 are boys and 403 are girls. The class-wise present strength in the school has been presented in the Table .1, The first objective of the study is to analyse enrolment and dropout trends in the school as well as among the respondent families.

3. REVIEW OF LITERATURE

Upadhyaya (1983) identified the causes of educational backwardness of girls and mentions that the income of the family had greatly influenced with regard to the enrolment and dropout situation of girls. The higher the incomes higher the enrolment and lower the dropouts and lower the incomes, lower the enrolment and higher the dropouts.

Sharma (1984) mentions that the enrolment of girls has been steadily increasing with the provision of incentives like free uniforms, text books and boarding and lodging facilities, especially on the scheduled caste and scheduled tribe students.

Khobragade (1985) observes that as the girls progress from primary through secondary to higher education less help has been rendered from parents in relation to their education.

Bokil (1987) observes that the economic factor which is having a greater role on girls education. Girls from families, having a better socio-economic status for better enrolled and better retained in schools.

4. STATEMENT OF THE PROBLEM

The above introduction and review of literature clearly brings forth the following :

Education particularly primary education needs to be stressed and special emphasis must be laid on girls education. It was brought out that to realize this goal no effort is being spared. Every care has to be taken to promote universalization of primary education by launching several schemes and programmes like setting of more number of primary schools, appointing more number of teachers, with due emphasis and equity of women teachers maintaining favourable teacher-pupil ratio etc., and programmes like operational blackboard, DEPEP etc., and in addition providing incentive, like free clothing, midday-meal etc., to offset the obstacle of poverty. Yet, our review brings out the fact that the enrolment continues to be low and dropouts continue to be alarmingly high. The major reasons that are being offered as a way of explanation are that the scale observation of poverty and that children are being involved in domestic as well as income earning activities. Almost every study which enquired the problem of non-enrolment, stagnation and dropout has stressed the above reasons as major causes.

It may be pointed out here that, none of the studies have made an attempt to enquire into the attitude and perception of their parents the need for education and compare the same with the social reality at the gross-root level. Such an examination would throw a light on the social reality.

Secondly, none of the studies made an attempt to enquire the role of traditional caste occupational culture which socializes the role behaviour at the gross-root level. In other words, we wish to point out that poverty and involvement of children in domestic or income earning activity do not rarely have a major bearing as it has been steadily professed. Our contention is that, the rural people do have respect for education and do wish to educate their children. However, their perception and attitudes with regard to "education", is different from that of the programmes that are being launched. We wish to examine this issue in the present study in the context of artisans (weavers) at a village setting in chronically drought-prone district of West Bengal.

5. OBJECTIVE

To analyse the enrolment and dropout trends.

The above objective is pursued in the context of Keshpur village of Paschim medinipur district. The artisan group is considered for the present study is weavers.

6. SAMPLE SIZE

Our enquiry reveals that the weavers of Keshpur can be broadly grouped into two categories, such as traditional weavers and non-traditional weavers. The traditional weavers are those, who have been practising weaving traditionally as it was their caste occupation. The traditional weavers comprise a few sub-sects too. 747 number of households belong to traditional weavers.

The non-traditional weavers are those who practise weaving currently, but which is not their traditional caste occupation. These members are drawn from different caste and occupational background. They took up weaving as it is remunerative and provide

relatively better employment and can be practiced with reasonable investments. They represented approximately 630 out of 960 of the remaining households.

In order to represent both these groups, we have adopted stratified quota sampling procedure. From each of the strata, viz., traditional weavers and non-traditional weavers, 60 households each were selected at random. Thus, our sample size constitutes 7.01 per cent to the universe.

7. UNIT OF STUDY

Though, our study is focussed on Universalization of Girls Education, we felt that eliciting data from primary school going children will be irrelevant. Hence, we have chosen weaver households as our unit of study and responses are sought from the Head of the households. The specific information sought generally refers to the children of 6-10 years age, the primary school going children's age.

8. DATA COLLECTION

The major tool of the data collection is schedule. The schedules were administered to the respondents by the investigator personally. The field work took about 15 days as respondents were busy in their occupation and did not evince interest in this type of study, which is not enumerated for them.

The schedule comprises several questions grouped under four major items, such as identification, family background, school enrolment and attendance, perceptions on education and attitude towards child earnings and work involvement

In addition to primary data, secondary data was also collected. The secondary data pertains to village and district profile, school education status at Keshpur village. The school education status data was collected from the Z.P.High School and Mandal Praja Parishad School.

The Mandal Parishad Elementary School has been established in the year 1928, has upto primary level of education, it has pucca building with insufficient furniture. The school has 8 teachers. At the time of data collection, the total strength of the school is 841. Of which, 438 are boys and 403 are girls. The class-wise present strength in the school has been presented in the Table 1, The first objective of the study is to analyse enrolment and dropout trends in the school as well as among the respondent families.

Table 1: Enrolment of Students by Sex-Wise and Class-Wise

Class-wise	Boys	Girls	Total
I	108	120	228
II	99	103	202
III	70	78	157
IV	79	43	122
V	73	59	132
Total	438	403	841

9. ENROLMENT AND DROPOUT TRENDS

For the purpose of analysis, secondary data pertain to student enrolment for five years i.e., from 2012 to 2016 was collected from Mandal Parishad Elementary School of Keshpur village. This is the largest and oldest school in the village which has all the amenities like building, faculty, and also covered operational blackboard scheme. In the analysis, the year 2012 is taken as a base year for the Class I enrolment and also for calculating dropouts for subsequent classes, The data is presented year-wise by sex, caste, category and class. For caste-category, we have considered such broad groups as Scheduled Caste, Scheduled Tribes which are constitutionally listed and backward caste which are listed by the State Government and "OTHER CASTES", which include the caste or the social groups which are not included in the above categories. The enrolment details for the year 2012 to 2016 for the Class I to V are presented in the Table .2.

Table 2: Enrolment of Students by Sex and Caste (2012-2016)

Year	Class of study	OC		SC		ST		BC		Others		Total	
		G	B	G	B	G	B	G	B	G	B	G	B
2012	I	5	4	6	22	8	3	42	54	4	7	65	90
2013	II	5	7	2	14	0	3	50	70	7	4	64	98
2014	III	6	6	1	8	1	1	54	55	5	4	66	75
2015	IV	5	10	1	11	1	1	43	42	3	8	54	73
2016	V	5	14	1	7	0	2	37	37	2	2	45	62

Note : 2012 is the base year and *G' stands for Girls; 'B' stands for Boys

The dropout and re-enrolment figures are arrived by subtracting the enrolment numbers are Class I, II, III, IV and V, from the enrolment numbers of the base year i.e., enrolment in the class I, for the year 2012. It has been observed that in certain classes, the enrolled number is either greater or lesser than the enrolled number of the base year. If the enrolled number is lesser than the enrolment number of the base year the difference considered as the number of dropped out cases. Similarly, if the difference is greater, such figures are considered as the number of stagnation cases. In West Bengal, there is no detention at primary level. Therefore, those who were irregular or fall short of attendance are being re-enrolled. Owing to this trend often, we find greater

number of enrolment than the base year enrolment. We prefer to call this as "RE-ENROLMENT" than the referring as STAGNATION.

Table 4,3 presents the details of dropped out and reenrolment.

The enrolment of girl students at primary level during the years 2012 to 2016 for the Class I to V shows interesting trends of dropouts and re-enrolment.

Table .3: Re-Enrolment and Dropouts

Year	Class of study	OC		SC		ST		BC		Others		Total
		M	F	M	F	M	F	M	F	M	F	
2013	II	+3	-	+24	+8	-8	-4	-	-8	-3	+3	+7
2014	III	+2	+1	+1	+12	-14	-5	-2	-7	-3	+1	-14
2015	IV	+6	-	-12	+1	-11	-5	-2	-7	+1	-1	-30
2016	V	+10	-	-17	-5	-15	-5	-1	-8	-5	-2	-48

Note : + = Re-enrolment, - = dropout

The analysis reveals that as far as other caste girls are concerned there are no dropouts. But, the dropout is found to be highest in the case of Scheduled Tribe (cent per cent) followed by Scheduled caste and others and Backward Castes.

The interesting feature is that of timing of dropout. It can be observed that the cases of dropouts in caste categories with the exception of other caste occur, for IV and V classes. In other words, the girls who attain 9 years of age approximately are being withdrawn from the school for the reason is best known to their parents.

Another interesting feature is that the Backward Caste girls are being kept in the school in the form of reenrolment (stagnation) at such classes as II and III Classes.

We call this as re-enrolment, because in West Bengal, there is no detention. The pupils are being promoted to next higher class on the basis of their attendance.

It is observed that the percentage of male dropouts in comparison with girl students is more among Backward Caste. It appears that, other caste category parents encourage their female wards in primary education. On the other hand, Scheduled Tribe appears to be averse for the education of their female wards, this is followed by Scheduled Castes. With regard to the Backward Caste category and other caste category, they seem to withdraw their female wards after certain age attainment. Till then, they, however, are in favour of enrolment and continuation of primary education of their female wards.

10. REFERENCES

[1] Barua, A.P. "Married Womens' Education". SIE, Assam, 1978.
 [2] Bokil, B.G. "Education of Rural Women", Ph.D. Thesis, Poona University, Poona, 1987.
 [3] Desai, S,H. "A Critical Study of the Development of Secondary Education for Girls in Gu-jarat". Ph.D. Thesis, M.S.University, Baroda, 1972.
 [4] Government of India, "Selected Educational Statistics", Ministry of Human Resource Development, New Delhi, 1988.
 [5] Government of India, "Census of India. 2011", Census Commissioner, New Delhi, 2011.
 [6] Mujibul Hasan Siddiqui, "Women Education : A Research Approach". Ashish Publishing House, New Delhi, 1993.
 [7] UNESCO, "Girls Education", a Report on Sub-Regional Workshop for the Training of Educational Personnel focussed on Girls and Women, Regional Office for Education in Asia and the Pacific, Bangkok, 1985.