SOCIO-ECONOMIC IMPACT ON ATTAINMENT OF GIRL'S STUDENTS AT DIFFERENT LEVEL OF EDUCATION:

Department of Economics conducted its annual survey on " Socio-economic impact of education to empower girls-students" in different school at different stage of education in district of Nadia in academic session 2017-18.. Twenty students along with teachers took-part in this survey. After collecting information Department prepare d following report and submitted to IQAC, Berhampore college.

Introduction: Education is the most important factor required for all round development of human being. To ensure sustainable growth in sphere of education, policy makers should not be ignorant about the availability of opportunities for women to be educated. Education is the one important factor to ensure gender equality and empowerment. Women education refers to every form of education that aims of improving the world of knowledge and skill for women and girls. It comprises basic education at schools and colleges, vocational and technical education, professional education, health education etc. Educated women are capable of brining socio-economic changes. In India like other democratic countries, the Constitution ensures equal rights to both men and women. Primary education is now a fundamental right. Over the 72 years, India has witnessed a continuous growth in its achievement in education. Along with these successful achievements, drop-out rate is still higher for female students than male students.

Major findings along with discussion

Section 1: Demographic and socio-economic aspects of the respondents:

The primary data were collected from 100 girl students of various age limits. From figure 1 it is clear that that more than 38% of girl students belongs to the age group that lies less than 10 years old. 28% of girl students belong to age group of 11-15 years old and 34% of students belongs to the age group above 15 years . Here we have collected the information of girls' students who belongs to primary section(I-V), upper primary section(VI-VIII), secondary section(IX-X) and senior secondary section(XI-XI).

Table 1: Distribution of respondent along different level of education

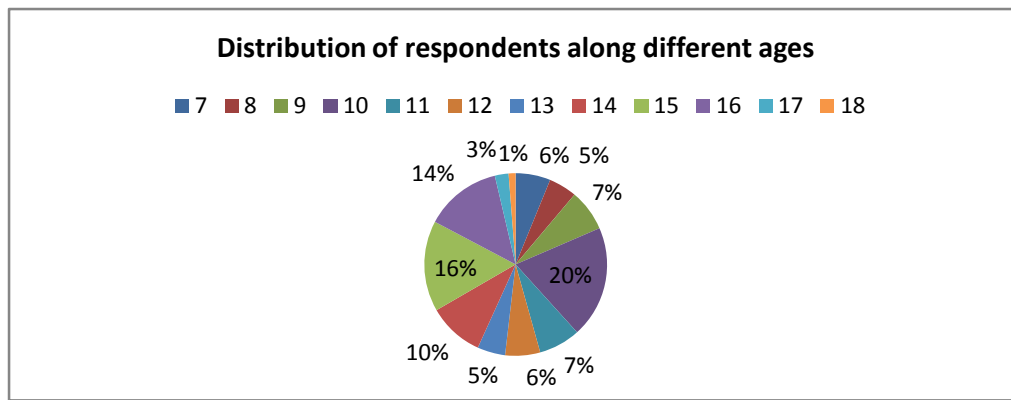| Sl no	Level of education	Percentage of respondents
1	Primary Education	38%
2	Upper Primary	18%
3	Secondary	26%
4	Senior Secondary	18%

Figure: 1

In our survey we found that almost 99% girl students are believing in Hindu religion and more than 53% of them came from scheduled cast communities. 25% of Hindu students came from OBC-B community and 4% of girl students belong to scheduled tribes. 82% of Hindu students belongs to reserve categories (Figure 2).
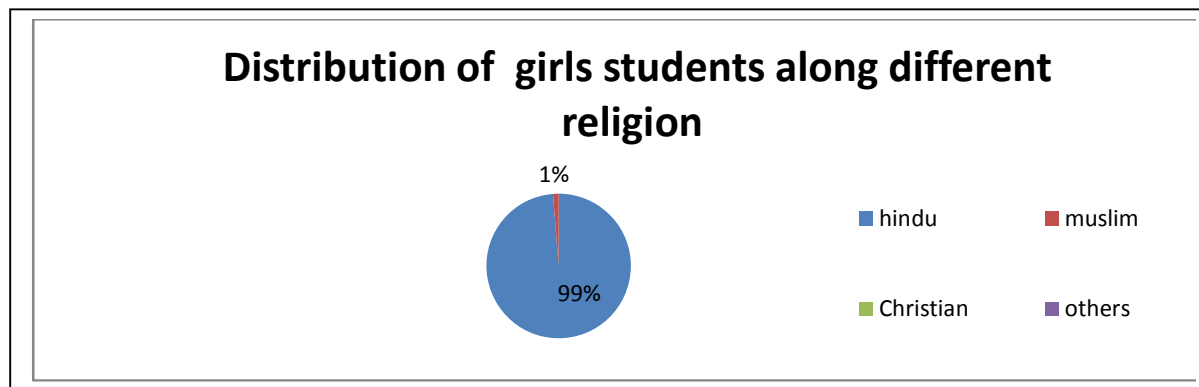

Figure: 2

Our survey has revealed that 45% of the respondents came from such household whose annual earning lies between Rs 40000-Rs 50000. Only 6% of them belong to such family which earns Rs100000 per annum. So majority of students comes from poor household.
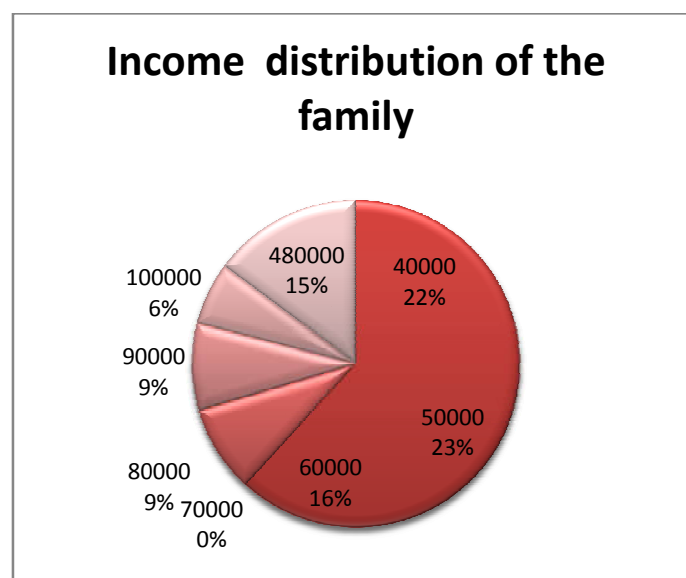
Figure: 3

source: Based on field survey in the district of Nadia during February, 2017-

In our survey we find that almost 94% girl students are regularly attending their schools, it refers to the consciousness of them. We observed that 98% girl students are living between 3 K M from the school campus. Due to short distance maximum girl students are coming school by walk.
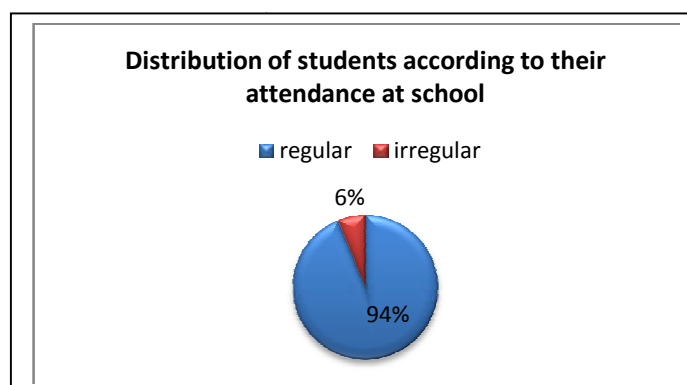

Figure: 4

source: Based on field survey in the district of Nadia during February, 2017-

we have found that more than 90% students are opted private tuition. This is because parents of these girls students do not have adequate education so that they can guide their child. On the other hand lack of proper educational infrastructural facilities (like availability of adequate number of teachers, library, laboratories, etc) are also responsible for their opting private tuition.
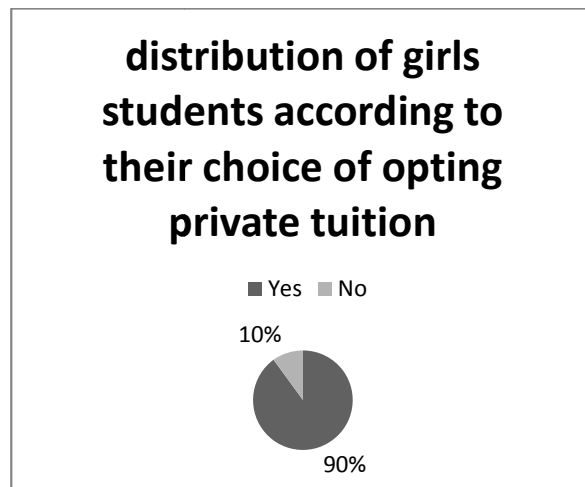
distribution of girls students according to their choice of opting private tuition

■ Yes ■ No

10%

90%

Figure: 5

Section 2 : Prevalence of political and legal processes

We have already mentioned earlier that by political conditions of existence, we mean processes of establishing and enforcing rules of family behaviour and adjudicating disputes over those rules. Further, it also includes the matter related to have opportunity to get facilities that provided by the Goverment welfare projects.

If political process helps girls students to have such opportunities to avail facilities of Government welfare projects, then this effort becomes conducive to reduce and/or eliminate barriers to be educated and oppressive surroundings for girls students. This is by no means that political process of ownership itself undermines feudal family. Whether and to what extent it does so depend on all other processes and also it influences the existence of other processes. If a girls students may face a very non-oppressive polical and legal processes within her educational institution, she then gain confidence that help her toenhance productivity and fight against all such exploitative and oppressive class processes that are operating within patriarchal family structure. Otherwise in absence of non-oppressive political legal processes, girls students fail to achieve such strength. In following few figures we have represented nature of political and legal processes that are operating within educational institution. None of the schools have any library. Though 76% of girls students are like to play game but schools do not have suitable play ground. Polluted underground water is a one of the biggest problem in this region. Residence of this area usually spend Rs 600-800/month for purchasing purified water But during school hours students don't have any such facility to consume purified water that arranged by
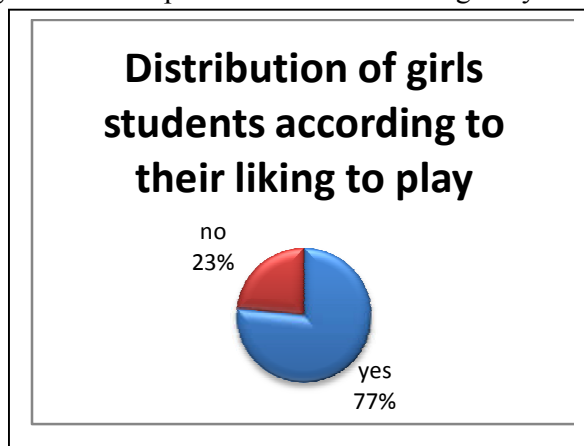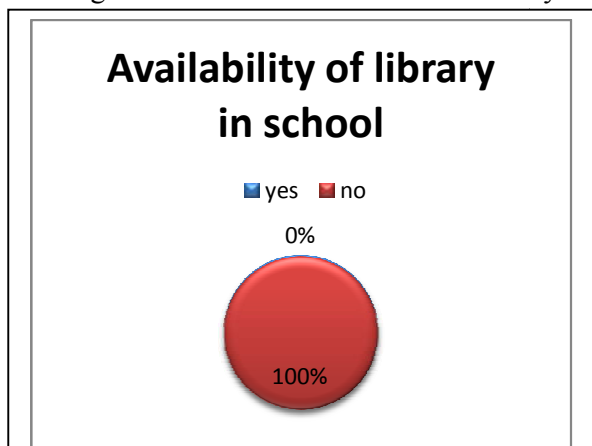
Availability of library in school

■ yes ■ no

0%

100%

Distribution of girls students according to their liking to play

no
23%

yes
77%

Today we are dreaming about Digital India But there is almost 89% students do not have knowledge on computer and computer laboratory is also unavailable in these schools.ht
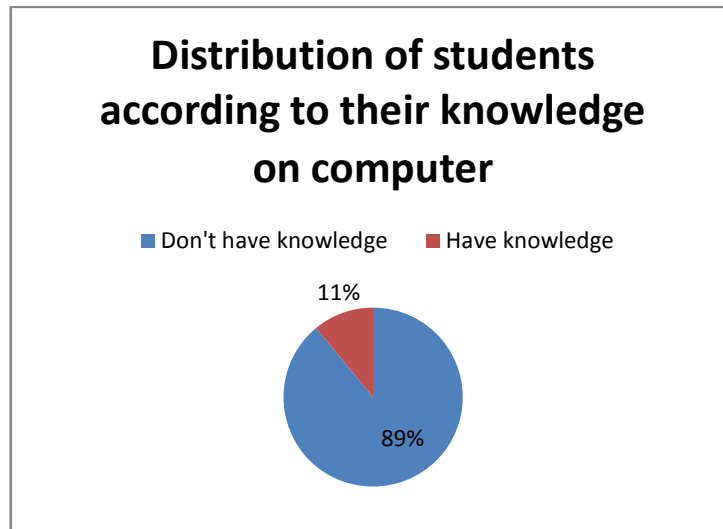
Distribution of students according to their knowledge on computer

■ Don't have knowledge   ■ Have knowledge

11%

89%

Figure: 8

38% of our respondents are getting financial helps that provided through Project of Kanyashree and 57% students are getting mid-day meal regularly. However except one institution we have found lack of infrastructural facilities that essential for successful operation of such project. They don't have proper dining room where students can take their foods and unavailability of purifies water makes cooking unhygienic. Both girl and boy students use same toilet. No facility to avail separate toilet for girls students is present there.

On the other hand 27 % of students are getting cycle under Sabujsathi Project, but as majority of students live in nearby areas, so they usually prefer to come school by walk. Here we think inability of administrators to implement need specific project. Here students do not need cycle but they need purified water at school, availability of library facilities, computer laboratory and play ground. So Government should chalked out need specific and area specific welfare project rather than uniform welfare project for all areas that seem to be useless to ensure cooperative political and legal processes.
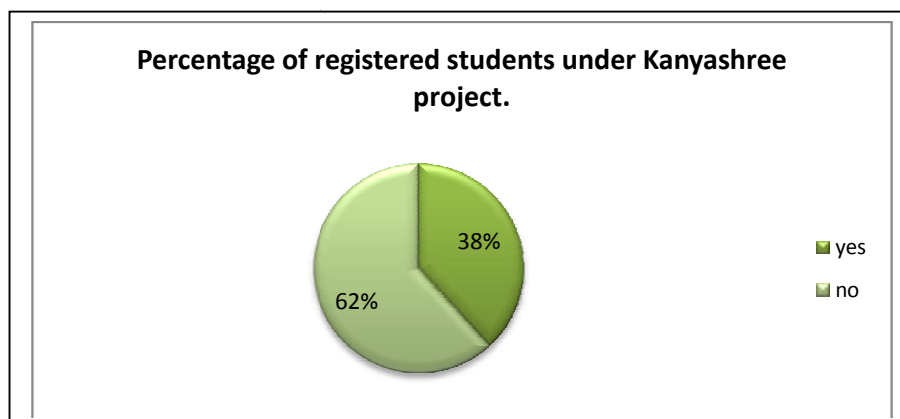
Percentage of registered students under Kanyashree project.

38%

62%

■ yes
■ no

Figure: 9

Section 3 : Nature of prevalence of Gender and cultural processes

Gender process projects the role of male and female within society whereas Cultural processes mean the processes of producing and disseminating meanings in society (Fradd et al 2009). So, proper womanhood means caring for family and its members while adopting a sub-ordinate, exploited and oppressed position in relationship to the master of the family

As these gender and cultural processes are cultural and ideological, therefore, these processes have left deep impression within minds of members of society. However, non-cooperative gender processes and cultural processes strengthen exploitative class processes within patriarchal society that create obstacles for girls students to avail the opportunities to be educationally sound and become more productive and efficient into society. Indian family structure are patriarchal in nature, Here girl child performs a sub-ordinate, exploited and oppressed status in relation to the master of family. This can be clear from the following data.

Table2:Percentage Enrolment in various Programmes in Higher Education 2014-15

B.A.-Bachelor of Arts	24.60	32.96
B.Sc.-Bachelor of Science	11.44	12.22
B.Com.-Bachelor of Commerce	10.96	10.77
B.Tech.	8.68	3.78
B.E.	7.61	3.57
M.A.	3.27	5.36
B.A.(Hons)	3.31	4.23
B.Ed.	1.37	2.85
M.Sc.	1.33	2.15
M.B.A.	1.89	1.28
B.C.A.	1.53	1.25
B.Sc.(Hons)	1.37	1.25
B.B.A.	1.28	0.91
M.Com.	0.84	1.33.
L.L.B.	1.05	0.54
Others	19.47	15.55

Data Source: Ministry of Human Resource Development, Government of India (website: http://mhrd.gov.in/statist)

Table3: Examination Results. Class XII 2010

Category	Pass percentage		
	Male	Female	Total
All (Includes general, SC, ST , etc)	73.2	81.5	76.8

Source: (Ministry of Human Resource Development, Government of India, 2016) (website:http://mhrd.gov.in/statist

Table 4: Gender parity index during 1950-2016

Level/ Year	Primary(I-V)	Upper Primary(VI-VIII)	Elementary	Secondary (IX-X)	Senior Secondary (XI-XII)	Higher Education	
1950-51	0.41	0.22	0.38	NA	NA	NA	
1980-81	0.67	0.53	0.63	NA	NA	NA	
2010-11	1.01	0.95	0.99	0.88	0.86	0.86	
2015-16	1.03	1.09	1.05	1.01	0.99	0.92	

Source: (Ministry of Human Resource Development, Government of India, 2016)
(website:http://mhrd.gov.in/statist

 We know that education is the one important factor to ensure gender equality and empowerment. The Gender Parity Index (GPI) is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the corresponding number of male student in each level. Thus GPI (based on Gross Enrollment Ratio-GER) which is free from the effects of thepopulation structure of the appropriate age group, provides picture of gender equality in education. During 2005-06 to 2014-15, substantial progress has been achieved towards gender parity in education .At present, in elementary and secondary education, the enrolment is favourable to females as the corresponding GPI has crossed the limit 1. However one may observe from Table 4 that GPI has failed to ensure equality at senior secondary and higher education. But surprisingly Table 3 shows that performance percentage of girls students at senor secondary stage is better than that of boys. This is very surprising to consider the matter being perform better girls are unwilling to enter into higher education. Along with this table 2 revealed that girls students are still preferring such subject which are traditionally women dominated. Our primary data also reveals the same pattern of choice (Fig..). This is the outcome of traditional oppressive cultural and gender processes that emphasized that women are best suit for teaching and nursing profession that strengthen their nature of eternal motherhood.
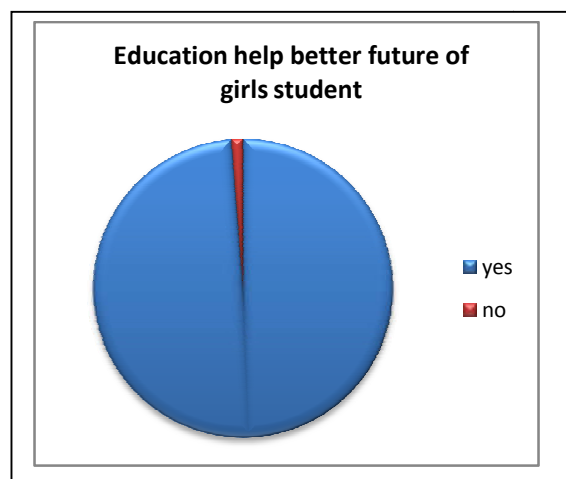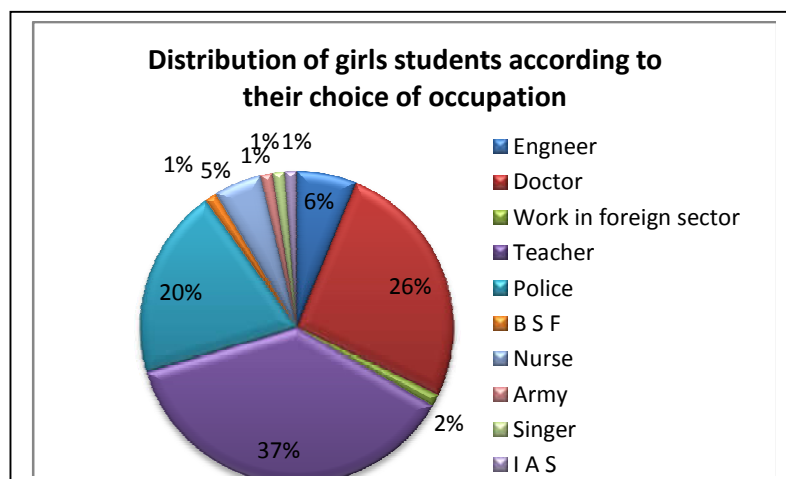

Figure: 10

Figure: 11

source: Based on field survey in the district of Nadia during February, 2017-

Favourable GPI upto secondary level is the result of that traditional cultural process that girls students who passed the secondary level may get better groom in market of marriage. Still majority of Indian parents believe that education for their girl child is essential to get a better groom rather than to be

Section 5:   Conclusion and recommendation

From our findings we have seen that though Gross enrolment ration at different educational level has increasing in favour of women, still such statistics could not work at higher level of education. Having the knowledge that education can help them to build up the strong base of decent life and ensure to be empowered at different sphere of society women are stand behind to take the opportunities of higher studies. As girls students of Betai in primary level and all Indian girls students at major level are still facing oppressive cultural process that is a pillar of age-old patriarchal society, they would not be able to denied the verdict of master of family to quite education and ready for marriage in-spite of scoring better marks in examination than the boys. However this ideological cultural process that left deep impact in our mind girls students would able to throw the system if they are properly assisted by non-oppressive legal and political process within educational institution. Because political process is reluctant to interfere into household matter. But it can help poor women to raise their voices against oppression of patriarchy by providing adequate facilities that required for gaining empowerment. But our primary data shows that school are suffering from adequate infrastructural benefits (like lack of library, laboratory, play ground, purified water, etc) which may hinder the growth of the dream of girls students to acquire more knowledge and enter into higher study.

So what we need:

1) We need government should develop a non discriminatory infrastructural base in education system that allows every pupil irrespective of sex to gather proper knowledge and feel enjoy to continue their education.

2) Welfare programme should be need specific and area specific so that it uphold talent of each region properly and stop the wastage of monetary resources of Government.

3) Policy maker should be more devoted to build up condusive structure so that none can thing to end their study before its completion.

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