



---

# Status Of Female Education In Uttar Pradesh And Indian

**Dr. Atika Khatoon** Senior Assistant Professor in Department of Economics. Karamat Husain Muslim Girls College Uttar Pradesh.

---

## Abstract

The objective of paper is to analyses the present literacy and educational status of situation of and women in Uttar Pradesh. Education is an important milestone for empowering women. Educational development of women would remain incomplete without looking at the status of literacy rate. The paper has attempted to build an extensive data and informational base on education of women and to facilitate the work of policy makers, planners and researchers and for generating better understanding of their present situation and specific needs for higher education. The special scheme for boosting girl's education at elementary education stage like Kastruba Gandhi Balika Vidyalayas (KGBV) and Mahila Smakhya have been analyses to increase enrollment ratio in elementary as well as secondary and higher education.

**Keyword:** Literacy, Educational status, development, women, Empowering.

## Introduction

Education is one of the most significant means for empowering an individual or community in general, and women and girls in particular. Since Independence significant improvement has taken place in the field of female education in India as well as in UP in terms of indicators like literacy, enrolments, number of schools, colleges and universities. However, still we do not find the satisfactory picture. Picture of achievement fully satisfactory. Still major challenges lie ahead in educational sector in the state. In this paper we have discussed the progress and current status of education. The overall situation and status of women also has improved.

## Review of literature:

Girls are often taken out of school to share the family responsibilities such as caring for younger siblings Das, 2010 & Sivakumar, M.A. (2012). Negative parental attitude towards educating daughters is one of the important challenges to promote girl's education in India. Hickey, M.G. & Stratton & Kumar, J. & Sangeeta (2013). Lack of female teachers is another potential barrier to girls' education Latha, P.S. (2014). Girls are more likely to attend school

and have higher academic achievement, if they have female teachers. Currently, women account for only 47.70 % of teachers at the Elementary level U-DISE (2014-2015). Lack of infrastructural facility in schools is one of the major problems in development of girls' education in India Sivakumar, (2012). Annual Status of Education Report (2014) agreed that due to lack of girls' toilet facility, dropout rate at elementary and secondary levels have been increased than the past decades. Many girls desirous of pursuing education above middle level, facilities for which are available away from their homes, cannot avail themselves of these facilities due to lack of hostel arrangements. Worah, H (2014). Parents often complain about insecurity for girls attending schools. Instances of abduction, rape and molestation of girls dampen the enthusiasm of parents and girl students in pursuing education beyond a certain age; thereafter they remain bound to their homes (Kumar, J. & Sangeeta (2013). Though education should be free, there are a lot of costs associated with sending children to school. The cost of uniforms, textbooks or bus fare can be too much to bear for a family living in poverty Latha, P.S. (2014). The 2021-2022 AISHE report states that women made up 48% of the total enrollment in higher education in India, which is an all-time high. This is a 32% increase from 2014-2015, Dr. S. Kanchana Ratnam, professor of Presidency College and Illakiya K, Ph.D. Research Scholar in their journal published in 2018 on 'Analysis of women education in India and its impact' aimed to study the development of women's education in India and its impact. This journal highlighted the point that due to lack of education, women for over thousand years have been marginalized and was silent and invisible in the public arena.

**Objective:** The following objectives are assumed to analyse the female education

1. To analyses the female education status in India
2. To examine the problem of female education
3. To highlight the government initiative to empower the female education in India

### **Research methodology:**

The paper is based on secondary data. Secondary data has been collected from research journals, reports and government websites economic census population census NSSO rounds.

### **Educational status of women in Uttar Pradesh and India:**

As per the 2011 Census, the total literacy rate in India stands at 74.00 per cent and the rate of literacy among women is 65.46 per cent. The percentage of female literacy in the country was 54.16 per cent in 2001. The literacy rate in the country has increased from 18.33 per cent in 1951 to 74.00 per cent as per 2011 census. The female literacy rate has also increased from 8 per cent in 1951 to 65.46 per cent in 2011. There has been a significant jump in the literacy rates in UP in the last two decades. Literacy rates in UP showed a big jump of 41.6 percentage points in 1991-2001 as compared a jump of 10.2 percentage points during 1981-

1991 (Table.1). In spite of this impressive improvement, literacy rates but the gender gap still remains large. It is a matter of serious concern that over half of the women in U.P. were illiterate in 2001.

**Table 1: Literacy Rates in UP and India (Percent)**

Year	U.P.			India		
	Male	Female	Total	Male	Female	Total
1951	17.3	3.6	10.8	25.0	7.9	16.7
1961	27.3	7.0	17.7	34.5	12.9	24.0
1971	36.7	12.5	25.4	39.5	18.7	29.5
1981	44.5	16.3	31.4	56.5	29.9	43.7
1991	55.7	25.3	41.6	64.1	39.3	52.2
2001	68.8	42.2	56.3	75.3	53.7	64.8
2011	79.24	59.26	69.2	82.14	65.46	74.04

Source: Census of India 2001 and 2011.

There are equally glaring differences in literacy levels in the urban and the rural areas. Thus, literacy rate in the rural areas in 2001 was only 53.6 per cent as compared to the literacy rate of 70.8 per cent in the urban areas (Table 2). Only 37.7 percent of rural females were literate as compared to 62.2 percent urban females. Corresponding figures for male literacy were 68.0 percent and 78.3.

**Table 2: Literacy in UP by Rural and Urban Area (Percent)**

Type	2001			2011		
	Persons	Male	Female	Persons	Male	Female
<b>Total</b>	56.3	68.8	42.2	67.68	77.3	57.2
53.6	68.0	37.7	65.46	76.33	48.48	
<b>Urban</b>	70.8	78.3	62.2	75.14	80.45	60.96

Source: Census of India

### Girls Enrollment:

Data provided in Table 3 indicates a steady decline in the number of girls enrolling for education as they move up from primary to secondary and then at the level of higher education. A clear-cut decline in the numbers can be noticed as we move from undergraduate to post graduate level particularly.

**Table 3: Level-wise Enrolment in School & Higher Education**

Level	Male	Female	Total
Primary Level 1-V	67223	62769	129992
Upper primary VI- VIII	33746	32035	65780
Elementary I-VIII	100969	94804	195773
Secondary IX-X	19484	17477	36961
Senior Secondary XI-XII	11747	10406	22153
Under Graduate	12723	10815	23538
Post Graduate	1744	1631	3374
Higher Education	16329	13301	29629

**Children Not Attending Schools:**

There has been substantial improvement in enrolment ratios since the launch of the Sarva Shiksha Abhiyan (SSA). Still many children do not attend school. The NSS 61<sup>st</sup> Round (2004-05) reveals that 20.6 per cent of urban children and 22.9 per cent of rural children in the age of 5-14 in UP were not attending school (Table 4). The proportion of children and youth attending educational institutions drops sharply as one goes from lower to higher levels of education. Thus, only 50.9 per cent of urban youth and 42.6 per cent of rural youth in the age group 15-19 are attending any educational institution. This proportion drops sharply to 16.8 per cent and 8.3 per cent in urban and rural areas respectively in case of age group 20-24. Attendance rate is found to be higher in urban areas and lower in rural areas for all age groups. It is also higher for males for all age groups and much lower for females in rural areas. In urban areas, however, the attendance of females is better than that of males for all age groups except age group 20-24.

**Table 4: Age Wise Attendance Rates in Educational Institutions, 2004-05 (%)**

Age Groups	Rural			Urban		
	Male	Female	Person	Male	Female	Person
5-14 years	80.6	73.0	77.1	78.9	80.3	79.6
15-19 years	50.5	33.6	42.6	50.3	51.7	50.9
20-24 years	13.2	3.8	8.3	19.9	13.2	16.8
0-29 years	46.3	36.4	41.5	44.4	46.2	45.3

Source: NSS 61<sup>st</sup> Round, Report Number 516

**The Problem of Drop-Out**

The access to primary education is often jeopardized due to heavy dropout rates. The drop-out rate at the primary and upper primary (Class 1 to 8) level was about 65 percent in 1992-93, which came down to 43 percent in 2001-02. This rate has come down to 24.74 percent in 2006-07. Many promotional schemes of the government have contributed to this decline including the efforts under SSA and the mid-day meal scheme. Table 5 shows enrollment levels in class I to VIII in 2004-5 and 2008-09. The table reveals that a large number of students enrolled in class I are unable to pursue schooling beyond 2-3 years. A small number of children go beyond lower primary level. Enrollment in class VI was only 62 percent of enrollment in Class V and enrollment in class VIII was only 43 percent of enrollment in Class I in 2008-09. The drop out level at higher level is more or less same both for girls and boys (Table 5). However, the dropout rate is much lower in private schools (40.1 %) as compared to government schools (67.2 %). This reflects the better quality of education in private schools as compared to government schools.

**Table 5: Decline in Enrollment over Previous Class in Government and Private Schools, 2008-09 (Percent)**

Grade	Govt Schools			Private Schools		
	Boys	Girls	Total	Boys	Girls	Total
II	-7.14	-9.24	-8.20	11.14	11.19	11.16
III	2.35	-2.49	-0.11	6.95	6.30	6.66
IV	11.02	10.26	10.62	6.12	5.90	6.02
V	11.61	12.03	11.83	4.58	5.69	5.08
VI	51.35	50.54	50.93	15.30	10.05	12.93
VII	6.15	7.18	6.69	3.58	4.98	4.23
VIII	15.02	16.93	16.02	2.48	3.44	2.92
Dropout in Class VIII over Class I	68.07	66.29	67.17	41.01	39.04	40.12

Source: Directorate of Education, UP

Reasons for drop-out in the primary and middle school level as reported by a NSSO Survey are:

- Not interested in studies
- Costs too much
- Required for household work (which applies primarily to girls)
- Required for outside work for payment in cash or kind (this applies primarily to young boys in the family)
- Required for work on family farm/family business
- Marriage at an early age.

Apart from these reasons, a substantial percentage of girls quit because of non-availability of educational institutions in the close vicinity and lack of regular and safe means of travel. Lack of proper toilets/ means of sanitation and hygiene is also mentioned as one of the important reasons for not sending young girls to the school.

### **Challenges of Girls' Education in India:**

1. In many parts of the country, the nearest primary school to a particular community might be a 4 or 5 hour long walk away.
2. In many parts of the country, children's health is a big concern, especially if they're facing poverty. If there's not enough food or sufficient clean water to keep girls nourished and healthy, they may not be well enough to attend school.
3. When girls are forced to marry young, they are often pulled out of school at a very critical age in their development.
4. Lack of enthusiasm and interest of the officials in charge of education is another problem for promoting girls' education.
5. Lack of awareness among implementing agencies and community members to implement different schemes and provisions of girls' education at grass root level.

### **Suggestions' for Overcoming the Barriers of Girls' Education in India:**

The education of girls is an integral part of national development. We can help girls get the education they deserve by supporting the following:

- (1) Equal Access to Education: Plan supports community initiatives that promote positive attitudes towards equal access to education, and that raise awareness on its importance for both boys and girls. Plan also supports the creation of gender-sensitive learning environments to ensure both boys and girls enjoy their right to education.
- (2) Educating Boys about Gender Equality: Gender equality is good for everyone; boys and girls, women and men. Plan engages boys in solutions to achieve gender equality to help change social norms in entire communities.
- (3) Girls' Scholarships: Scholarships help girls with tuition fees, school uniforms, school supplies and safe transportation.
- (4) Challenging Gender Roles: Raising awareness at family and community levels will promote positive attitudes towards education for girls. It's also important to engage parents in open dialogue regarding commonly held gender stereotypes.
- (5) Preventing Violence in Schools – Plan works with communities to ensure that their schools are violence-free and that they provide a safe learning environment for girls. Plan also

### **Government Schemes for improvement in Girls Education:**

The expansion of education among girls/women has been an integral part of educational policies and programmes. Ministry of Human Resource Development has taken a number of

initiatives for expansion of girls' school and higher education, details of which are as under:  
School Education

- Kasturba Gandhi Balika Vidyalaya - This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for girls is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) girls.
- Beti Bachao, Beti Padhao - This is newly announced Scheme of the Govt. of India for enhancing girls' education in India.
- UDAAN - Giving wings to Girl Students - The Scheme is dedicated to the development of girl child education, so as to promote the admission of girl students. The aim is to address the teaching gap between school education and engineering entrance examinations. It seeks to enhance the enrolment of girl students in prestigious technical education institutions through incentives & academic support.
- Mahila Samakhya- Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups.
- Saakshar Bharat: The National Literacy Mission was recast with its new variant, Saakshar Bharat launched in 2009. It aims to accelerate adult education, especially for women's (in the age group of 15 years and above) who have no access to formal education, targeted female literacy as a critical instrument for women's empowerment.
- Mid-Day Meal Scheme: The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent 7 girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

## **Conclusion**

Empowerment of girls and women is essential for achieving sustainable development. But India is still surviving for women education. No doubt women literacy rate has increase after independent but half of the women population are illiterate. Which greatly hamper in the progress of the nation. Govt. has taken lots of initiatives but it's fail due to ignorance of parent as well as society. Improving the status of women education mainly positive attitude and awareness need to spread in wide range then only status of women will be change in the society.

## **Reference:**

1. Shindu J. (2012). Women's Empowerment through Education. Abhinav journal: Vol. 1.Issue- 11. p. 3.

2. Chibber B. (2010). Women and the Indian Political Process. Mainstream Weekly Journal:Vol. XLVIII. Issue 18.
3. Bhat T. (2014) Women Education in India Need of the Ever. Human Rights International research journal: Vol. 1 p.3
4. Suguna M. (2011). Education and Women Empowerment in India. International journal of Multidisciplinary Research: VOL. 1. Issue 8.
1. <https://www.india.gov.in/spotlight/pradhan-mantri-vidya-lakshmi-karyakram-towards-bright-future>
2. <https://wcd.nic.in/>
3. <https://www.worldbank.org/en/topic/girlseducation>