



A Study on Educational Status of Marginalized Women in Higher Education with special reference to Chittoor District

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Abstract : Education acts as the means through which the aims and habits of a group of people sustain from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another (www.wikipedia.org). Education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. Education is the only means for the individual development.

Keywords: Education, Marginalized Women, Literacy among women, Constitution of India, Higher Education, etc.,

Introduction

Education acts as the means through which the aims and habits of a group of people sustain from one generation to the next. Education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. It enriches the intelligence and skills among the individuals which in turn increases the national productivity. Hence the development of the country depends on the educational levels of its population. Higher the education level, one can attain better knowledge, improved and latest skills and increase the standards of living of the people in any country. Knowing the importance of education, Right to Education has been created and recognized by some jurisdictions including India.

Constitution of India provides Right to Education to all. The **Article 46** provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society. Apart from the above our Constitution has made some special provisions for the weaker sections of our society.

Objective: The Main objective the study is to analyse the status of marginalized women in higher education with special reference to chittoor district.

Data Collection: The data for this study is collected from the secondary sources both published and unpublished. Concerned websites were also referred wherever necessary for collection of relevant information.

Analysis of Data: The data thus collected was analysed and presented in the following lines.



Status of literacy/ Educational levels in India: In India the literacy rate as per 2011 census is 74.04 percent. In case of males it is 82.14 percent and 65.46 percent in females. In case of Andhra Pradesh it is 67.66 percent. In case of males it is 75.56 percent and 59.74 percent in females. In India there are 77.85 crores of literates of which 11.38 crores belong to scheduled castes and 5.16 crores belong to scheduled tribes. In regard to gender, male literates are 44.42 crores and 33.43 are female literates. Among male literate, 6.65 crores belong to scheduled castes and 3.01 crores belong to scheduled tribes. In case of female literates 4.73 crores belong to scheduled castes and 2.16 crores belong to scheduled tribes. In Andhra Pradesh total literates are 5.14 crores of which 0.77 crores belong to scheduled castes and 0.25 crores belong to scheduled tribes. In respect of gender male literates are 2.87 crores and 2.27 crores are female literates.

Gaps in Education: The description clearly shows that there is a gap between the male and female literacy or educational levels. The gap is continuing from centuries back. Eleven decades gender wise statistics are collected and presented in the following table. Table II reveals the percentages of literacy rates from 1901 to 2011 census among males and females in India. The table also clearly shows the gender disparity with regard to literacy. The gap which was 9.23 percent in 1901 increased continuously up to 37.87 percent in 1971.

Table 1: Gender Disparity Profile in Literacy rate from 1901 – 2011

Year	Males	Females	Total	Gap
1901	9.83	0.60	5.35	9.23
1911	10.56	1.05	5.92	9.51
1921	12.21	1.81	7.16	10.40
1931	15.59	2.93	9.50	12.66
1941	24.90	7.30	16.10	17.60
1951	24.95	7.93	16.64	17.02
1961	34.44	12.95	24.02	21.49
1971	56.56	18.69	29.95	37.87
1981	64.13	29.85	43.67	34.28
1991	64.13	39.25	52.21	24.88
2001	75.85	54.16	65.38	21.69
2011	82.14	65.46	74.08	16.68

Source: Registrar General and Census Commissioner India 2011 (Provisional)

Gaps in Education based on development of area

The gender gap also prevails in urban as well as rural areas. According to 2011 census of India Rajasthan, Aunachal Pradesh, Nagaland, Mizoram, Meghalaya, Bihar, Jarkhand, Assam, West Bengal, Orissa, Chattisgarh, Madhya Pradesh, Gujarat, Andhra Pradesh, Karnataka and Tamil Nadu are some of the states where the educational gap is high. The details are as below.



Table 2
Residence and Gender wise Literacy Rate as per 2011 census

S. No.	State	Literacy Rate			Literacy Rate- Males			Literacy Rate- Females		
		Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
1	Jammu and Kashmir	68.74	64.97	78.19	78.26	75.51	84.90	58.01	53.36	70.19
2	Himachal Pradesh	83.78	82.91	91.39	90.83	90.48	93.72	76.60	75.33	88.66
3	Punjab	76.68	72.45	83.70	81.48	77.92	87.28	71.34	66.47	79.62
4	Chandigarh *	86.43	81.69	86.56	90.54	86.68	90.65	81.38	74.47	81.55
5	Uttarakhand	79.63	77.11	85.20	88.33	87.63	89.78	70.70	66.79	80.02
6	Haryana	76.64	72.74	83.83	85.38	83.20	89.37	66.77	60.97	77.51
7	Delhi *	86.34	82.67	86.43	91.03	90.04	91.05	80.93	7034	81.10
8	Rajasthan	67.06	62.34	80.73	80.51	77.49	89.16	52.66	46.25	71.53
9	Uttar Pradesh	69.72	67.55	77.01	79.24	78.48	81.75	59.26	55.61	71.68
10	Bihar	63.82	61.83	78.75	73.39	71.90	84.42	53.33	50.82	72.36
11	Sikkim	82.20	79.82	89.26	87.29	85.42	92.94	76.43	73.42	85.19
12	Arunachal Pradesh	66.95	61.59	84.57	73.69	68.79	89.45	59.57	53.78	79.04
13	Nagaland	80.11	75.86	90.21	83.29	79.49	92.11	76.69	72.01	88.10
14	Manipur	79.85	77.15	85.98	86.49	84.14	92.05	73.17	69.95	80.21
15	Mizoram	91.58	84.31	98.10	93.72	88.35	98.67	89.40	80.04	97.54
16	Tripura	87.75	85.58	93.61	92.18	90.86	95.80	83.15	80.06	91.38
17	Meghalaya	75.48	71.15	91.33	77.17	72.83	93.17	73.78	69.45	99.49
18	Assam	73.18	70.44	88.88	78.81	76.51	91.84	67.27	64.09	85.71



19	West Bengal	77.08	72.97	85.54	82.67	79.51	89.15	71.16	66.08	81.70
20	Jharkhand	67.63	62.40	83.30	78.45	74.57	89.78	56.21	49.75	76.17
21	Orissa	73.45	70.78	86.45	82.40	80.41	91.83	64.36	61.10	80.70
22	Chhattisgarh	71.04	66.76	84.79	81.45	78.20	91.63	60.59	55.40	77.65
23	Madhya Pradesh	70.63	65.29	84.09	80.53	76.64	90.24	60.02	53.20	77.39
24	Gujarat	79.31	73.00	87.58	87.23	83.10	92.44	70.73	62.41	82.08
25	Daman and Diu *	87.07	81.51	88.87	91.48	89.71	91.95	79.59	71.97	82.94
26	Dadra and Nagar Haveli*	77.65	65.89	90.86	86.46	78.18	94.81	65.93	51.36	84.86
27	Maharashtra	82.91	77.09	89.84	89.82	86.39	93.79	75.48	67.38	85.44
28	Andhra Pradesh	67.66	61.14	80.54	75.56	70.24	85.99	59.74	52.05	75.02
29	Karnataka	75.60	68.86	86.21	82.85	77.92	90.54	68.13	59.60	81.71
30	Goa	87.40	84.26	89.31	92.81	91.71	93.47	81.84	76.84	84.96
31	Lakshadweep*	92.28	91.92	92.38	96.11	95.06	96.40	88.25	88.66	88.13
32	Kerala	93.91	92.92	94.99	96.02	95.29	96.83	91.98	90.74	93.33
33	Tamil Nadu	80.33	73.80	87.24	86.81	82.08	91.82	73.86	65.52	82.67
34	Puducherry*	86.55	81.02	89.09	92.12	88.49	93.80	81.22	73.82	84.60
35	Andaman and Nicobar Islands*	86.27	84.39	89.60	90.11	88.53	92.96	81.84	79.58	85.79
	India	74.04	68.91	84.98	82.14	78.57	89.67	65.46	58.75	79.92

Source: Census India 2011



*UTs

Further the above statistics (Table-III) it is clear that, total literacy rate has been increased to 74.04 per cent in 2011 (64.84%in 2001). With regard to total male literacy rate, it also rose to 82.14 per cent in 2011 from 75.26 per cent in 2001. The same is the case with total female literacy rate which stood at 65.46 per cent in 2011 from 53.67 per cent in 2001. Rural literacy rate is behind urban literacy rate in total in the case of both males and females.

Education among Scheduled Castes and Scheduled Tribes

The description reveals the fact that total literacy, male and female literacy rates has gone up from 1961 to 2011. But female literacy always stood behind male literacy rate in all the decades. Even though the gap between male and female literacy rates gradually reducing decade by decade, still it prevails. One of the reasons for this situation is that girl children dropout rate is more than the boy children dropout rate. The literates among SC and STs are also not on par with their contribution ratio to the total population i.e., one fourth of the population. The female literates among SC and STs are still less when compared with total or general female literates. Out of total literates only one sixth are SCs and one fifteenth are STs. This is because of low enrolment of SC and STs at primary level and high dropout rate at higher levels of education (Table IV).



Table 3

Literates and literacy rates by caste and sex : 2011

Place	Literates- Total		Literates- SCs			Literates- STs			
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
India	778,454,120	444,203,762	334,250,358	113759907	66476908	47282999	51635423	3006691	2156851
Andhra Pradesh	51,438,510	28,759,782	22,678,728	7678259	4299633	3378626	2532727	1499586	1033141
Chittoor	2667878	1484794	1183084	462662	257727	204935	72775	40982	31793



As per the national survey conducted by the task force appointed by Govt. of India during 2010-11 women enrolment in higher education was 16.5 percent where as OBCs enrolment was 26.9 percent, SCs was 10.1 percent and STs was only 4.4 percent.

Status of enrolment in higher education

According to 2011 census, population of India reached 121.02 crores. Scheduled castes and scheduled tribes population occupy nearly one fourth of the country population. Andhra Pradesh population according to 2011 census is 8.47 crores out of which scheduled castes and scheduled tribes population occupy 1.39 and 0.59 crores respectively. In Chittoor district according to 2011 census population reached 4.17 crores out of which scheduled castes and scheduled tribe population occupy 0.08 and 0.02 crores respectively. From the above it is clear that as in case of country population, scheduled castes and scheduled tribes of the Andhra Pradesh state also represent nearly one fourth of the total population. The enrolment in higher education during 2010-11 in India is 22.92 crore out of which boys are 12.07 crores and 10.84 crores are girls. In Andhra Pradesh the total enrolment in higher education is 1.29 crores out of which boys and girls are 0.66 and 0.63 crores respectively. The above statement reveals that there is considerable gap in literacy levels between males and females especially among marginalized sector.

Unemployment is one of the major problems in India. Educational opportunities are increased but employment opportunities are not increased on par. The concept of

Liberalization, Privatization and Globalization brought many employment opportunities to the people in public and private sectors. This is because of lack of required skills among them.

Findings of the study

Based on the above analysis the following findings are framed and presented;

1. The participation ratio of SC women is higher than ST women in higher education which discloses the fact that STs are still backward in utilizing the educational programmes.
2. SC women are more interested to participate in science and professional courses than that of arts and commerce courses. In case of ST women, it is vice versa.
3. Majority of SC students are from agriculture families and ST students are from casual labour or cooli occupation. This shows that STs are landless and their income is insecure.
4. The literacy as well as education levels are more among the parents of SC women students than the parents of ST women students. This shows that the participation of Scheduled Castes is more in developmental programmes than the Scheduled Tribes.
5. Majority of the SC and ST women students secured admission on the basis of reservation. The reservation at entry level promoting the SC/STs participation in higher education.
6. The SC and ST women students are pursuing higher education as residents of hostels. In case of



those who have completed the previous course as day scholar also enrolled in hostels to pursue the present course.

7. Culture prevailing in the colleges, low representation of SC/ST women, lack of support from peer group, constraints relating to administration, teachers, neighbours, government, lack of guidance in higher education, language barrier, Superstitions, etc are the prime constraints faced by the SC/ST women students in higher education.
8. The moderate constraints faced by SC/ST women in pursuing higher education includes gender discrimination in the family as well as in the institutions, lack of cooperation from the male head of the departments, limited scope to participate in the administration and college programmes to exhibit their leadership skills, lack of gender awareness programmes in the colleges, lack of programmes on leadership skills, capacities, early marriages, illiteracy of the parents, etc.,. Even if the SC/ST women are enrolled in higher education after marriage, rearing of the children and caring of the aged, inadequate women colleges and women hostels with special facilities, lack of transportation facilities and eve teasing, lack of security, lack of meritorious incentives for SC/STs , non receipt of scholarships in time, payment of admission fee as well as fee for other programmes, low literacy levels among SC/STs, poverty, non secured income of the family, lack of financial support for their family are also affecting their

education. Further the language used by the teachers in class rooms and by other students, low levels in understanding english language, no opportunity to make complaint against the discrimination, lack of cooperation and suggestions from the neighbours, hostile environment, non availability of reading material and lack of sufficient books, high expectations by teachers, lack of rest rooms, waiting halls, etc. are affecting their participation in higher education.

9. The SC and ST women students did not considered the items viz., lack of family support, low income of the family, lack of supporters for the family, marriage, indebtedness of the family, inability to purchase the books, non exemption from payment of fee for different programmes in the college, lack of wash rooms, usage of teaching aids, etc. as constraints, but adjusted to them to pursue higher education.

Conclusion

The SC and ST women students are provided many facilities to bring them into the mainstream of forward castes people before and after independence. Though their participation in higher education increased, it is not upto the expectations or targets. Hence there is a need to implement the existing schemes effectively and to execute new suitable schemes to increase their participation in higher education institutions.

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