



Diminishing Enrollment In Women's Education

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Abstract: The constitution of India emphasizes on right to education to all, irrespective of caste, creed, religion, gender and age. Every citizen has moral right for education. Education, knowledge gaining help's for elevating social, economic and cultural fabric of every country. Education opens wide range of opportunities with which society can lead to a dignified life. Education for Girls or woman is of utmost importance. Earlier education for girls was a task, but with profound efforts of social reformers, various movement, special amendment's for women and Government intervention many doors are now open for women in various fields and professions. However inspite of beleaguered determinations still the girl's education has not reached the proportion in comparison with boys, especially in rural parts of India the ratio is inverse. As a matter of concern and surprise even in cities the woman drop-out numbers are increasing. Hence this paper's intention is to look out, research and analyse various aspects leading to diminishing enrollment of girls in Women College in Metropolitan city like Mumbai. The present paper attempts to understand the socio-economic huddles faced by today's girls to continue education.

Keywords: Diminishing, Constitution, Education, knowledge, beleaguered.

Introduction:

Pandit Jawaharlal Nehru had said "if you educate a man you educate an individual, however if you educate a women you educate a whole family. Women empowered means mother India empowered". (Kumari,2021) Women education has a major preoccupation of both government and society, as educated women can play a major role in development of the nation. An educated woman not only tends to educate her girl child but also helps to guide the family at several economic, social and emotional levels. However, gender discrimination persists even today in our society and a lot more needs to be done for enhancement of women education. Constitution of India has never discriminated between men and women, but unfortunately our society has deprived women from some rights. Hence, women empowerment through education has become a major focus of discussion and consideration all over world, more importantly in India.

In India education since from its traditional phase to modern era has emphasised not only on one aspect of knowledge but always tried to cover economic, social, political almost all significant aspects of living. Thus, from historical to modern days educational structural has helped the society to make a journey of knowledge gaining, sharing and leading to self-independence. The model of New Education Policy 2020 has various promising frameworks for inclusion at various level's like regional, international, handicaps etc. Today's girl has wider scope and opportunities but still when in-depth studies are taken into account education growth related to gender shows other fragmental factors actually hinder the women progress. Thus, inspite of efforts taken for girl education by several reformers and organisations, gender inequality still persists in education. For instance, in India as recent as in 2011 literacy of female was at 65.46% and the male literacy was 82.14% (Census of India, 2021), a huge gap of almost 17%!! Thus the women education has got reprehensible condition unbalanced figure when compared to male literacy. Thus, the intension of this paper is to find what are the various socio-cultural, economic complex factors which become hurdles for girls studying in women college. What are their personal issues for not attending the college or why aren't they interested in enrolling for the higher education? Inspite of Indian government's efforts of taking steps for improving education why the dropout quotient continues to exist?

Objectives of the Study

- 1) To identify the challenges of decline of women studying in women college of Mumbai.
- 2) To analyze education relationship with economic social aspect
- 3) To assess the present policy of education in India.

Methodology:

The data was obtained using both primary as well as secondary sources. Total of 60 girl respondents studying in one of the Women's College in Mumbai city was approached for the purposive sampling. However name of the College is kept undisclosed for anonymity purpose.

The Questionnaire was prepared. Study was carried with descriptive statistic and quantitative in nature to understand indepth problem of decline in Girls Enrollment in Women College of Mumbai. Data processing was done using coded data.

Limitation of the Study: Limited size is the short coming.

Result and Inferences:

Table No: 1 Enrollment of Students at undergraduate Level

| Year | Total Enrollment | Percentage |
|-----------|------------------|------------|
| 2019-2020 | 1548 | 1.65 |
| 2020-2021 | 1530 | 2.80 |
| 2021-2022 | 1480 | 5.97 |
| 2022-2023 | 1491 | 5.27 |
| 2023-2024 | 1470 | 6.60 |

The above table of Women's College (name undisclosed) in Mumbai city represents a critical decline in the number of women students enrolled at undergraduate level in last 5 years. If we compare women enrollment around or just before the pandemic we notice a dip every year of 1.6 to 6.6 percent. Considering 2019-2020 as a base for study we observe a considerable decline of almost 5% in last five years, the reasons for this phenomena needs to be studied and analysed in deep so that necessary actions could be worked out to decrease this decline. Though the intake capacity, infrastructure and set up is available but the enrollment is not up to the mark. Therefore, this affects needs to be analysed.

Table No: 2 Distribution of the respondents: Age

Table No 1: Age Wise Distribution of the Respondents

| Age | Respondents | Percentage |
|-----------------|-------------|------------|
| 15-16 yrs | 1 | 1.67 |
| 17-18 yrs | 46 | 76.67 |
| 19-20 yrs | 10 | 16.67 |
| 21 yrs or above | 3 | 5 |

Table 2 show that 1.67 percent respondents were 15-16 years old and Majority 76.67 percent respondents belong to the age group between 17-18 years old. 16.67 percent respondents were 19-20 years old and 5 percent respondents were 21 years old above.

Table No: 3 Reason for Taking Admission in UG

| Taken Admission in UG (Under graduate) level | Respondents | Percentage |
|--|-------------|------------|
| To make Career | 23 | 38.33 |
| To gain knowledge | 14 | 23.33 |
| Enforcement by parents | 9 | 15.00 |
| Many of friends are studying | 4 | 6.67 |
| Till I Get married | 10 | 16.67 |

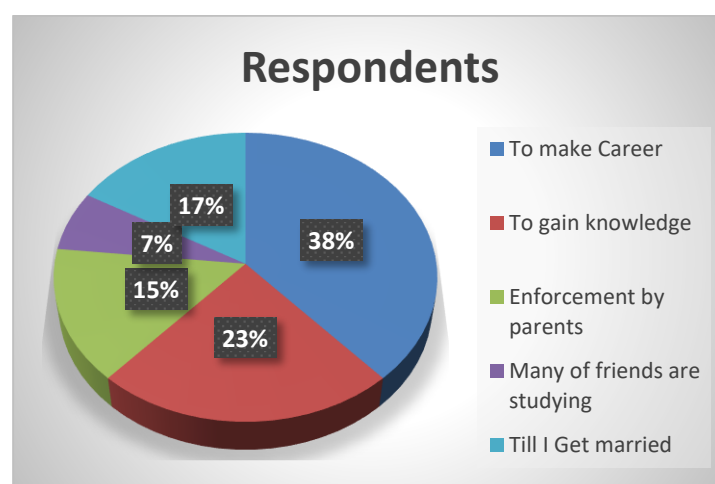


Table 3 shows reason for taking admission in undergraduate (UG) level. 38.33 percent respondents had taken admission to make career; 23.33 percent respondents had taken to gain knowledge, 15 percent respondents were forced by their parents, 6.67 percent had taken admission as their peers were studying. It is noteworthy to observe that 16.67% had taken admission and continued studying till they get married. 23.33% respondents knew that they won't be able to take up further studies or a job oriented career through education due to social and other community issues. Only less than 40% respondents wanted to make a career, seek a job and lead an independent life.

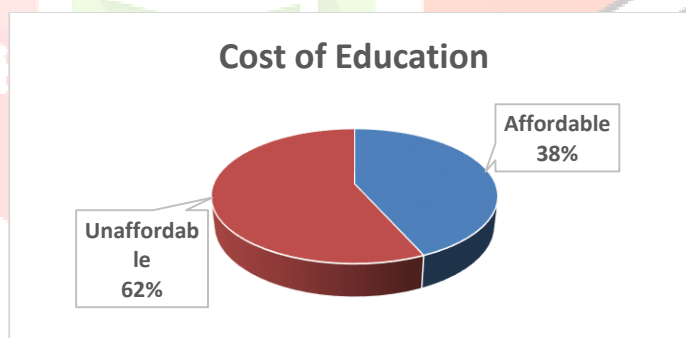
Table No: 4 How Did Students Find Education?

| How do you find the education? | Respondents | Percentage |
|--------------------------------|-------------|------------|
| Knowledgeable | 28 | 46.67 |
| Career oriented | 12 | 20.00 |
| Difficult | 9 | 15.00 |
| Easy | 11 | 18.33 |

The above table no.4 shows that 46.67 percent respondents were finding education knowledgeable while 20 percent of the respondents found education career oriented. 15 percent of the respondents found education difficult while 18.33 percent of the respondents found education easy. Despite of the efforts at various levels by different policies, to simplify the educational structure, there is still rising trend of students who find it difficult to grasp and cope up with syllabus.

Table No : 5 Cost of Education

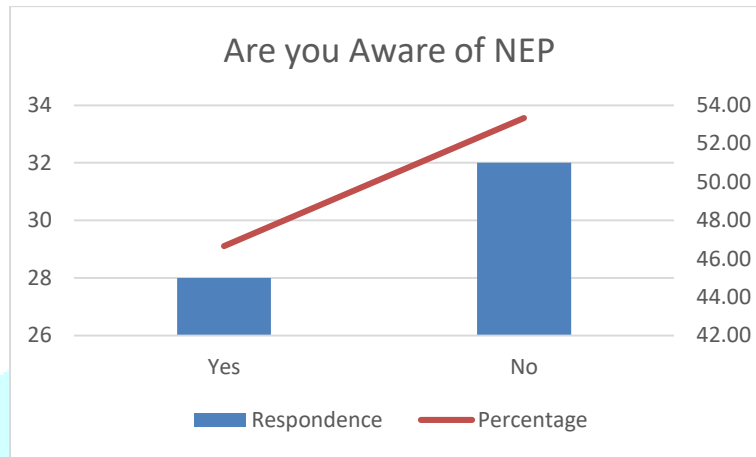
| Cost of Education | Respondent | Percentage |
|-------------------|------------|------------|
| Affordable | 23 | 38.33 |
| Unaffordable | 37 | 61.67 |



The Table No. 5 indicates that only 38.33 percent respondents can afford cost of the education in the present study structure, it clearly reveals that an overwhelming majority that is nearly 61.67% of the respondents found it difficult to afford the cost of the education due to financial problem. In spite of the fact, that girl education has concessions and comparatively fewer fee structures, considerable number of students even in this period find it unaffordable. The reason being financial crisis, as most of the respondents reported were from lower middle to lower class. Their family monthly income could hardly manage basic living in cosmopolitan city like Mumbai. Education, tuitions, classes, college life, dressing, travelling etc are still unaffordable.

Table No : 6 Awareness About NEP (New Education Policy) 2020

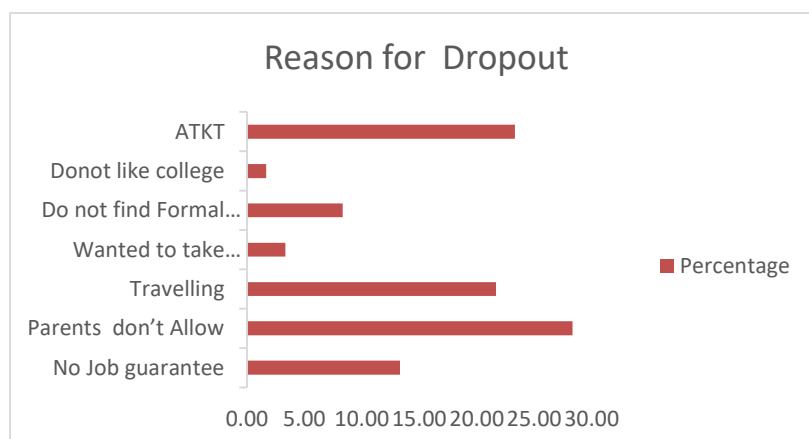
| Are you aware of NEP? (New Education Policy 2020) | Respondents | Percentage |
|---|-------------|------------|
| Yes | 28 | 46.67 |
| No | 32 | 53.33 |



The table No 6 shows that, 46.67 respondents were aware about New Education Policy 2020, and their source of awareness were college orientation, information through teachers, social media, from their friends who are studying in autonomous colleges. While majority of respondents were not aware of NEP 2020. There is a need to make more awareness of NEP, credits its multi-disciplinary approach so that students can be aware of its benefits and helpfulness for developing future.

Table No: 7 if you are forced to drop out from college what could be the reason?

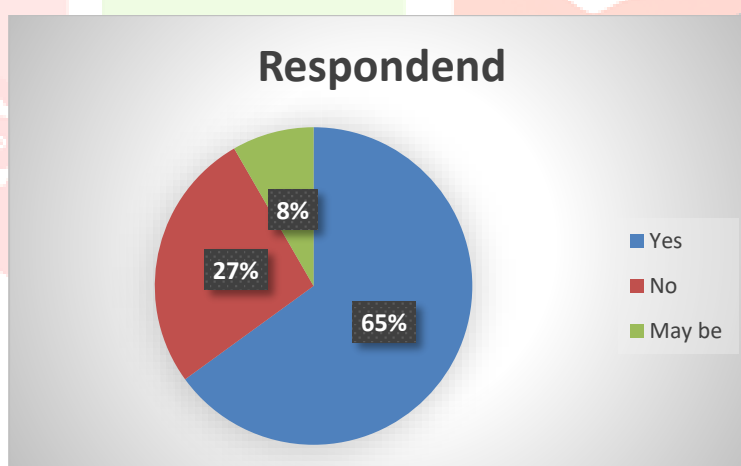
| if you are forced to drop out from college what could be the reason | Respondents | Percentage |
|---|-------------|------------|
| No Job guarantee | 8 | 13.33 |
| Parents don't Allow | 17 | 28.33 |
| Travelling issue's | 13 | 21.67 |
| Wanted to take admission in Boys College | 2 | 3.33 |
| Do not find Formal Education Useful | 5 | 8.33 |
| Donot like college | 1 | 1.67 |
| ATKT | 14 | 23.33 |



Students were asked if they were forced to drop from college? what could be the reason? table no. 7 indicate 13.33 percent of the respondents had no job guarantee so in future they could leave the college, while majority of the respondents i.e 28.33 admitted that they believed or fear that their parents won't allow for future education reason primarily being due to financial problem which they had witness in past. More likely due to Covid& extended series of lockdown's there educational continuity weakened and many of them received good marriage proposal. 21.67% of the respondents replied that travelling could be a reason as many students were staying in suburban area of Mumbai's. Travelling in crowded trains and buses was a task for them. Travelling to and for every day and studying was difficult. While 3.33 percent of the respondents admitted that they wanted to take admission in co-education college (Colleges where boy's and girl's study together unlike women colleges) and also revealed that because their parents were orthodox and with conservative mindset they were forced to take admission in girls college. 8.33 percent of the respondents were of the frame of mind to leave the college if they do not find further formal education useful. 1.67 percent of the respondent was on the verge of flipping the institution and openly admitted of not liking the college. Lastly one fourth of the total respondents (23.33%) were of the notion to leave education or drop out from college if they get ATKT in their examination.

Table No: 8 Future Studies

| Are you planning for Future studies? | Respondents | Percentage |
|--------------------------------------|-------------|------------|
| Yes | 39 | 65.00 |
| No | 16 | 26.67 |
| May be | 5 | 8.33 |



The above table no.8 is perusal of data that 65 percent of the respondents were planning for future studies while 26.67 percent of the respondents were not planning for future studies as they were doing domestic chores, taking care of their siblings thus balancing was task for this respondents also 8.33 percent of the respondents were still confused, and had not thought on about future studies. This indicates that still 30-33% of students due to various reasons feel that basic graduation is their last educational platform.

Findings :

In spite the study has been taken in the Metropolitan city of Mumbai research showed that girls education has consistently underlining of financial and social hindrances to surpass.

- Many girls due to socio-economic crisis, are not interested in number of scheme's, concession, scholarship etc Also it was noticed that due to their lack of interest in education they are irregular or late in fees payment and irregular on the attendance sheet.
- Shortage or incompetent or non-qualified staff was not the cause for students termination of education.
- Declining number of enrollment is a concern at all levels and seriously requires attention, as for a nation build up equal number of educated and knowledgeable girls and boys is must. An inverse ratio wouldn't help for a future of India.
- Poverty or more likely family financial problems was comprehensive reason for majority of girls that they think can be the reason for dropout as many of the respondents were from lower and lower-middle class families.
- Family pressure for early marriage is another vital cause for many girls feel to come in way of higher as well as even basic education.
- As already stated above since some respondents came from weaker section of society these girls had to manage and balance on many ropes. e.g take care of house hold chores, take some petty job for earning and above all to compete and study for the education eventually led them to sacrifice on educational front.

Recommendations:

From the above observations, find below following recommendations:

From early last century to the modern times various Indian educationists and social reformers have laid immense efforts so as propagate and spread awareness about literacy, education especially for girls. There are various schemes like 'Beti Bachao Beti Pado', 'Sukanya Samrid diyojana', 'Balika Samrid diyojana', 'CBSE Udaan Scheme' etc to name a few for upliftment of girl child and offer her knowledge and empowered future and dignified life. More strategies and determinations needs to be shown to educate and orient parents so that their girl child can utilise these Government schemes, various programs and facilities.

NGO's or various institutions, authorities can take survey in various areas and search for the aspiring girl students who are willing to take education but have personal hurdles to overcome. A little effort on the part of society will be of immense help for these needy but deserving candidates. Mass media and NGO needs to make 'viral' various news of schemes of girls education. Some colleges even offer schemes like 'Mid Day Meal' to try and persuade girls for balancing education, nutrition and health, but in most of the colleges implementation of such freebies is not possible. Hence to attract them thought should be given on offering 'stipend'. This might encourage students to study and earn with pride. Of course this should not be only for marginalized section but for every deserving student.

Main objectives of Indian Education are towards equal education policy and programs which can reduce the dropout rate among girls. If we have to work on this agenda we need to work-out more indepth efforts for a comprehensive battle on socio-economic aspects. Families from weaker section primarily need to be educated on a longer purpose and futuristic societal change and not only as fundamental right of education. Various authorities need to implement wide-ranging program with qualified staff, technology which will help to decrease dropout rate among girl students. If we want to remain an economic motivating force as a country, we cannot afford to disregard the potential of half of the workforce. Women as a group can act as the catalyst for significant and long-lasting societal change. They have a right to strive to be the best version of themselves as individuals, citizens, and professionals.

Conclusion:

Education system which takes the efforts to make considerable transformation showed lacklustre performance in raising increase among the girl's students. It is not the state or central government to be blamed, but overall societal participation will play a vital role in changing the scenario and increase female enrollment not only in education but also at work places.

Future Scope:

India needs a wide-ranging program to stop dropout rate among girl students at the school level as well as at HSC and UG level too. If it is believed that educated women can prove to be good mother, can avoid exploitation of girl child and uplift overall thinking ability of the family, one needs to understand that these women related issue's requires different approach and the conservative orthodox members of society, who are thorns on their path needs to be appraised.

Women oriented scheme's or programs should be viewed from multi related dimensions. But for now there is need for education for girls (as well of boys) to be seen from human development point of view then only a nation can reap and think of long term fruits.

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