Chapter 6. Findings and Conclusion

6.1. Introduction:

In male dominated societies, it is generally believed that women are considered for household work and the men are for outside work. As such female education was neglected and not emphasized in the society. After the independence, women equality is emphasized by the Indian Constitution. Consequently, education of females was considered as significant issue to achieve equality in the society. As such, the participation of the girls in education was gradually increased at different levels. The research work analyzed the gender profile of the students studying in schools and colleges, which revealed the progress in participation of women in education at different levels. Further, assessment of these students’ perceptions helps to reveal importance of education in the life of girls.

As the present study is a comparative analysis of perceptions of girl students studying in secondary education and higher education, the findings from the study are summarized under the three headings as under.

6.2. Summaries of Findings:

The findings are summarized under three headings as under.

6.2.1. Findings from the Girl Students Studying in Secondary Education:

1. The present research study covered 200 girl students studying in secondary education that is 8th to 10th standard.

2. Among the nature of the educational institutions in which the respondents from secondary education are studying, 74.0% are government institutions followed by 13.5% are government aided institutions and the remaining 12.5% are private institutions.

3. The age group of the respondents revealed that 93.5% are between 13 to 16 years and the remaining 6.5% are between 17 to 21 years of age.

4. Religion of the respondents revealed that, 73.5% are from Hindu religion followed by 14.5% are Muslims, 9.5% are from other religions like Buddhism and the remaining 2.5% are Christians.
5. Caste-wise composition of the respondents revealed that, 29.0% are from Scheduled Caste, 22.0% are from Scheduled Tribe, 31.5% are from Other Backward Caste and the remaining 17.5% are from other castes and communities.

6. All the respondents studying in secondary education are unmarried and single.

7. Information collected on the native place of the respondents revealed that, 8.0% are from rural background, 17.5% are from Hoblies, 31.5% are from Suburban or towns and the remaining 43.0% are from urban areas or cities.

8. Education of fathers of the respondents made it clear that, fathers of 12.0% of the respondents are illiterates, fathers of 19.0% of the respondents have completed primary/secondary education, fathers of 32.5% of the respondents have are under-graduates and fathers of 36.5% of the respondents have completed Graduation, Post-Graduation or research.

9. Regarding the mother’s education, the mothers of 10.5% are illiterates, that of 33.5% of the respondents have completed primary or secondary education, the mothers of 22.0% are under-graduates and the remaining mothers of 34.0% of the respondents have completed Graduate/PG/Research courses.

10. Occupation of the fathers of the respondents revealed that, fathers of 19.0% of the respondents are engaged in agriculture that of 21.5% is industry of business, occupations of fathers of 37.0% of the respondents is employment in organized sector and the occupations of fathers of 22.5% of the respondents is employment in unorganized sector.

11. The annual income of the respondents studying in secondary education shows that 23.5% have below Annual income Rs. 24000, about 17.0% of the respondents have annual income between Rs. 24001 to Rs. 48000, about 20.5% have annual income between Rs. 48001 to Rs. 1 lakh and the annual income of the remaining 39.0% of the respondents is above Rs. 1 lakh.
12. On the decision making in their families, 55.5% have stated that their fathers are making the decisions followed by, 18.0% have stated that their mothers are making the decisions, 14.5% have expressed that their brothers are making the decisions, 3.5% have expressed that their sisters are making the decisions and the remaining 8.5% have responded that other persons are making the decisions in the family.

13. It is surprising to note that 39.5% of the respondents have agreed that the female members in their families are not given decision making authority, whereas the 48.0% have not agreed to the same and 12.5% have not expressed their opinions.

14. It is highlighted that only 18.5% of the respondents studying in secondary education have agreed that the brothers and other male members are preferred in decision making and other aspects, whereas majority that is 64.5% have not agreed to the same and the remaining 17.0% have not expressed their opinions.

15. It is noted that a few of the respondents are deprived in more than one aspect in their families. Particularly, of the respondents studying in secondary education, 17.0% are deprived in education aspects, 48.0% are deprived in social and family aspects, 31.5% are deprived in economic aspects, 42.5% are deprived in political aspects and decision making and 10.5% of the respondents are deprived in religious aspects.

16. On equality gained in their respective families, 51.5% of the respondents studying in secondary education are equally treated with their brothers and sisters in their families, whereas 44.0% are not treated equally and the remaining 4.5% of the respondents have not expressed their opinions.

17. Regarding the superiority of husband in a family, 41.5% have agreed that the husband is always superior in a family, whereas 50.5% have not agreed to the same and the remaining 8.0% have not expressed their opinions on the same.

18. On the level of satisfaction in social life, 38.5% of the respondents are fully satisfied, 50.5% are satisfied to a greater extent and the remaining 11.0% are not satisfied in their social life.
19. On the education facilities at their home towns, only 24.0% of the respondents studying in secondary education revealed that they have adequate education facilities at their home towns, whereas the remaining 76.0% have not agreed to the same.

20. It is highlighted that 66.0% of the respondents studying in secondary education are studying outside their home towns, whereas the remaining 34.0% are studying in their home towns.

21. As expressed by the respondents studying in secondary education, 48.5% of the respondents studying in secondary education are traveling daily, followed by 11.0% are staying in hostel, 4.5% are going for other options such as staying in their relatives’ house, 2.0% are staying in rented rooms and for the remaining 34.0% of the respondents it is not applicable as they studying at their home towns.

22. It is noted that a few of the respondents have more than one problem. Particularly, as expressed by respondents studying in secondary education, 37.0% have financial problems, 24.5% have transportation problems, 46.5% have gender inequality in problems and society, 8.5% have other problems and for the remaining only 16.0% have no any problems.

23. Information collected on the financial support for education of the respondents studying in secondary revealed that, 83.0% of the respondents are supported by their parents, followed by 11.0% are supported by their brothers and sisters, 4.0% are supported by Government or NGO and the remaining 2.0% are supported by others.

24. On motivation and encouragement in education, among the respondents studying in secondary education, 61.5% are motivated and encouraged by parents followed by, 19.5% are encouraged and motivated by brothers and sisters, 12.0% are motivated and encouraged themselves and the remaining 7.0% are motivated and encouraged by their relatives and friends.

25. On their achievement in education, many of the respondents have gained more than one type of achievements from the education. Particularly, of
the respondents studying in secondary education, 72.5% have responded that their knowledge is increased, 34.0% have expressed that their social status is increased and 12.0% have stated that they have achieved equality on completion of their education.

26. The reasons for education of women, the respondents have expressed in more than one reason. Particularly, among the respondents studying in secondary education, 48.0% have stated that education is to get employment or job, 61.0% have expressed that to gain knowledge, 23.0% have stated that education is necessary to undertake productive work, 43.0% have expressed that education is essential to play significant role in family and society and 7.0% have stated that the education is also needed for some other purposes.

27. Regarding the aims of education, majority of the respondents have given more than one aim for education of women. Particularly, among the respondents studying in secondary education 48.0% have stated that education is aimed to get employment, 31.0% have expressed that the education is aimed to get better marriage prospects, 61.0% have expressed that the education is to increase the knowledge, 20.5% have stated that the education is aimed to get degree, name and fame and only 3.5% have responded that education aimed for other aims.

28. On whether religion or caste influences the education as expressed by the respondents studying in secondary education, only 17.5% have agreed that the religion or caste influences the education; whereas a great majority that is 65.5% have not agreed to the same and the remaining 17.0% have not expressed their opinions.

29. Regarding the opportunities for girls’ education, 37.0% of the respondents have stated that the girls are getting lesser opportunities in education and employment, whereas 55.5% have not agreed to the same and the remaining 7.5% have not expressed their opinions on the same.

30. On their choice for education and career, among the respondents studying in secondary education, 7.0% have stated that they have joined the present education to earn money and wealth, 11.0% have expressed that
they joined the education for the welfare of the society, 19.0% getting education to get good job and employment and majority of the respondents that is 63.0% getting education as per their parents’ wish.

31. Information collected on the freedom to choose education and career of the respondents revealed that, 14.0% have adequate freedom to choose education and career, whereas the remaining an overwhelming majority that is 82.0% of the respondents do not have not agreed to the same and the remaining 4.0% have not expressed their opinions.

32. On whether gender influences education and career, of the respondents studying in secondary education, 13.0% have expressed that if they were to be of different gender, they would have taken other course, whereas 19.0% have not agreed to the same and the remaining a great majority that is 68.0% have not expressed their opinions on the same.

33. On the mode of admission to their courses, 69.0% of the respondents have got admission by merit, whereas the remaining 31.0% have got admission by payment.

34. On private coaching or tuition, only 41.0% of the respondents studying in secondary education are getting private coaching and tuitions, whereas the remaining 59.0% are not getting any private coaching and tuitions.

35. Regarding financial assistance or scholarships from government, only 32.0% of the respondents studying in secondary education are getting scholarships or financial assistance from government, whereas 63.0% are not getting such assistance, and the remaining 5.0% have not expressed their opinions on the same.

36. Among the respondents availing scholarships and financial assistance and studying in secondary education, 32.0% are getting merit scholarships from the Government whereas for the remaining 68.0% of the respondents, it is not applicable.

37. On the satisfaction, respect and status in their schools, 41.0% of the respondents studying in secondary education are fully satisfied, 43.5% are satisfied to a greater extent and the remaining 15.5% are not satisfied
with their status, respect and satisfaction in their respective schools, colleges and university.

38. On the gender discrimination in their own families, 26.5% of the respondents have stated that their brothers and sisters are preferred in education very much, 44.5% have expressed that their brothers and sisters are preferred to some extent, about 17.0% are not agreed that their brothers and sisters are preferred in education and for the remaining 12.0% of the respondents it is not applicable as they do not have brothers or sisters.

39. On whether their gender determine their jobs in future, among the respondents studying in secondary education, 38.0% are agreed very much that the gender determine the type of job, 26.0% agreed to some extent that their gender determine the type of job and the remaining 36.0% have agreed that their gender do not determine the type of job, which they would take up.

40. On whether their education determine their marriage prospects, 9.0% of the respondents have expressed that educational qualifications very much determine marriage prospects, 17.0% have responded that educational qualifications somewhat determine their marriage prospects, 13.5% have stated that educational qualifications not at all determine their marriage prospects and the remaining majority of the respondents that is 60.5% have not expressed their opinions.

41. Among the respondents studying in secondary education, 12.0% have expressed that they prefer spouse from same professional background very much, 26.5% somewhat prefer spouse from same professional background, 9.0% of the respondents do not prefer spouse from similar professionals background and the remaining 52.5% have not expressed on the same.

42. Of the respondents studying in secondary education, 22.0% have expressed that girls are not preferred to complete higher education, whereas 69.0% have not agreed to the same and the remaining 9.0% have not expressed their opinions on the same.
43. On improvement of status of women in society, 33.0% of the respondents studying in secondary education have expressed that status of women is improved in all aspects, whereas 52.5% have not agreed to the same and the remaining 14.5% have not expressed their opinions on the same.

44. Among the respondents studying in secondary education, 62.0% have agreed that the education is dominated by boys, whereas 24.0% have not agreed to the same and the remaining 14.0% have not expressed their opinions on the same.

45. Level of satisfaction of respondents studying in secondary education disclosed that, 53.0% are fully satisfied, 38.0% are satisfied to a greater extent and the remaining 9.0% are not satisfied in their education and course.

46. On the extent of co-operation from their parents in education, 82.5% studying in secondary education were expressed that they have full extent of cooperation from their parents, whereas the remaining 17.5% have stated that they have co-operation of the parents to a greater extent in education.

47. On the gender inequality in education, 41.0% of the respondents studying in secondary education have agreed that there is gender inequality in education, whereas 38.0% have not agreed to the same and the remaining 21.0% have not stated anything.

48. On the reasons for gender inequality in education, among the respondents studying in secondary education, 9.0% have stated that due to the conventional and orthodox ideas in the family and society, 2.0% have expressed that the girls are not interested in education, 15.5% have responded that there is parents’ suppression, 6.0% have stated that there is belief that the girls are for household work only, 8.5% have expressed that there is additional financial burden to the family and for 59.0% it is not applicable, as they have not agreed that there is gender inequality in education.

49. Among the respondents studying in secondary education, 23.0% have agreed that even though girls are educated, there is lower status, whereas
34.5% have not agreed to the same and the remaining 42.5% have not expressed their opinions on the same.

50. It is noted that 10.5% of the respondents studying in secondary education have stated that due to orthodox traditions in society, followed by 7.0% have expressed that there is male domination and the remaining 5.5% have socio-economic and legal barriers and for the remaining 77.0% of the respondents, it is not applicable as they have expressed that women have equal status with men.

51. Only 46.0% of the respondents have agreed that government is formulating adequate policies for the education for the boys and girls, whereas 43.0% have not agreed to the same and the remaining 11.0% have not expressed their opinions.

52. Regarding level of satisfaction on government policies in education, 36.0% of the respondents are fully satisfied, 47.0% are satisfied to a greater extent and the remaining 17.0% are not satisfied on the government policies on education.

53. Surprisingly, only 7.0% of the respondents studying in secondary education have got memberships to students’ unions, whereas the remaining 93.0% have not got membership to the students’ unions.

54. On their membership to students’ unions and associations, 7.0% of the respondents studying in secondary education have got membership to ABVP/SFI/AIDSO, whereas for the remaining 93.0% of the respondents it is not applicable, as they are members to any unions.

6.2.2. Findings from the Girl Students Studying in Higher Education:

1. The research study covered 200 girl students and scholars studying in Graduation, Post-Graduation and Research courses.
2. Of the respondents studying in higher education, 9.0% are studying in Government colleges, 5.5% are studying in government aided colleges, 5.0% are studying in private colleges and the remaining 80.5% are studying in university.
3. On the specialization of the students, 53.5% are studying in Social Sciences followed by, 30.0% are studying in Science & Technology and the remaining 16.5% are studying in humanities.

4. The age group of the respondents made it clear that, 69.0% of the respondents are between the age group of 22 to 25 years followed by, 15.0% are between 26 to 30 years, 12.0% of the respondents are of above 30 years and the remaining 4.0% are between the age group of 17 to 21 years respectively.

5. Religion of the respondents revealed that, 75.5% are Hindus followed by 14.5% are from other religions, 8.5% are Muslims and the remaining 1.5% are Christians.

6. Caste-wise distribution of the respondents studying in higher education shows that, 24.5% of the respondents belongs to Scheduled Caste, 17.5% belongs to Scheduled Tribe, 37.5% belongs to Other Backward Caste and the remaining 20.5% belongs to others.

7. The levels of courses studying by the respondents revealed that, 68.0% are studying in post-graduation followed by 27.0% are pursuing research and the remaining 5.0% are studying in Graduation.

8. Marital status of the respondents revealed that 76.0% of the respondents are unmarried and living single, whereas the remaining 24.0% are married and living with their husbands.

9. Native place of the respondents disclosed that, 14.0% are from rural areas, 23.5% are from Hoblies, 17.5% are from suburban areas or towns and the remaining 45.0% are from urban areas or cities.

10. On the father education, it is noted that fathers of 8.5% of the respondents are illiterates, that of 16.0% have completed only primary or secondary education, fathers of 21.5% are under-graduates and fathers of 54.0% of the respondents have completed Graduation, or Post-Graduation or research.

11. Education of mothers of the respondents disclosed that, the mothers of 12.0% of the respondents are illiterates that of 29.0% have completed primary or secondary education, mothers of 19.5% are under-graduates
and the mothers of 39.5% are Graduates or Post-Graduates and Research courses.

12. Father’s occupation depicted that, fathers of 23.5% are engaged in agriculture, that of 14.0% are engaged in industry or business, fathers of 51.0% of the respondents are engaged in employment in organized sector and 11.5% have stated that their fathers are engaged in employment in unorganized sector.

13. Annual income of respondents studying in higher education disclosed that, 50.0% of the respondents have annual income of above Rs. 1 lakh followed by 21.0% have annual income between Rs. 48001 to Rs. 1 lakh, about 17.5% have annual income between Rs. 24001 to Rs. 48000 and the annual income of the remaining 11.5% of the respondents is below Rs. 24000 respectively.

14. Regarding the decision making in the family, 47.0% of the respondents have stated that their fathers are making the decisions followed by, 15.0% have expressed that their mothers are making the decisions, 17.0% have stated that their brothers are making the decisions, 11.0% are making the decisions themselves, 5.5% have stated that their sisters are making the decisions and the remaining 4.5% have expressed that other persons are making the decisions.

15. Regarding the participation of females in family decision making, 25.5% of the respondents expressed that the female members are not given decision making authority in their families, whereas 66.5% have not agreed to the same and the remaining 8.0% have not expressed their opinions.

16. Surprisingly, a great majority that is, 77.5% of the respondents studying in higher education have agreed that their brothers and other male members are not preferred in decision making and other aspects, only 10.5% have stated that their brothers and other male members are preferred in decision making and other aspects, and the remaining 12.0% of the respondents have not expressed on the same.
17. As expressed by the respondents studying in higher education, 14.0% are deprived in educational aspects, 26.5% of the respondents are deprived in social and family aspects, 22.0% are deprived in economic aspects, 34.0% are deprived in political aspects and decision making and 8.0% are deprived in religious aspects.

18. On the equal treatment in their respective families, 66.0% are equally treated with their brothers and sisters in their families, whereas 26.5% are not treated equally and the remaining 7.5% have not responded to the same.

19. Regarding the superiority of husband in a family, 29.5% have expressed that the husband is always superior in a family, whereas 65.5% have not agreed to the same and the remaining 5.0% have not responded on the same.

20. On their satisfaction in social life, as expressed by the respondents studying in higher education, 57.0% are fully satisfied, 31.0% are satisfied to a greater extent and the remaining 12.0% are not satisfied in their social life.

21. Among the respondents studying in higher education, on the education facilities at their home towns, only 18.5% have agreed that they have higher education facilities at their home towns, whereas the remaining 81.5% do not have such facilities at their home towns.

22. It is noted that 64.0% of the respondents are studying outside their home towns, whereas the remaining 36.0% are studying at their home towns.

23. The collected data revealed that among the respondents studying in higher education, 43.5% are staying in hostels, followed by 12.0% are traveling daily, 5.5% have other options such as staying at their relatives’ house, only 3.0% are staying in rented rooms and for the remaining 36.0% of the respondents it is not applicable as they are studying at their home towns.

24. Regarding on their problems, many of the respondents have more than one kind of problem. Specifically among the respondents studying in higher education, 59.0% have financial problems, 19.0% have
transportation problems, 31.5% have gender inequality in family and society, 11.0% have other problems and for the remaining 20.0% have no problems.

25. Of the respondents studying in higher education, regarding the financial support, 63.0% are supported by their parents followed by, 19.0% are supported by their brothers or sisters, 14.0% are supported by Government or NGOs and the remaining 4.0% are supported by others for education.

26. Regarding the motivation and encouragement in higher education, as expressed by the respondents studying in higher education, 65.5% are motivated and encouraged by their parents, 12.0% are motivated and encouraged by their brothers and sisters, 18.5% are encouraged and motivated by themselves and 4.0% are encouraged by their relatives and friends respectively.

27. On the achievements made by respondents studying in higher education, 84.0% have increased their knowledge, 71.0% have increased their social status and 42.0% have achieved equality in the society on completion of their education.

28. The reasons for women education are manifold. Particularly of the respondents studying in higher education, 91.0% have expressed that the education is needed to get employment and job, 82.0% have stated that the education is needed to gain knowledge, 34.0% have expressed that education is essential to undertake productive work, 21.0% have responded that education is needed to play significant role in family and society and 15.5% have responded that education is needed for some other purposes also.

29. On the aims of education, majority of the respondents have given more than one aim for education of women. Particularly among the respondents studying in higher education, 91.0% have stated that the education is aimed to get employment, 52.0% have stated that the education is aimed to get better marriage prospects, 82.0% have responded that the education is aimed to increase knowledge, 44.0% have
expressed that education is aimed to get degree, name and fame and 3.0% have stated that education also have other aims.

30. On whether religion or caste influences education and career, among the respondents studying in higher education, only 12.0% have agreed that the religion or caste influence education and career, whereas an overwhelming majority that is 76.0% have not agreed to the same and the remaining 12.0% have not expressed their opinions.

31. Among the respondents studying in higher education, 28.0% have expressed that the girls are getting lesser opportunities in education and employment, whereas 59.0% have not agreed to the same and the remaining 13.0% have not expressed their opinions on the same.

32. Of the respondents studying in higher education on their education and career choices, 16.0% have joined higher education to earn more money and wealth, 15.5% have joined higher education to make the welfare of the society, 54.0% have joined higher education to get good job and employment, 12.5% have joined higher education as per their parents’ wish and the remaining 2.0% have joined higher education accidentally.

33. Information collected on the freedom to choose education and career of the respondents revealed that, 39.0% have adequate freedom to choose education and career, whereas 51.0% have no such adequate freedom to choose their education and career and the remaining 10.0% have not expressed their opinions on the same.

34. On whether gender influences education and career, among the respondents studying in higher education, 23.0% have expressed that if they were to be of different gender, they would have taken other subject or course of study, whereas 43.5% have not agreed to the same and the remaining 32.5% have not expressed their opinions on the same.

35. On the mode of admission to higher education, 77.0% have got admission by merit, whereas the remaining 23.0% have got admission by payment.
36. Only 12.0% of the respondents are getting private coaching and tuitions, whereas the remaining 88.0% are not getting the private coaching or tuitions.

37. Regarding financial assistance or scholarships from government, 52.0% of the respondents studying in higher education are getting scholarships and financial assistance from the government, whereas the remaining 48.0% are not getting such assistance.

38. Of the respondents studying in higher education and getting scholarships, 12.0% are getting financial assistance and scholarships from University, 13.0% are getting merit scholarship from government, 27.0% are getting scholarship from UGC for Backward Classes and for the remaining 48.0% of the respondents, it is not applicable.

39. On the level of satisfaction on respect, status and satisfaction in their colleges and university, among the respondents studying in higher education, 59.0% are fully satisfied, 33.0% are satisfied to a greater extent and the remaining 8.0% are not satisfied with their status, respect and satisfaction in their school, college and university.

40. On the gender discrimination in their own families, 14.0% of the respondents have expressed that their brothers and sisters are preferred in education very much, 29.0% have stated that their brothers and sisters are somewhat preferred in education, 47.5% have responded that their brothers and sisters are not preferred in education compared to them and for the remaining 9.5% of the respondents, it is not applicable, as they have not brothers or sisters.

41. On whether their gender determine their jobs in future, of the respondents studying in higher education, 26.5% have very much agreed that the gender determine very much the type of job, 41.0% have somewhat agreed that their gender determine type of job, which they would to take in future and the remaining 34.5% have do not agree that the gender determine type of job, which they wish to take up in future.

42. On whether their educational qualifications determine their marriage prospects, 63.0% of the respondents have agreed that educational
qualifications very much determine marriage prospects, 26.0% have agreed that educational qualifications somewhat determine marriage prospects and the remaining 11.0% have responded that educational qualifications do not determine marriage prospects.

43. As expressed by the respondents studying in higher education, 46.0% prefer spouse from same professional background, 29.0% somewhat prefer spouse from same professional background, 10.0% do not prefer spouse from similar professional background and the remaining 15.0% have not expressed their opinions on the same.

44. It is noted that as expressed by 13.0% of the respondents studying in higher education stated the girls are not preferred to complete higher education by family members and society, whereas 76.0% have not agreed to the same and the remaining 11.0% have not expressed their opinions.

45. On whether the status of women is improved in all aspects, 71.0% of the respondents have stated that the status of women is improved in all aspects, whereas 13.0% have not agreed to the same and the remaining 16.0% have not expressed their opinions on the same.

46. Among the respondents studying in higher education, 26.0% have stated that the education is dominated by boys, whereas a great majority of the respondents that is 68.5% have not agreed to the same and the remaining 5.5% have not expressed their opinions.

47. Level of satisfaction in education revealed that, 26.0% of the respondents studying in higher education are fully satisfied, 67.5% are satisfied to a greater extent and the remaining 6.5% are not satisfied in their education or course.

48. On the extent of cooperation sought by the respondents from their parents in education, 91.0% of the respondents studying in higher education were of the opinion that they are getting full cooperation from their parents, whereas the remaining 9.0% have parents’ cooperation to a greater extent.
49. On the gender inequality in education, 34.0% of the respondents studying in higher education have agreed that there is gender inequality in higher education, whereas 55.0% have not agreed to the same and the remaining 11.0% have not expressed their opinions.

50. Among the respondents studying in higher education, on the reasons for gender inequality in education, 3.0% have expressed that there are conventional and orthodox ideas in family and society, 6.0% have stated that there is parents’ suppression, 5.0% have stated that there are beliefs that the girls are for household work only, 20.0% have agreed that there is additional financial burden to the family and for the remaining 66.0% it does not apply, as they do not agree that there is gender inequality in education.

51. Of the respondents studying in higher education, 16.0% have stated that even though educated, the girls have lower status, whereas 79.0% have not agreed to the same and the remaining 5.0% have not expressed their opinions on the same.

52. Of the respondents studying in higher education, 6.0% have stated that there are orthodox traditions in the society, 8.0% have expressed that there is male domination, 2.0% have stated that there are socio-economic and legal barriers for the female inequality.

53. It is noted that 34.0% of the respondents studying in higher education have agreed that the government is formulating adequate policies for the education for the boys and girls, whereas the remaining 37.0% have not agreed to the same and remaining 29.0% have not expressed their opinions.

54. Regarding level of satisfaction on government policies in education, 45.0% of the respondents are fully satisfied, 41.0% are satisfied to a greater extent and the remaining 14.0% are not satisfied on the government’s policies on education.

55. The collected primary data revealed that, 56.0% of the respondents studying in higher education have got memberships to students’ unions, whereas the remaining 44.0% have not got membership to the same.
56. On their membership to students’ unions and associations, 22.0% have got memberships to ABVP/SFI/AIDSO, 25.0% have got membership to DSF/DSS, 12.0% have got membership to AIMMS/AIDYO, 6.0% of the respondents have got memberships to other associations and for the remaining 44.0% of the respondents it is not applicable as they are not members to any unions and associations.

6.2.3. Major Findings:

1. The study covered 200 girl students studying in secondary education and 200 girl students studying in higher education. Hence, the present study covered 400 girl students.

2. Among all the respondents covered under the study, 41.5% are studying in Government institutions, followed by 8.7% are studying in University, 9.5% are studying in government aided institutions and the remaining 8.7% are studying in private institutions. The findings revealed that the role of Government as well as the University is prominent in promoting the girls’ education in the study.

3. It is noted that subject specializations are not applicable for 50.0% of the total respondents, followed by 26.8% are studying in social sciences, 15.0% are studying in Science & Technology and the remaining only 8.2% are studying in humanities. It is highlighted that the participation of girls in Science and Technology higher education is relatively lower compared to that of social sciences.

4. Age of the respondents revealed that, 4.2% of the respondents are between 13 to 16 years followed by 34.5% are between 22 to 25 years, about 7.5% are between 26 to 30 years, 6.0% are of above 30 years and the remaining 5.2% are between 17 to 21 years of age. As discussed above, the age group is compatible to the education, in which the respondents are studying at present.

5. Religion of respondents observed that, 74.5% are Hindus followed by 12.0% belongs to other religions especially Buddhism, 9.0% are Muslims
and the remaining only 2.0% are Christians. The religious background of the respondents reveals that the Muslims and Christians are backward in higher education and research.

6. Caste-wise distribution of all the respondents shows that, 26.7% are from Scheduled Caste, 19.7% belongs to Scheduled Tribe, 34.5% of the respondents belongs to Other Backward Caste and the remaining 19.0% belongs to Other Castes. It is observed that the respondents covered under the study are from all the caste groups.

7. The courses, in which the respondents’ shows that, 50.0% are studying in secondary education followed by 34.0% are studying in Post-graduation, 13.5% of the respondents are pursuing their research and the remaining 2.5% are studying in Graduation. It is highlighted here that to know the attitudes of girls studying at different ages and at different levels of education, sample survey of girl students was made to cover the girls studying in different courses.

8. Marital status of all the respondents revealed that, 88.0% are unmarried and living single, whereas the remaining 12.0% are married and living with their husbands. Hence, it can be said that the marital status of the respondents is varied and none of the respondents are divorced, widows and separated.

9. It is surprising to note that a considerable major portion, that is 44.0% of the respondents are from urban areas or cities followed by 24.5% are from suburban areas or towns, 20.5% are from Hoblies and the remaining 11.0% are from rural areas. Hence, it can be concluded that due to development in urban areas for education, a great majority of the respondents are from suburban areas or towns and urban areas or cities and it can also be concluded that the participation of rural girls in both secondary and higher education is less.

10. Education of father of the respondents revealed that, fathers of 45.2% of the total respondents have completed Graduation, Post-Graduation or research followed by, that of 27.0% are under-graduates, fathers of 17.5% of the respondents have completed only primary or secondary
education and fathers of the remaining 10.2% of the respondents are illiterates. It is noted that education levels of the fathers of majority of the respondents is higher, that is graduation and above.

11. The mothers of 36.8% of the respondents have completed their Graduation, Post-Graduation or research followed by, that of 31.2% have completed primary or secondary education, mothers of 20.8% of the respondents are Under-Graduates and mothers of the remaining 11.2% of the respondents are illiterates. The finding is that mothers of majority of the respondents have satisfactory level of education, that is Under-Graduation and above.

12. Of all the respondents, fathers of 44.0% are engaged in employment in organized sector followed by, that of 21.2% are engaged in agriculture, fathers of 17.8% are engaged in industry or business and the fathers of the remaining 17.0% are engaged in employment in unorganized sector.

13. Annual income of 44.5% of the respondents is above Rs. 1 lakh followed by, 20.8% have annual income between Rs. 48001 to Rs. 1 lakh, 17.5% have annual income below Rs. 24000 and the annual income of the remaining 17.2% of the respondents is between Rs. 24001 to Rs. 48000 respectively. Comparative analysis of the income of the respondents made it clear that relatively the respondents who have more income range are entered in the higher education.

14. Decision making in the families of the respondents made it clear that, 51.2% have expressed that their fathers are making the decisions followed by, 16.5% have stated that their mothers are making the decisions, 15.7% have expressed that their brothers are making the decisions, 4.5% have stated that their sisters are making the decisions, about 5.5% have stated that they are making the decisions themselves and the remaining 6.5% have stated that other persons are making the family decisions. Surprisingly, it is observed that still male domination is there in making family decision making in majority of the families of the respondents.
15. Surprisingly, it is highlighted that 32.5% of the total respondents have expressed that the female members are not given decision making authority in their families, whereas 57.2% have expressed that female members are also allowed to make the decisions in their families and the remaining 10.2% have not expressed their opinions on the same. It is interesting to highlight that majority of the families have begun to give decision making authority to the females, but still a considerable number of families, which have not allowed females to make the decisions.

16. As expressed by all the respondents, 14.5% have expressed that their brothers and other male members are preferred in decision making and other aspects, whereas 71.0% have not agreed to the same and the remaining 14.5% have not responded to the same. The finding of the table is that the concept of gender equality is gradually taking place in the families.

17. Among all the respondents, 15.5% are deprived in educational aspects, 37.2% are deprived in social and family aspects, 26.7% are deprived in economic aspects, 38.2% are deprived in political aspects and decision making and 9.2% are deprived in religious aspects. Deprivation in few aspects stated above clear it there is gender discrimination in the families of the respondents.

18. On the equal treatment in their respective families, among the total respondents, 58.8% are equally treated with their brothers and sisters in their families, whereas 35.2% are not equally treated, and the remaining 6.0% have not expressed their opinions on the same. It is observed that even though there is gender inequality in few families, majority of the families are treating their children equally.

19. Regarding the superiority of husband in a family, of all the respondents, 35.5% have stated that the husband is always superior in the family, 58.0% have not agreed to the same and the remaining 6.5% have not expressed their opinions on the same.
20. Social life satisfaction of all respondents made it clear that, 47.8% are fully satisfied, 40.7% are satisfied to a greater extent and the remaining 11.5% are not satisfied in their social life.

21. On the education facilities at their home towns, as expressed by all the respondents, only 21.2% have adequate education facilities at their home town, whereas the remaining 78.8% do not have adequate education facilities at their home towns. It reveals that there are many colleges and as such many courses, as a result, majority of the colleges are not located in their home towns as expressed by the most of the respondents.

22. Of all the respondents, 65.0% are studying outside their home towns, whereas the remaining 35.0% are studying at their home towns. It shows that there are not adequate educational infrastructure in all the towns and villages for the girl students.

23. Among all the respondents, 30.2% are traveling daily followed by, 27.2% are staying in hostel, 5.0% are staying in relatives’ houses, only 2.5% are staying in rented rooms and for the remaining 35.0% of the respondents it is not applicable as they are studying in their home towns. It is highlighted that majority of the students studying in secondary education have preferred to travel daily and adequate hostel facilities may not available for them. Further, majority of the respondents studying in higher education prefer to stay in the hostel, may be it is difficult to travel during their higher studies.

24. Regarding the problems faced by all the respondents, 48.0% have financial problems, 21.8% have transportation problems, 39.0% have gender inequality in family and society, 9.8% have other problems and remaining 18.0% have no any kind of problems. It is surprising to note that even though women are developed in all aspects, still a great majority of the girls are discriminated in the family due to gender and it is major problem along with the financial problem.

25. Of all the respondents regarding the financial support for education, 73.0% are supported by their parents followed by 15.0% are supported by
their brothers or sisters, 9.0% are supported by Government or NGOs and the remaining 3.0% are supported by others for their education.

26. Regarding the motivation and encouragement in education as expressed by all the respondents, 63.5% are encouraged and motivated by their parents, 15.8% are motivated and encouraged by their brothers and sisters, 15.2% are encouraged and motivated by themselves and the remaining 5.5% are encouraged and motivated by their relatives and friends.

27. It is emphasized that many of the respondents have gained in various ways from education. Particularly, of all the respondents, 78.2% have gained knowledge, 52.5% have gained social status and 27.0% have achieved equality in the society on completion of their education. The finding here is that education is fundamental to gain knowledge, social status, respect and achievement of equality in the society for women.

28. Many of the reasons were expressed by the respondents for women education. Among all the respondents, 69.5% have expressed that education is needed to get employment and job, 71.5% have responded that education is needed to gain knowledge, 28.5% have expressed that the education is needed to undertake productive work, 32.0% have responded that education is needed to play a significant role in family and society and 11.2% have stated that education is needed to serve some other purposes respectively. It is observed that almost all the respondents have realized the significance of education in women’s life.

29. Regarding the aims of education, majority of the respondents have given more than one aim for education of women. Particularly 69.5% of all the respondents have expressed that education is aimed to get employment, 41.5% have expressed that education is aimed to get better marriage prospects, 71.5% have stated that education is aimed to increase knowledge, 32.2% have responded that the education is aimed to get degree, name and fame and 32.2% have stated that the education is aimed for other purposes. Hence, it is observed that almost all the respondents have realized the aims of education.
30. On whether religion or caste influences education and career, of all the respondents, only 14.7% have agreed that the religion or caste influence education, whereas 70.7% have not agreed to the same and the remaining 14.5% have not expressed their opinions on the same. Surprisingly it is observed that due to the increase in education, the caste based inequality in terms of caste based occupations has been disappeared.

31. Of the total respondents, 32.5% have stated that the girls are getting lesser opportunities in education and employment, whereas 57.2% have not agreed to the same and the remaining 10.2% have not expressed on the same. It is observed that the majority of the girls have also realized on the educational opportunities and employment, so that they can equally participate in education and employment.

32. On the choice of education and career as expressed by all the respondents, 11.5% have joined education and career to earn more money and wealth, 13.2% have joined the same to make the welfare of the society, 36.5% have joined education and career to get good job and employment, 37.7% have joined to get education as per their parents’ wish and only 1.0% have accidentally joined to the present education and career. Even though the respondents are educated, parents’ wish is playing an important role followed by Job and Employment. Both of these factors are playing a significant role in majority of the respondents’ education and career.

33. Of all the respondents, 26.5% have adequate freedom to choose their education and career, whereas 66.5% have not agreed to the same and the remaining 7.0% have not expressed their opinions. It is surprising to note that even though the respondents are educated, majority of them do not have adequate freedom to choose their own education and career.

34. On whether gender influences education and career, of all the respondents, 18.0% have expressed that if they were to be of different gender, they would have taken other course of study or subject, whereas 31.2% have not agreed to the same and the remaining 50.2% have not expressed their opinions on the same. It is confusing to majority of the
respondents that whether their gender determines the career or course of study in which they wish to study.

35. On the mode of admission to their respective educational courses, 73.0% of the respondents have got the admission by merit, whereas the remaining 27.0% have got admission by payment.

36. Among all the respondents, 26.5% have expressed that they are getting private coaching and tuitions, whereas the remaining 73.5% are not getting private coaching or tuitions. Hence, it is generalized that even though the tuitions and private coaching has become popularly, only few of the girl students covered under the study are getting the same.

37. Regarding financial assistance or scholarships from government, of the total respondents, 42.0% are getting financial assistance or scholarships from government, whereas 55.5% are not getting any financial assistance or scholarships from government and the remaining 2.5% have not expressed their opinions. It is observed that majority of the respondents are not getting financial assistance or scholarships from the government.

38. Of all the respondents, 6.0% are getting University Scholarships and fellowships, 22.5% are getting merit scholarships from government, 13.5% are getting scholarships from UGC for backward classes and for the remaining 58.0% of the respondents, it is not applicable, as they are not getting any scholarships and financial assistance.

39. On the level of satisfaction of all the respondents on respect, status and satisfaction in education, 50.0% are fully satisfied, 38.2% are satisfied to a greater extent and the remaining 11.7% are not satisfied in their school, college and university. The education environment is satisfactory according to a greater majority of the respondents, as almost all of the respondents are fully or to a greater extent satisfied with their educational life.

40. On gender discrimination in their own families regarding education, 20.2% of all the respondents have expressed that their brothers and sisters are preferred in education, 36.7% have stated that their brothers and sisters are somewhat preferred in education, 32.2% have expressed
that their brothers and sisters are not preferred in education and for the remaining 10.7% of the respondents, it is not applicable, as they do not have sisters or brothers. It is observed that there is discrimination to some extent in families of majority of the respondents as they have expressed that their brothers and sisters are preferred in education very much or to some extent.

41. On whether their gender determine the job in future, among all the respondents, 32.2% have agreed that the gender determine the type of job, which they wish to take up in future, 33.5% agreed to some extent that the gender determine the type of job, which they will take up in future and the remaining 34.2% have stated that their gender do not determine the type of job which they would take up in future. The finding is that many of the girls are in a state of confusion that whether their gender determines the type of job, which they would take up in future.

42. Of all the respondents covered under the study, on whether their education determine marriage prospects, 36.0% have agreed that the educational qualifications determine marriage prospects very much, 21.5% have responded that the educational qualifications somewhat determine the marriage prospects, 12.2% have agreed that educational qualifications do not determine marriage prospects and the remaining 30.2% have not expressed their opinions on the same.

43. Of all the respondents covered under the study, 29.0% have expressed that they prefer spouse from similar professional background very much, 27.7% have responded that they somewhat prefer spouse from same professional background, 9.5% have stated that they do not prefer spouse from same professional background and the remaining 33.7% have not expressed their opinions on the same. The expectations of the girl students covered under the study on the education and professional background of spouse is varied and mixed.

44. Among all the respondents covered under the study, 17.5% have agreed that the girls are not preferred to complete higher education by family
members and society, whereas 72.5% have not agreed to the same and the remaining 10.0% have not expressed their opinions on the same. Due to the increase in employment opportunities, it is observed that family members of majority of the respondents are motivating and encouraging the girls to complete higher education.

45. Among all the respondents covered under the study, 52.0% have agreed that the status of women is improved in all aspects, whereas 32.7% have not agreed to the same and the remaining 15.2% have not expressed their opinions on the same. It is concluded that due to the education, women are well aware about their status and hence, majority of the respondents have agreed that the status of women is improved in all aspects.

46. Considerable majority that is 46.2% of the respondents have not agreed that the education is dominated by boys, whereas 44.0% have agreed to the same and the remaining 9.7% have not expressed their opinions. It is observed that girls are increasingly participation in education and different courses and hence, majority of the respondents do not agree that education is dominated by boys.

47. Level of satisfaction in education as expressed by all the respondents revealed that, 52.7% are satisfied to a greater extent followed by 39.5% are satisfied to a greater extent and the remaining 7.7% are not satisfied with their education or course. The finding is that almost all the respondents are fully or partly satisfied with their present education or course, in which they are studying.

48. On the extent of cooperation sought by all the respondents, 86.7% are getting full cooperation from their parents in education, whereas only 13.2% are getting parents’ cooperation to a greater extent in education. It is observed that parents are also very interested to give education to their girl children.

49. On the gender inequality in education, 37.5% of the total respondents stated that there is gender inequality in education, whereas 46.5% have not agreed to the same and the remaining 16.0% have not expressed their opinions on the same. Even though women have achieved equality in
education, employment, social status and such other aspects, still a considerable number of the respondents have stated that there is gender inequality in education.

50. Among all the respondents, on the reasons for gender inequality in education, 6.0% agreed that there are conventional and orthodox ideas in family and society, 1.0% have stated that the girls are not interested in education, 10.7% have expressed that there is parents’ suppression, 5.5% have responded that there is belief that the girls are not for outside work, but for household work only, 14.2% have stated that there is additional burden to the family and for the remaining 62.5% of the respondents, it is not applicable as they have not agreed that there is gender inequality in education.

51. Of all the respondents, 19.5% have agreed that even though girls are educated, there is lower status, 56.7% have not agreed to the same and the remaining 23.7% have not expressed their opinions on the same.

52. Of all the respondents covered under the study, 8.2% have stated that there are orthodox traditions in the society, 7.5% have expressed that there is male domination, 3.7% have responded that there are socio-economic and legal barriers and for the remaining 80.5% of the respondents, it is not applicable, as they do not agree on female inequality.

53. As expressed by all the respondents, 40.0% have agreed that the government is formulating adequate policies for the education for the boys and girls, whereas 40.0% have not agreed to the same and the remaining 20.0% have not stated any thing for the same. Surprisingly, it is noted that equal numbers of the respondents have expressed their positive and negative attitudes on the government policies.

54. On the satisfaction about the government policies on education, 40.5% of all the respondents are fully satisfied, 44.0% are satisfied to a greater extent and the remaining 15.5% are not satisfied on the government policies on education.
55. It is highlighted that only 31.5% of all the respondents have got the membership to the students’ unions, whereas the remaining 68.5% have not got the membership to students’ unions. The activities of students’ unions are not widespread during the secondary education and hence, almost respondents studying in secondary education have not got membership to the students’ unions.

56. Among all the respondents covered under the study, 14.5% have got membership to ABVP/SFI/AIDSO, 12.5% have got membership to DSF/DSS, 6.0% have got membership to AIMMS/AIDYO, 3.0% have got membership to other students’ unions and associations and for the remaining 68.5% of the respondents, it is not applicable as they have not got memberships to any unions or associations.

6.3. Suggestions:

Following suggestions are given from the present study.

1. It is suggested to increase awareness on female education among the farmers, peasants, businessmen and people engaged in unorganized sector.

2. It is essentially needed for women to participate in decision making in their respective families.

3. It is suggested to increase awareness on equality of females in families and society and also reduce deprivation of women in different aspects.

4. It is essential to open schools and colleges at every village and town and university post-graduate centres at towns to impart education to the girls living in remote villages and towns.

5. It is suggested to facilitate hostels, adequate transportation facilities, etc for the rural girls to get education in urban areas.

6. It is essential to increase welfare policies for the women education such as concession in tuition fees, scholarships, etc to promote female education.
7. It is suggested to the female students to get the memberships to students’ unions and associations.

6.4. Discussion and Conclusion:

Importance of Women's Education in India plays a very important role in the overall development of the country. It not only helps in the development of the country and in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all family members. Moreover, educated women can also help in the reduction of maternal mortality and infant mortality rate and curb enormous growth of the population. Due to globalization, employment of women is also contributing the family income and thereby overall national income and national development. Hence, studies on the gender profile in education at different levels, gender inequality in education and such other aspects are needed, so as to analyze the problems of girls in education. Present research work is also one of significant study to throw light on the perceptions of girl students studying in secondary education and higher education and also it helps to find the obstacles for the female education.

Government is playing an important role in providing in education, as a great majority of the respondents are studying in Government, Government Aided Schools or University. It is highlighted from the study that there is gender gap in higher education pertaining to Scientific and Technical Courses, as there are less girls studying in these subject disciplines compared to humanities and social sciences. Surprisingly, it is emphasized that the participation of Christian girls in higher education is very less, compared to other religions. Even though studying in higher education, at their young age a few of the girls are married. The study revealed that there are majority of respondents from urban areas and it shows that rural areas are not adequately represented in terms of education. In other words, rural girls are not participating in higher education equal and as such, it higher education is dominated by urban girls.
The study disclosed that education of fathers and mothers of the respondents is not related factor, as majority of the respondents have stated that their fathers and mothers are illiterates or lower-educated. It is interesting to note that a great majority of the respondents have stated that their parents are engaged in organized sector employment. It shows that still education is not popular among the children of the farmers, businessmen and unorganized sector people. Annual income of the respondents made it clear that a great majority of the respondents are from the families, whose income is middle or lower.

Information collected on decision making in the families of the respondents shows that there is male domination in family decision making. Invariably, as expressed by majority of the respondents, male members are not preferred and equally treated with all the family members. But it is also noted that the females are deprived in the family in decision making, political aspects, social and family aspects to a greater extent and as such as expressed by majority of the respondents, there is gender equality in their families. Further, majority of the respondents also agreed that husband is equal to all the members in the family and not preferred over female members. To a greater extent or to the full extent almost all the respondents are satisfied in their social life.

Surprisingly, it is noted that as expressed by majority of the respondents, there is no adequate education facilities at their home towns and as such these respondents are studying outside their home towns. For the purpose of education they are staying in hostels or traveling daily. A great majority of the respondents studying in higher education are suffering from financial problems. Similarly, majority of the respondents studying in secondary education are suffering from gender inequality in family and society in education. A few of the girl students are also suffering from traveling problems. Of course, majority of the respondents are supported by their parents and brothers financially and a few of the respondents are supported by Government and NGOs financially.
Parents, brothers and sisters of the respondents are playing an important role in motivating and encouraging the respondents in getting education. A great majority of the respondents have realized the significance of education as they have felt increase in their knowledge, social status and gender equality and as such all the respondents have agreed that women need education. Gaining knowledge and getting employment are two important factors as suggested by respondents for women’s education and taking productive work and significant role in society are also reasons for women’s education as expressed by few respondents.

An overwhelming majority of the respondents have not agreed that religion or caste influence education of women. Further, majority of the respondents also agreed that girls are getting equal opportunities in education. Parents’ wish, gaining good employment, earning wealth and welfare of the society are few reasons for choosing education and career as expressed by the respondents. But as expressed by majority of the respondents, they have no adequate freedom to choose their course and career. Majority of the respondents are in state of confusion on whether the gender determines their career and job.

Mode of admission revealed that majority of the respondents has got admission through merit. Tuition or private coaching are not attended by majority of the girl students. Only few of the respondents are getting financial support or assistance or scholarships from the government. Almost respondents are satisfied with their school, college and university education. It is interesting to note that there are more or less equal proportion of responses on preference to their brothers and sisters in education. Equal proportion of the respondents are agreed or disagreed on whether gender determines the job. As expressed by majority of the respondents, education determines their marriage prospects and they prefer spouse from similar education background.

Surprisingly, most of the respondents are agreed that the girls are preferred in education and as such they agreed that the status of women is improved in all aspects. Equal number of respondents are agreed or disagreed on whether male
domination is there is male domination in education. To a greater extent or full satisfaction is there for a great majority of the respondents in completion of their education or course. Parents of almost of the respondents are fully cooperative in their girl children’s education. As expressed by few respondents there is gender inequality in education and factors for such inequality are conventions, orthodox family, additional financial burdens to family, belief as the girls are for housework and such others. As stated by majority of the respondents, they got equality due to their education. Equal proportions of respondents have agreed or disagreed on whether there are adequate satisfactory policies from government on women’s education. Only a few of the respondents are members to the students’ unions and associations.

It is concluded that education improve the women’s life. As such, government formulated many policies to improve education of women. But in reality, there are many obstacles for women’s education. To quote a few, conventional ideas and orthodox beliefs such as women are for household work and men are for outside work, education of females is a additional financial burden to family, etc. But due to increasing awareness among people, education of women is emphasized. Consequently, women are achieving equality in all aspects. Equality of women in family and society helps to achieve overall development of the nation and society.