Chapter - VII

FINDINGS AND CONCLUSION

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7.1. Introduction:

There are many social evils associated with females and due to illiteracy and negligence; the females are living in subjugated position in family and society. Realizing this fact, the Government is promoting and encouraging female education by providing different facilities and services such as free uniforms, scholarships, free text books, mid-day meals, etc. Still the female education is neglected sector in rural and backward areas. Hence, to explore the reasons for slow growth of female education, the present study was made in backward area, that is Gulbarga district in Karnataka State.

As discussed already in methodology, totally 500 female students studying in 5th, 6th and 7th standards in the district were surveyed. The reasons to choose this age group is that, during this stage itself, the females get awareness about the socio-economic and educational life as they are getting puberty at this age group. Hence, the awareness about the status of females in family and society, life style at rural areas and urban areas, perceptions of family and society towards females, etc were also studied. The primary data was collected using interview schedule and observation method was also used by observing the households of the respondents. It is emphasized that the teachers working in primary schools have cooperated to collect the primary data as they have clarified the questions mentioned in the interview schedule. The collected primary data was analyzed and discussed already. The major findings from the study are listed as under.
7.2. Major Findings:

Following are the major findings from the present study.

1. Totally 250 female students studying in rural areas and 250 female students studying in urban areas were selected for the present study. The respondents are studying in 5th, 6th and 7th standards.

2. Of the respondents, 42.0% of the respondents are studying in Government schools, 27.0% are studying in Government Aided schools and only 31.0% are studying in private schools. It shows wide disparity in rural and urban areas regarding the nature of schools in which the respondents are studying. In rural areas, majority of the respondents are studying in Government schools, whereas in urban areas considerable majority of the respondents are studying in private schools. It may be concluded that due to poverty and gender inequality in family, majority of the rural respondents are studying in Government schools and decrease in gender inequality in urban areas shows that the parents are educating their female children in private schools.

3. Age of the respondents revealed that, all the respondents are of 11 to 15 years of age, which is ideal age to study 5th to 7th standard.

4. On the medium of instruction, 64.0% of the respondents are studying in Kannada medium schools, 31.8% are studying in English medium schools and only 4.2% are studying in Urdu medium schools. When rural and urban respondents are compared, it shows that the students studying in English medium in urban areas is more compared to that of urban areas.

5. Religion of the respondents revealed that, 74.2% of the respondents are Hindus, 19.0% are Muslims, 5.4% of the respondents are Christians and only 1.4% are Buddhists or Jains.

6. Caste-wise distribution of the respondents shows that, 38.6% of the respondents are belonging to scheduled castes, 5.0% are from scheduled tribes, 38.2% of the respondents are belonging to other backward classes
and only 18.2% are from others or forward castes. It is highlighted that considerably more number of the respondents are from scheduled castes as the scheduled caste population and Muslim population in Gulbarga district is more compared to other castes and communities. Due to lower status and small population, females in scheduled tribes are not getting primary education.

7. Nature of the families of the respondents disclosed that, 63.8% of the respondents are living in nuclear families, whereas 36.2% are living in joint families.

8. On the numbers of brothers of the respondents, 75.6% of the respondents have 1 to 2 brothers followed by, 15.2% of the respondents have no brothers, 7.4% of the respondents have 3 to 4 brothers and 1.8% of the respondents have more than 4 brothers respectively. It shows that a great majority of the respondents have 1 to 2 brothers.

9. On the numbers of sisters of the respondents, 48.6% of the respondents have no sisters, 46.6% have 1 to 2 sisters, 4.0% of the respondents have 3 to 4 sisters and 0.8% of the respondents have more than 4 sisters.

10. Family background of all the respondents revealed that, 64.6% of the respondents are from rural areas, whereas 35.4% are from urban areas. It shows that few of the parents of the urban respondents are from rural areas and now settled in towns or Gulbarga city.

11. On the nature of residence in which the respondents are living shows that, 57.2% of the respondents are living in their own houses, 39.6% are living in the rented houses and 3.2% are living in hostels or rented rooms respectively. It is concluded that majority of the respondents are living in their own houses and meager number of respondents are living in hostels or rented rooms to complete their studies.

12. On the decision making authorities in their families, 70.6% of the respondents have stated that their parents are making family decisions, 23.4% have mentioned that their brothers are making family decisions, 2.2% of the respondents have remarked that their sisters are making the
family decisions and only 3.8% of the respondents have stated that others like uncle, brothers-in-law are making their family decisions. It shows that in few families of the respondents, there is gender inequality with regard to decision making as only a few of the respondents have agreed that their sisters are making family decisions compared to decision making by their brothers.

13. The females have no authority to make the decisions in the majority of the families of the respondents. Particularly, in 57.4% of the families of the respondents, the females are not given importance while making the decisions in their families, whereas, in 33.0% of the families of all the respondents the females are given importance while making family decisions and 9.6% have not aware about the same. It is highlighted that still there is gender inequality in family decision making and in rural areas, still majority of the families are neglected women as they are not giving importance to females while making family decisions.

14. On whether female need education, 78.2% of all the respondents have agreed that females need education, whereas 4.6% have not agreed to the same and 17.2% have not expressed their views. Of course, a great majority of the respondents have realized the importance of education, but a few of the respondents have not realized the significance of female education as they have not approved for female education.

15. The level of education which female needed revealed that, 5.4% of the respondents have stated that females needed education only up to primary or secondary level, 2.6% have expressed that females needed education up to under-graduation, 48.2% of the respondents have remarked that females needed education up to graduation, 22.0% of the respondents have opined that females needed education at the post-graduate and research level and it is not applicable to 21.8% of the respondents as they have not expressed their opinions or not supported for females’ education. It is highlighted that majority of the respondents have realized the significance of female education and as such, they
have supported for female education up to graduation, post-graduation or research level.

16. The reasons for female education shows that, of all the respondents, 49.6% have expressed that education is needed for females to get employment, 5.6% have stated that education is needed for females to get knowledge, 10.8% of the respondents have remarked that education is essential for females to undertake productive work, 4.2% have felt that education is needed for girls to play significant role in family and society, 8.0% have agreed that education is essential for females to know reading and writing and it is not applicable to 21.8% of the respondents as they have not supported for female education and few of them have not expressed their views on female education. It is summarized that outside work, may be in the form of employment (job) or productive work are the major reasons for female education as stated by majority of the respondents.

17. It is highlighted from the present study that, 31.0% of the respondents have agreed that their parents favour male members like brothers very much while making family decisions, 32.4% have felt that their parents somewhat favour and prefer male members like brothers while making the family decisions, 21.4% have agreed that their parents are not favouring male members like brothers while making family decisions and it is not applicable to 15.2% of the respondents as they don’t have male members in their family. It is summarized that, still majority of the families prefer and favour the male dominated decisions.

18. On the superiority of gender in family and society, 61.4% of the respondents have agreed that male members are superiors in family and society, whereas 23.4% have not agreed to the same and 15.2% have not expressed their opinions on the same. It shows that still majority of the respondents are not aware about the gender equality as they believe in male domination and accepted superiority of male members over the females.
19. Many of the respondents have deprived in more than one aspect and few of the respondents have not deprived in all of these aspects in their families. Particularly, as stated by all the respondents, 24.4% of the respondents are deprived in educational aspects, 27.8% are deprived in social and family aspects, 26.0% are deprived in economic aspects, 41.0% of the respondents are deprived in political aspects and decision making, 22.0% of the respondents are deprived in religious aspects, 2.8% of the respondents are deprived in other aspects and only 20.4% of the total respondents are not deprived in any of the aspects.

20. Surprisingly it is noted that, 52.6% of the respondents have accepted that their brothers and sisters are not treated equally in family matters, whereas 32.2% have agreed that their brothers and sisters are treated equal in family matters and it is not applicable to 15.2% of the respondents as they don’t have brothers in their families. It shows that in both rural and urban areas, there is gender inequality. Such gender inequality is higher in rural areas compared to urban areas. Further, only few of the respondents are treated equal with men in their families in family matters.

21. The study revealed that, all the respondents prefer for arranged marriage as ideal type of marriage. It may due to prevailing social customs and traditions about the caste, religion, family restrictions, etc, the respondents are not supporting the love marriages or inter-caste marriages.

22. On the ideal age of marriage for girls, 54.4% of the respondents have expressed that the ideal age of marriage for girls should be between 19 to 21 years, 40.6% of the respondents have stated that the ideal age of marriage for girls should be between 22 to 25 years and only 5.0% of the respondents have remarked that the ideal age of marriage for girls should be more than 25 years. It is noted that the respondents have good knowledge about the ideal age of marriage for girls and as such, they have suggested for more age for marriage.
23. The occupations of the families of the respondents revealed that, the families of 26.8% of the respondents are engaged in agriculture, that of 18.8% of the respondents are engaged in business or industry, families of 19.0% of the respondents are working in organized sector of employment and families of 35.4% of the respondents are working in unorganized sector of employment.

24. Monthly family incomes of the respondents shows that, 21.0% of the respondents have monthly family income up to Rs. 2500, 26.8% of the respondents have monthly income between Rs. 2501 to 5000, 23.6% have monthly income between Rs. 5001 to Rs. 10000, 14.0% of the respondents have monthly income between Rs. 10001 to Rs. 20000, 9.8% of the respondents have monthly family income between Rs. 20001 to Rs. 30000 and 4.8% of the respondents have monthly family income of more than Rs. 30000. The family income of the respondents varies as there are many differences between the incomes of different respondents.

25. It is noted that, 79.6% of all the respondents are fully satisfied in their social life, whereas 20.4% of the respondents are satisfied to a greater extent in their social life. Of course, the social life satisfaction cannot be measured at the early age; still the information was collected from the respondents to know about their satisfaction on their educational, family, socio-economic and such other aspects.

26. Education of mothers of the respondents shows that, mothers of 18.2% of the respondents are illiterates, mothers of 39.8% of the respondents have completed primary or secondary education, mothers of 17.0% of the respondents have completed only under-graduation, mothers of 24.4% of the respondents have completed graduation or post-graduation and mothers of 0.6% of the respondents have completed research degrees. It is observed that majority of the mothers of the rural respondents are low-educated, whereas that of the urban respondents are
somewhat highly educated. It shows that there is educational divide between rural and urban areas.

27. On the education of their father, 9.2% of the respondents have stated that their fathers are illiterates, 43.0% have expressed that their fathers have completed primary or secondary education, 19.4% of the respondents have remarked that their fathers have completed under-graduation, 27.2% of the respondents have mentioned that their fathers have completed graduation or post-graduation and only 1.2% of the respondents have agreed that their fathers have completed research degrees. Compared to rural areas, the urban areas are better as there are more highly educated fathers of the respondents.

28. The motivation to get education and to attend their schools, among all the respondents, 48.0% of the respondents are motivated by their parents, 18.0% are motivated by their brothers and sisters, 27.4% of the respondents are motivated by themselves and 6.6% of the respondents are motivated by others like friends and relatives. It is emphasized that self-motivation along with their parents’ motivation constitutes major portion in getting education for the respondents.

29. On their aims for future education and career, 78.4% of all the respondents wish to get any government job followed by, 15.0% of the respondents would like to become medical practitioners or engineers, 4.2% of the respondents wish to get better marriage prospects and only 2.4% of the respondents wish to completed IAS, KAS, etc and to become administrative officers. It seems from the above discussion that, almost all the respondents don’t have ideas about their future career prospects and as such, they have preferred for government job rather than other careers.

30. On the determinants of their future career, 4.2% of the respondents have felt that their future education and career depends on caste and religion, 8.2% have agreed that their future education and career depends on money, 2.6% of the respondents have responded that their future career
depends on the gender and 85.0% of the respondents have mentioned that their future career is determined by the interests of their parents. As the respondents surveyed under the present study are minors and as such, they are following the interests of their parents.

31. On the attitudes of parents towards their female children’s education, among all the respondents, 10.6% have agreed that their parents are encouraging their girl children, 63.2% have responded that their parents prefer only male children and suppress female children and 26.2% have felt that their parents treats all the children equally. It shows that there is gender stratification in education and such stratification is more in rural areas compared to urban areas.

32. The freedom of female children compared to male children as stated by all the respondents, 9.8% are getting equal freedom in their family, 1.4% of the respondents are getting more freedom compared to male members and 88.8% of the respondents are facing more restrictions to female members. It is highlighted that to a greater extent, majority of the female children are facing stratification in their respective families and female inequality is more in rural areas compared to urban areas.

33. Many of the respondents have stated more than one type of barriers which restricts female education. Particularly, 36.8% of the respondents have mentioned the child marriage as barrier to restrict female education, 55.6% of the respondents have agreed that the social belief that female education is economic burden to family and parents is barrier to female education, 51.8% have felt that the orthodox beliefs of parents are become barriers to female education and 11.0% of the respondents have mentioned other barriers, which restrict female education. It is highlighted that orthodox beliefs of parents including the belief that female education is economic burden to parents are acting as major social barriers which restrict female education. Further, child marriage is also an obstacle to female education, but due to its legal ban, its effect is declined.
34. It is noted that few of the respondents have given more than one type of economic barrier which restrict female education. Particularly, 30.2% have expressed that poverty is major economic barrier to restrict female education, 18.0% of the respondents have stated that higher and costly school fees is major barrier to restrict female education, 53.6% have mentioned that the belief that no one is there to look after household work is also major reason to restrict female education and 5.8% of the respondents have also given other economic barriers which restricted female education. It is highlighted that though Government has took measures to provide free education with mid-day meals to children, still the reason ‘no one is there to look after household work’ is major economic barrier which restricted female education.

35. Among all the respondents, 42.6% of the respondents have agreed that girls are getting lesser opportunities in education and employment compared to men in family and society, whereas 45.8% have not agreed to the same and 11.6% of the respondents have not expressed their views on the same.

36. The study revealed that, 79.6% of the respondents have agreed that the girls are facing discrimination, whereas 20.4% have not agreed to the same. It is concluded that the girls are facing discrimination.

37. Many of the respondents are discriminated in more than one aspect. Specifically, 27.8% of all the respondents are discriminated in social aspects, 26.0% of the respondents are discriminated in economic aspects, 24.4% are discriminated in educational aspects, 22.0% of the respondents are discriminated in religious aspects, 41.0% are discriminated in political aspects and it is not applicable to 20.4% of the respondents as they are not discriminated in their family and aspects. To conclude, the girls are being discriminated in their own family and society in different aspects though they are equal to boys in all aspects.

38. The problems which are faced by the respondents to go and attend their schools regularly, 30.2% of the respondents are facing problem of
poverty, 8.8% are facing problem of household work, 10.4% of the respondents are facing problem of suppression from their parents, 7.8% are facing problems from social customs like girls are for household work, 10.6% are facing problem of distance as their schools are far away from their residences and only 32.2% of the respondents are not facing any of such problems to attend their schools regularly. It is highlighted that, rural females are facing many of the problems such as suppression from parents, household work, distance of schools, etc compared to urban respondents.

39. It is highlighted that, 33.4% of the respondents have agreed that males have better prospects in education compared to females, whereas majority that is, 52.2% have not agreed to the same and 14.4% of the respondents have not stated their opinions on the same.

40. Many of the respondents have stated that their parents believe in more than one type of belief. Of all the respondents, 17.4% have expressed that their parents are thinking that girls are for household work and boys are for outside work, 24.6% of the respondents have stated that their parents are thinking that education for girls is unproductive and economic burden, 57.0% of the respondents have mentioned that their parents are thinking that males are always superior over the females, 28.8% of the respondents have expressed that their parents are thinking education empowers girls in future and 27.2% have stated their parents are thinking that both girls and boys are equal in education.

41. On the annual school fees paid by the respondents, 42.0% of the respondents are not paying any fees, 18.2% of the respondents are paying fees up to Rs. 2500 per year, 16.4% are paying school annual fee between Rs. 2501 to Rs. 5000, about 19.2% of the respondents are paying annual fee between Rs. 5001 to Rs. 10000, 3.0% of the respondents are paying annual school fee between Rs. 10001 to Rs. 25000 and only 1.2% of the respondents are paying school fee of more than Rs. 25000 annually. It is highlighted that the Government
schools are providing free education to female children and Government
aided schools and private schools are collecting more fees from students.
In urban areas the fee charged by private schools is costly.

42. At the time of their admissions to schools, 31.0% of the respondents
have stated that their parents have paid donations to schools during their
admissions, 42.0% have not agreed to the same and 27.0% are not aware
that whether their parents have paid donations or not. It is highlighted
that nearly one third of the respondents have got the admissions to
schools by paying donations.

43. On the amount of donations paid by the respondents at the time of
admissions to their schools, 1.2% of the respondents have paid
donations up to Rs. 10000, about 6.4% have paid donations between
Rs. 10001 to Rs. 25000, 12.2% of the respondents have paid donations
between Rs. 25001 to Rs. 50000, 10.0% of the respondents have paid
donations between Rs. 50001 to Rs. 1 lakh and it is not applicable to
69.0% of the respondents as they have not paid donations to get
admissions to schools. It is observed that in urban areas, there is more
donations collected by the schools for getting the admissions as there are
more private schools in urban areas.

44. Regarding attending private coaching or tuitions, only 20.2% of the
respondents are going for private coaching or tuitions, whereas a great
majority of the respondents that is 79.8% are not going to private
coaching or tuitions. It shows that, majority of the respondents are not
going to tuitions or private coaching and comparatively, more urban
respondents are going to get private coaching or tuitions.

45. It is noted that only 49.0% of the respondents are getting scholarships,
whereas 51.0% are not getting scholarships. It is observed that majority
of the urban respondents are getting scholarships compared to that of
rural respondents. It may be due to knowledge about scholarships and
more agencies to provide scholarships under different schemes in urban
areas.
46. Many of the respondents are getting more than one type of facilities and services from the Government. As stated by all the respondents on the facilities and services gained from the government, 49.0% of the respondents are getting scholarships, 39.0% are getting mid-day meals, 39.8% of the respondents are getting free school bags, free books and free uniforms and 51.0% of the respondents are not getting any of the facilities and services from the Government.

47. Few of the respondents have given more than one reason to join the present school. The reasons furnished by the respondents revealed that, 42.0% of the respondents have joined the present school as it is providing free education, 50.2% have joined the present school as it is near to residence, 51.4% of the respondents have joined the present school as it providing best teaching and education, 32.6% of the respondents have joined the present school as it has good infrastructure and 3.4% of the respondents have joined the present school due to other reasons.

48. It is highlighted that many of the respondents are facing more than one type of problems and barriers at their schools. As stated by all the respondents, 10.6% of the respondents are facing the problems of distance, as their schools are far away from their residences, 40.2% are facing the problem of poor teaching and learning, 17.0% of the respondents are facing the caste based discrimination at their schools, 9.8% of the respondents are facing the problems of gender based discrimination, 36.2% of the respondents are facing the problems of inadequate class rooms, toilets, etc and 4.6% of the respondents are facing other problems also.

49. On the quality of food served under mid-day meals scheme, only 17.8% of the respondents have agreed that the food served under mid-day meals is good, 17.0% of the respondents have felt that the food is of poor quality, 4.2% of the respondents have opined that the meals served is unhygienic and there is poor cooking environment and it is not
applicable 61.0% of all the respondents as they are not getting the benefits from mid-day meals scheme.

50. Of all the respondents, 26.6% of the respondents have stated that there is regular and timely supply of uniforms and textbooks, whereas 13.2% have expressed that there is irregular supply of textbooks and uniforms.

51. Among all the respondents, 36.2% have expressed that their brothers or sisters are preferred very much in education, 15.6% have stated that their brothers or sisters are somewhat preferred in education, 33.0% have responded that their brothers or sisters are treated equal in getting education and it is not applicable to 15.2% of all the respondents as they don’t have brothers or sisters. It is highlighted from the discussion that gender discrimination is still prevailed in many of the families.

52. It is needed to know if the respondents are males, then what may be their education status. In this regard, 22.6% of the respondents have expressed that if they were males, then their parents are willing to send them to good schools, 24.2% of the respondents have mentioned that if they were males then they are likely to get more status in society, 50.8% of the respondents have agreed that if they were males, then they may get more freedom in society and 2.4% of the respondents mentioned that they would have been given other privileges, which they may get if they were males. It shows that there is gender discrimination in the families of all the respondents as all the respondents have agreed that they were going to get different types of privileges, if they were males.

53. 30.4% of the respondents have stated that there were incidents which generated thought to discontinue their education, whereas 46.8% of the respondents have expressed that there were no such incidents and 22.8% have not expressed their views on the same. It revealed that few of the respondents have faced many difficulties which even made them to thought to discontinue their education.

54. Few of the respondents have faced more incidents which made them thought to give up or discontinue their education. Particularly, 25.0% of
the respondents have mentioned that their poverty made them think to discontinue their education, 8.8% have remarked that there is suppression of females in families, 19.2% of the respondents have stated that there is heavy household work as they can’t able to attend their schools, 9.2% of the respondents have mentioned that there is restrictions to girls’ education in their families, 1.2% have responded that their schools are far away from their residences and it is not applicable to 69.6% of all the respondents as they have not faced such incidents.

55. 54.2% of the total respondents have agreed that males are superior over females in family and society, whereas only 45.8% have stated that both males and females are equal in family and society. It is surprising to note that though the respondents are getting education, still majority of them don’t believe in gender equality and are thinking still the males are superior over females in family and society.

56. Of all the respondents, 25.0% have agreed very much that their education determines their marriage prospects in future, 37.0% have somewhat agreed that their education determines their marriage prospects in future and 38.0% of the respondents have not agreed to the same.

57. As stated by all the respondents, 45.2% of the respondents have agreed that the girls are not given adequate preference for education in their families, whereas 40.8% have not agreed to the same and 14.0% of the respondents have not expressed their views on the same. It is highlighted that in rural areas to a greater extent the girls are not given adequate preference for education for education compared to urban areas.

58. It is noted that as stated by all the respondents, 30.0% of the respondents have agreed that the status of women is fully improved due to their participation in education, 36.4% have remarked that the status of women is somewhat improved due to increase in participation of women in education and 33.6% have mentioned that the status of women is not
improved though there is increase of participation of women in education. Here, it is noted that in rural areas still there are beliefs that the women have to live in subjugated position though they are educated. As such, comparatively majority of the rural respondents have agreed that there is no or somewhat improvement in status of women due to increase of education among females.

59. Academic performance of the respondents revealed that, 55.8% of the respondents have gained excellent results by scoring more than 80% of marks, 34.2% have gained good results by scoring 79% to 60% of marks, only 7.8% of the respondents have scored satisfactory results by scoring 59% to 40% marks and 2.2% of the respondents have shown poor performance in their classes. It shows that the academic performance of the students is good.

60. Only 36.0% of all the respondents are getting full cooperation from their parents to continue their education, 36.2% are getting such cooperation to continue their education to a greater extent and 27.8% of the respondents are not getting such cooperation from their parents to continue their education. It is surprising to note that comparatively the females are not getting full cooperation from their parents to continue their education and in urban areas only few of the respondents are not getting such cooperation from their parents to continue their education.

61. On the educational ambitions of all the respondents, 1.4% have expressed that they would like to complete their research degrees, 48.4% have stated that they wish to complete their post-graduation or graduation, 0.8% of the respondents wish to complete only undergraduation, 2.2% of the respondents wish only to complete secondary education and 47.2% have not expressed their opinions on the same.

62. On the aims of education and among all the respondents, 33.6% of the respondents have expressed that the aims of their education is to get employment in organized sector, 7.4% have stated that the aims of their education is to get self-employment or professional practice, 23.0% of
the respondents have opined that the education aims to get better marriage prospects and 36.0% of the respondents have not expressed their views on the same. It is surprising to note that one-third of all the respondents have not expressed their opinions on the aims of their education. Further, employment in organized sector and better marriage prospects are major aims of education as stated by majority of the respondents.

63. On the factors of deprivation of females from education, 19.6% of the respondents have expressed that the orthodox or conventional beliefs in society make deprivation of girls in education, 37.0% have stated that the feelings such as girls are for household work make females deprivation in education, 22.8% of the respondents have opined that poverty of the family made the girls’ education deprived, 18.4% have felt that the suppression of parents make the girls’ deprivation in education and 2.2% have given other factors that made the girls’ deprivation in education.

64. On whether the girls hesitate to attend their schools after puberty, 62.8% of the respondents have stated that the girls’ don’t hesitate to attend schools after attaining puberty, whereas only 10.6% have agreed that the girls after attaining puberty hesitate to attend to schools and 26.6% of all the respondents have not expressed their views on the same.

65. The reasons of hesitation to attend to their schools after puberty revealed that, 6.4% of the respondents have felt that they fear that someone observes them after puberty, 4.2% have agreed that they are feeling shyness and hesitation and it is not applicable to 89.4% of the respondents as they are not getting hesitated after puberty.

66. The role of teaching in increasing female education shows that, among all the respondents, 44.0% have expressed that the teachers give knowledge about education, 23.6% of the respondents have stated that their teachers encourage students to get knowledge and 32.4% have felt that their teachers console the problems of girls in education. Hence, it
can be summarized that the teachers are playing significant role in promotion of female education.

67. On the gender domination at their schools, 67.2% of all the respondents have agreed that there is male domination at their schools followed by, 15.6% have felt that there is equal domination of both boys and girls, it is not applicable to 9.0% of the respondents as they are studying in girls’ schools and 8.2% have stated that there is girls’ domination at their schools respectively. It is noted that there is male domination in primary education as a great majority of the respondents have agreed that there are more number of boys compared to girls in their schools.

68. It is emphasized that of all the respondents, 73.4% of the respondents have agreed that there is very much gender stratification in education, whereas 26.6% have stated that there is somewhat gender stratification in education. Hence, it can be concluded that there is gender stratification in education.

69. Many of the respondents have given more than one reason for gender stratification in education. Particularly among all the respondents, 51.8% of the respondents have mentioned that due to conventional and orthodox ideas in family and society, there is gender stratification in education, 7.0% have remarked that as the girls are not interested in education, there is gender stratification, 10.4% of the respondents have responded that due to suppression of parents, there is gender stratification in education, 8.8% of the respondents have felt that due to the belief that the girls are for household work, there is gender stratification in education and 55.6% of the respondents have agreed that due to parents’ idea that the girls’ education is additional financial burden to family, there is gender stratification in education.

70. On the status of girls and women, 61.6% of all the respondents have agreed that though educated the status of women and girls is lower in society, 6.6% have not agreed to the same and 31.8% of the respondents have not expressed their views on the same. It is surprising to note that
as stated by majority of the respondents, there is lower status of women and girls though they are educated.

71. The reasons as stated by the respondents on the lower status of girls and women, 21.0% of the respondents have agreed that due to orthodox traditions in society there is lower status for women, 24.0% have felt that due to male domination in society there is lower status for women, 16.6% of the respondents have remarked that due to socio-economic and legal barriers there is lower status for women and it is not applicable to 38.4% of the respondents as they have not expressed their opinions on lower status of women in society.

72. Of all the respondents, only 9.0% have mentioned that SDMC manages regularity of teachers, 1.0% of all the respondents have remarked that SDMC helps to reduce drop-out rates and 90.0% of all the respondents are not aware about the role of SDMC.

73. On whether the Government is encouraging and promoting female education, 72.0% of all the respondents have agreed that the government is encouraging female education by welfare schemes, whereas 15.8% have not agreed to the same and 12.2% of the respondents are not aware about the same.

74. On their satisfaction towards the Government facilities and services for the promotion of female education, 20.2% of the respondents have agreed that they are fully satisfied with regard to social welfare schemes, 41.4% are satisfied to a greater extent, 10.4% of the respondents are somewhat satisfied on welfare schemes and it is not applicable to 28.0% of all the respondents as they are not aware about such schemes.

75. It is noted that, 81.0% of the total respondents have agreed that there is need for more welfare schemes to encourage female education, whereas 16.8% have not found need for such schemes and 2.2% of the respondents have not expressed their opinions on the same.

76. The areas which are essential needed to promote female education, 66.2% of the respondents have suggested for more scholarships and
incentives schemes, 23.4% of the respondents have suggested to recruit more women teachers, 15.6% have felt that there is need to open more girls’ schools, 37.2% have suggested to provide more facilities such as free uniforms, free books, etc and it is not applicable to 19.0% of all the respondents as they are not suggested for more such schemes.

77. It is emphasized that all the respondents have agreed that the female education should be improved and increased, if there are female teachers. Hence, it is suggested to recruit more female teachers in schools.

78. On the extra-curricular activities in which the respondents are participating actively shows that, 9.0% of the respondents are participating in dance or drama, 22.2% are participating in sports, physical education, yoga, etc., 13.4% of the respondents are participating in singing, story writing, etc., 7.2% are participating in drawing, arts, etc and 57.4% are not participating in any of such activities. It can be summarized that the female participation in extra-curricular is lower. Few of the respondents are participating in more than one type of activity and majority of the respondents are not participating in extra-curricular activities.

7.3. Suggestions:

Following suggestions may be made from the present study.

1. The parents’ especially in rural areas have to prefer female education.
2. It is suggested to the parents and elders to consider interests and suggestions from the girls and women while making family decisions.
3. It is essential to give up conventional beliefs such as ‘women are household work, men are for outside work’, ‘women have no knowledge and have subjugated position in family and society’, etc., by the parents, elders and society.
4. The parents must have to equally prefer both male and female children in education and must not consider female education as economic burden.

5. It is suggested to the Government to set up schools and colleges at least up to graduation level in rural and remote areas.

6. More incentive schemes such as scholarships, etc are essentially needed for all the girls irrespective of their religions and castes.

7. The Government must ensure regular and early supply of free textbooks, free uniforms, free school bags, etc at the beginning of every academic year and also ensure quality of food served under mid-day meals scheme regularly.

8. Gender and caste based discrimination should be restricted strictly in schools and colleges.

9. Suitable essential facilities such as adequate class rooms, teachers, toilets, etc should be essentially facilitated at Schools and Colleges.

10. More female teachers should be recruited in schools to look into the problems of the female students studying in schools and colleges.

7.4. Summaries and Conclusion:

It is highlighted that the academic aspirations, academic achievement, encouragement in education, etc are different in rural areas and urban areas. The females to a greater extent are encouraged to get education in urban areas, whereas majority of the females are suppressed or discouraged in education in rural areas. The household work and the belief that ‘females are for household work’ and hence does not need education is still prevailed in rural areas. As such, the female education is neglected in rural areas.

It is revealed from the study that majority of the female students in rural areas are studying in Government primary schools, which shows that there is lack of private schools and considerably major portion of the female students living in urban areas are studying in private schools, due to assumption that
private schools provide good education. Overall, the Government schools are playing significant role in providing education to females. Though majority of the respondents are studying in Kannada medium, still considerably more number of students are studying in English medium.

The students from Hindu religion are dominant in education and due to their minority status; the Muslims, Buddhists, Jains, etc are not participating in education considerably. Scheduled Castes are getting education more compared to Others or forward castes and Other Backward Classes and Scheduled Tribes. Gulbarga district constitute major portion of the scheduled castes and Government is promoting the education of scheduled castes and due to these reasons, the scheduled caste females are more participating in primary education. It is surprising to note that a great majority of the female students are living in nuclear families, which shows that due to diversification in employment, that is family occupation to occupation of their choice based on extra skills and education, the people live independently and separately from their joint families. In this way, there is increase in nuclear or single families.

Almost female students surveyed under the study have sisters and brothers, which helps to know about the gender inequality or equality in their own families. Though living in urban areas, considerable numbers of respondents are from rural areas and this may be due to increase in education and in search of employment, they may have left their villages. It is revealed from the study that in almost all families, there is male domination in family decision making. Even majority of the respondents have also supported the same as they were stated that females are not given much importance while decision making in their families.

The study revealed that majority of the respondents have realized the significance of education in the life and as such, they have stressed that female need education. Even majority of the respondents have agreed that the female need education up to graduation and post-graduation, which shows the
ambitions of the girls to get knowledge. More than half of the respondents have mentioned the purpose of education to females to get the employment in organized sector and only few of them have supported the purpose of education is to get knowledge, reading and writing. As observed by the respondents, in majority of the families, the male members of the family are preferred and treated as superior in their families. Employment in unorganized sector and agriculture together with are family occupations of majority of the respondents. Consequently, the monthly income of the respondents is lower or middle.

All the respondents are fully or somewhat satisfied in their social life.

The educational background of the majority respondents is lower as the parents of majority of the respondents are illiterates or low (primary or secondary) educated. Though the parents are not educated or low-educated, still they are encouraging their female children to get education, which shows that the parents have realized the importance of female education. Getting Government job is main purpose of respondents and to achieve this aim, majority of the respondents are getting education and few of the respondents have set aim to become professionals like engineers, doctors, etc. While selecting the career choice of the females, it is highlighted that the interests of the parents is playing significant role rather than the interests of the females. Still, as agreed by majority of the respondents, the parents prefer boys education compared to girls’ education. Only few of the parents prefer the girls’ education also and such preference for female education is found more in urban areas. Gender inequality is also indicated in the form of restrictions imposed by parents on male children.

It is disclosed from the study that few of the social barriers such as girls’ education is economic burden to parents, orthodox beliefs such as females are for household work only, child marriage, etc have become barriers to female education. Such beliefs are more prevailed in rural areas compared to urban areas. Poverty, household work responsibility, etc are also economic barriers to
female education, especially in rural areas. In urban areas, the respondents are facing the problems of higher school fees.

Nearly half of the respondents have agreed that the girls are also getting education and employment opportunities equally with boys. Even majority of the respondents have agreed that there are equal opportunities for education for both boys and girls. It shows that the equality of gender is achieving gradually in society. Still in reality, the girls are discriminated in society and families as stated by a great majority of the respondents and the discrimination is multidimensional as many of the respondents are discriminated in socio-economic, educational, political, religious and such other aspects. Though few parents believe in gender equality, majority of the parents still think that males are always superior over the females in society.

The study revealed that majority of the respondents are paying school fees and it is generally higher, especially in urban areas and even paid donations to schools while getting admissions. But a great majority of the respondents are not getting private coaching or tuition and especially the female students in rural areas are not getting tuition or private coaching. More than half of the respondents are also getting scholarships from the Government and other agencies and institutions. Even the respondents studying in government schools are getting the benefits of free uniforms, free textbooks, free school bags, scholarships, mid-day meals, etc.

Best teaching, best education, near to residence, free education and good infrastructure are few reasons for the respondents to join the present schools. Still a few of the respondents are facing the educational problems such as poor teaching, poor infrastructure, etc., at their schools. Though getting mid-day meals, majority of the respondents who have got the benefits have remarked that the quality of food is poor and there is poor cooking environment.
There is discrimination in family as many of the respondents have agreed that their brothers or sisters are preferred in education by their family members. It is highlighted that if the respondents should be boys, they thought they might have preferred by their parents by getting adequate freedom, good schooling and more status. It shows that the attitude of parents is towards male children. Even few of the respondents have faced many incidents which initiated thought to leave and drop-out school and such incidents are poverty, household work, etc.

Though equally getting education and employment opportunities as stated already by majority of the respondents, still majority of the respondents have agreed that males are superior over females in family and society. It shows the attitudes of the family members and society towards status of females though there is growth in participation of females in education and employment. It is emphasized that many of the respondents thought that the level of education helps them towards better marriage prospects in future. But, only few of the respondents have agreed that girls are given adequate preference in educational opportunities in their families.

Surprisingly, more or less equal numbers of respondents have fully or to a greater extent agreed that the status of women is improved due to increase in education and few of the respondents have not agreed to the same also. It is emphasized that academic performance of almost all the respondents is excellent or good. Even the parents are cooperative to the respondents to continue their education and parents of few of the respondents are not cooperative with the education of the respondents. As such, it is noted that majority of the respondents have aimed to complete at least graduation or post-graduation and even few of the respondents have aimed to complete research degrees. Getting employment in organized sector and getting better marriage prospects are two major aims of education as stated by majority of the respondents.
There are feelings that the girls are for household work, such other orthodox and conventional beliefs in society and poverty of family have become barriers to girls’ education. There is psychological belief that the girls hesitate to attend to schools after attaining puberty, due to shyness and observation by others, but it is noted that it is not a major reason to discontinue the schools as stated by the respondents.

To encourage girls’ education, the efforts of teachers are essentially needed as the teachers educate, provide knowledge, console the parents of the girls and solve the problems of female students. Hence, the teachers are playing significant role in increasing female education. It is noted that boys are dominated in most of the schools in which the respondents are studying. It is agreed by all the respondents that there is gender stratification in education to the full extent or to a greater extent. The reasons for such stratification are conventional beliefs, additional economic burden to family, parents’ suppression, girls’ household work, etc. Even majority of the respondents have opined that though educated, the status of girls is lower in family and society.

It is noted that many of the social welfare schemes and programmes formulated by the Government helped the girls to get education and as stated by almost respondents, still more programmes on scholarships, incentives, opening of girls’ schools, etc are needed to increase girls’ education. Further, it is suggested by all the respondents to recruit females as teachers to increase female education. Finally, the study revealed that few of the respondents are also participating in extra-curricular activities regularly and actively.

To conclude, on the basis of opinions and observations, it is noted that the female students have realized the significance of education in life. According to them, the status of girls should be increased if they are getting educated. As such, females are performing best in their academic life. The Government also has formulated many of the welfare schemes and programmes to promote and encourage female education. Still, the females
thought that though educated, the status of girls is lower compared to boys. It shows the male domination in society. Of course, the girls think that there are equal education and employment opportunities in society, but due to different barriers and problems, girls are deprived in many aspects including education.

Such deprivation in education is affected due to social beliefs and conventional ideas such as girls are for household work and boys are for outside work. Hence, girls don’t need education. Further, boys will look after their parents at their old age, which the girls don’t. Marriage of girls is economic burden to family and in addition, education is also additional economic burden to family. These are few of the conventional thought, due to which the girls’ education is affected adversely. Many of the parents think that if the girls are going to schools, then no one is there to look after household work. Poverty is major factor which has become obstacle to girls’ education, especially at higher level. Distance of schools from the residences of girls is also a barrier, which deprived many girls from education. All these problems together with resulted in gender stratification in education.

Creating social awareness is the only solution to solve the problem of gender stratification in education. Further, it is essential duty of the teachers to convince the parents of the girl children, especially at rural areas to increase female education. More social welfare schemes and programmes are needed from the Government to increase female education and reduce gender stratification in education. There is also need to recruit more female teachers and also to set up more girls’ schools to promote girls’ education and to reduce gender stratification in education.

7.5. Scope for Further Research:

As the present study is made on gender stratification in primary education, there are many welfare schemes and programmes to promote the female education in society. These schemes include Sarva Shiksha Abhiyan,
Chinnara Angala, Baa Baale Shalege, Marali Baa Shalege, Kali-Nali, etc. The Government release huge funds to execute these programmes effectively and to promote female education. Still, there is gender stratification in education, especially at rural areas. Even it created educational divide or gap between males and females in society. Hence, there is need to know about the effectiveness and usefulness of the different educational schemes for promoting female education. For this purpose, it is essential to study these schemes, finance released under these schemes, benefits gained by the females from these schemes, problems, if any faced under these schemes, etc. In this regard, the future research is essentially suggested.