



Educational Status of women in Rohtas district, Bihar State

Dr. Kumari Sushma

Assistant professor

Department of Political science

Ram Narayn Shah Sarvodaya Maha Didyalaya

Ganjbharasra (Rohtas), Bihar State

Abstract

The purpose of this paper is to focus on the current status of women education level of Rohtas district and this paper will also highlight the various issues associated with the enrolment. The ultimate purpose of this paper is to demonstrate some measures to deal with all these barriers. The above facts and figures clearly shows that there exists a huge gap while comparing male literacy and female literacy and at the same time the literacy rate of rural areas and urban areas of Bihar. The Female literacy rate of rural Bihar is the lowest with comparison to the other states of India. In Rohtas district, the enrolment of girls in upper primary education was 50.24% as highest while compared with the boys (49.76%). The enrolment of girls in Under Graduation was 43.56 % as lowest while compared with the boys (56.44%). The percentage of enrolment of girls in Post-Graduation was very least by 26.21%. The government as well as NGOs has been working on solving this problem of how we can eradicate illiteracy in rural Bihar for both children and female.

Keywords: women education, primary education, Post-Graduation,

Introduction

Education has always been a foundation for economic and social development and it will be essential for the knowledge economies of the 21st century. Education manifests itself in many ways like cognitive thinking, affirmative thought system etc. It brings well-being to the society. Education of women is vital not only on grounds of social justice but also because it accelerates social transformation. Level of literacy and educational attainment are important indicators of development of any given society and we cannot exclude rural women in the development of any society as they equally contribute to the progress of the society and largely to the economy. The last decade in Bihar (2004-14) has

seen an exceptional development in education. Efforts by the Government of Bihar to increase accessibility to educational facilities in the state are showing signs of positive change.

Educational status of women in Bihar

The improvement of Female Literacy Rate in Bihar during 2001-11 (20 percentage points) was the highest, achieved by any state in India during that period. Although the growing literacy rates are showing some positive results, still literacy cannot be considered as the only sign of an educated society. On the other hand education rate in Bihar is characterized by wide gaps between the urban and rural woman (Urban female literacy is 72.6% & Rural female literacy



is 49.6%) as well as in between the male and female population.

H. Subrahmanyam (2011) compares women education in India at present and Past. Author highlighted that there has a good progress in overall enrolment of girl students in schools. The number of rural girls attending schools is rising, still; illiteracy and access to quality education is the major concern in rural Bihar. A recent study has revealed that the population of Bihar has gone up by 25 per cent in the past decade. This is an alarming rate. All development work and GDP growth rate will come to a naught if it has not been controlled. Education in this point plays a vital role in helping stabilise the population as well.

Table 1. Literacy Rates in Bihar

Gender	Rural	Urban	Total
Male	67.1	89.9	73.39
Female	49.6	72.6	53.53
Total	53.9	81.9	63.82

Source- Census 2011 Report

Bihar witnessed a growth of 16.3 percentage points in literacy levels from 2001-2011 (Census, India). The last decade in Bihar (2004-14) has seen an unprecedented development in education. Efforts by the Government of Bihar to increase accessibility to educational facilities in the state are showing signs of positive change. The literacy rate in Bihar has improved from 47.0% in 2001 to 61.8% in 2011 to 63.82% in 2015. Bihar’s improvement in Female Literacy Rate during 2001-11 (20 percentage points) was the highest ever achieved by any state in India during that period. The overall dropout rate and number of out-of-school children have

also declined. The number of higher education institutions increased during the period 2001-15. Although the growing literacy rates are showing some positive results, still literacy cannot be considered as the only sign of an educated society. On the other hand education rate in Bihar is characterized by wide gaps between the urban and rural woman as well as in between the male and female population.

The above facts and figures clearly shows that there exists a huge gap while comparing male literacy and female literacy and at the same time the literacy rate of rural areas and urban areas of Bihar. It is also showing that the labor force participation and worker population of Bihar are also comparatively low with the other parts of India. Although Bihar is showing some positive signs in terms of overall literacy rate in last ten years, still; it is at the bottom of the list. The Female literacy rate of rural Bihar is the lowest with comparison to the other states of India.

Educational status of women in Rohtas District, Bihar

An attempt was made to analyze the educational achievements of women of the areas under study

About Rohtas district: Rohtas district is one of the thirty-eight districts of Bihar state, India. It came into existence when Shahabad District was bifurcated into Bhojpur & Rohtas in 1972. Administrative headquarter of the district is Sasaram. The Rohtas district is a part of Patna Division, and it has an area of 3850 km (square kilometres), a population of 2,959,918 (2011 census), and a population density of 763 persons per km². Languages spoken here are Bhojpuri, Hindi and English



Rohtas district occupies an area of 3,851 square kilometres (1,487 sq mi). This makes it the 4th-largest district in Bihar. Rohtas district can be divided into two major natural areas. In the north and northeast is the Sasaram Plain, an alluvial plain sloping gently downward toward the northeast. Its average height ranges from 72m above sea level in the north to 153m above sea level in the south. The plains cover all of Dinara, Dawath, Bikramganj, Nasriganj, Nokha, and Dehri Blocks, as well as parts of Sasaram, Sheosagar, and Rohtas Blocks. There are scattered woodlands in the east, in Sasaram Block. In the southern part of the district is the Rohtas Plateau, which is an eastern flank of the Vindhya plateau with an average elevation of 300m above sea level. It covers parts of Nauhatta, Rohtas, Sheosagar, Sasaram, and Chenari Blocks. This area is hilly, with occasional forests throughout. Several streams flow toward the north, including the Durgawati, the Bajari, the Koel, and the Sura. The Rohtas Plateau is less well suited for agriculture due to the uneven, rocky and gravelly soils as well as the forest cover. A variety of long grasses grow naturally on the plateau, including pear grass, kus, and khas khas. Throughout Rohtas district, the soils are generally classified as ustalfs, ochrepts, orthents, fluvents, and psamments.

Rohtas district is divided into 19 community development blocks, which are grouped together into 3 subdivisions based at Sasaram, Bikramganj, and Dehri, respectively. Economy of the district

is agriculture based. Rice, wheat and maize are the main crops. Rohtas is also called the "Rice bowl of Bihar". Until 1980, Dalmianagar was one of the major

industrial cities in India. It had sugar, vegetable oil, cement, paper, and chemical factories but now they are closed. In 2006 the Ministry of Panchayati Raj named Rohtas one of the country's 250 most backward districts (out of a total of 640). It is one of the 36 districts in Bihar have received funds from the Backward Regions Grant Fund Programme (BRGF).

The total population of Rohtas district was 2959918. Of which male was 52.15% and 47.85% was female. Population growth rate over the decade 2001–2011 was 20.22%. Rohtas has a sex ratio of 918 females for every 1000 males, which ranks 22nd out of 38 in Bihar (the state ratio is also 918).

Table 2. Population of the Rohtas District (2011)

	Number	Per cent
Male	1543546	52.15
Female	1416372	47.85
Total	2959918	100.00

Working population: A majority of the working population of Rohtas district was employed in agriculture in 2011, with 23.58% being cultivators who owned or rented their own land and 43.85% being agricultural laborers who worked someone else's land for wages. Another 5.25% of the district's workforce was employed in household industries, and all other forms of employment accounted for the remaining 27.33%. [3]

Literacy rate: The literacy rate in Rohtas district was 73.37% as of 2011. The literacy rate was higher for men than for women: 82.88% of men but only 62.97% of women in the district could read and write. Literacy also was higher in urban areas than rural ones.



Table 3. Literacy rate of the Rohtas District

Gender	Population	Literacy rate
Male	1543546	82.88
Female	1416372	62.97
Total	2959918	73.37

Table 4 explains the educational status of women in Rohtas District. The enrolment of girls in primary education was 48.80% as lowest while compared with the boys (51.20%).

Table 4. Educational status of women in Rohtas District 2011-12

Gender	Primary	Upper Primary	Under Graduate	Post Graduate	PG Diploma
Male	219773 (51.20)	113868 (49.76)	36399 (56.44)	684 (73.79)	0 (0.0)
Female	209505 (48.80)	114961 (50.24)	28093 (43.56)	243 (26.21)	0 (0.0)
Total	429278 (100.0)	228829 (100.0)	64492 (100.0)	927 (100.0)	0 (0.0)

The enrolment of girls in upper primary education was 50.24% as highest while compared with the boys (49.76%). The enrolment of girls in Under Graduation was 43.56 % as lowest while compared with the boys (56.44%). The percentage of enrolment of girls in Post-Graduation was very least by 26.21%.

Factors affecting the low literacy rate of women

Poor school environment for girls-

In general the school environment for girls in rural Bihar is not really interesting and encouraging. There are still many schools with poor basic amenities such as drinking water, and toilet facilities, improper building and inadequate number of teachers especially female teachers preferable for any parents for safety of their girl

children from different types of exploitation and abuse.

The lower enrolment due to family responsibilities

The major educational problem faced by girls, especially girls from rural areas, is that although they may be enrolled at the beginning at the year, they do not always remain in school. Girls are often taken out of school to share the family responsibilities. Children belonging to low caste families are forced to learn skills and work and not encouraged to go to school due to various factors in the sphere of strict instruction from high caste communities for their selfish motives of keeping them as domestic servants.

Dowry system

In rural Bihar, dowry refers to the durable goods, cash and real or movable property that the bride's family gives to the bridegroom, his parents or his



relatives as a condition of the marriage. The dowry system is thought to put great financial burden on the bride's family. Dowry system and other social act as main causes of the neglect of the girl child and discrimination against girl child including the deprivation of right to education. In some cases, the dowry system leads to the crime against women ranging from emotional abuse, injury to even deaths.

Early marriage

Early or child marriage in India, according to Indian law, is a marriage where either the woman is below age 18 or the man is below age 21. Most child marriage involves underage women, many of whom are in poor socio-economic conditions. Bihar is the state amongst the highest child marriage rates in India. Rural rates of early marriages were three times higher than urban India rates in 2009 and still it is on the higher side. There is high association of female literacy with female age at marriage. By and large the female age at marriage of 18 as prescribed by various legislations not at all followed in India. It is very much ignored and neglected by the families of parents with low literacy.

Priority to son's education compared to daughter's education

Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand parents may see the education of daughter a waste of money as daughter will eventually live with their husband's families and the parents will not benefit directly from their education.

Poverty

Poverty happens to be the single biggest cause of illiteracy in rural Bihar and a precursor to all other effects. Rural women are found to be economically very poor all over the state. A few women are engaged in services and other activities. So, they need economic power to stand on their own legs on par with men. Poverty is considered the greatest threat to peace in the world. Sex slaves are a direct outcome of poverty. In a poor family, girls are the main victims; they are malnourished and are denied the opportunity of better education and other facility. If poverty were not a concern, then the girl child will be able to follow her dreams without concerns of sexual exploitation, domestic abuse and any education or work. Numerous studies show that illiterate women have high levels of fertility, poor nutritional status, low earning potential and little autonomy within the household.

Lack of adequate number of Female teachers

Another barrier to female education is the lack of female teachers. As India is a gender segregated society, it is a very important factor in the low female literacy rate. It is one of the barriers to girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teachers.

Caste disparities

Severe caste disparities also exist. Specifically it is on the higher side in the rural part of Bihar. Discrimination of lower castes has resulted in high dropout rates and low enrollment rates. But in spite of all reasons, women must



understand and realize that education can actually end the vicious cycle of poverty, their misfortune, so that they can live a life with pride. In case of any misfortune in life, it is education that would help her, not anything else. The government should really work towards the number, distance and quality of schools in rural as well as urban India. We should encourage the girl child in getting education to create a balanced and an educated society.

Conclusion:

In Rohtas district, the enrolment of girls in upper primary education was 50.24% as highest while compared with the boys (49.76%). The enrolment of girls in Under Graduation was 43.56 % as lowest while compared with the boys (56.44%). The percentage of enrolment of girls in Post-Graduation was very least by 26.21%. The government as well as NGOs has been working on solving this problem of how we can eradicate illiteracy in rural Bihar for both children and female. Not only the government but every literate citizen should contribute in battling with the evil spirit of illiteracy. Our motto should be "each one teach one", If we are to become a developed state. It's now turn of the youth to step up and take the responsibility on their shoulders to take the rural women of this state towards the light of literacy. The government as well as NGOs has been working on solving this problem of how we can eradicate illiteracy in rural Bihar for both children and female.

References

District Rohtas, Government of Bihar | Rice bowl of Bihar | India". Retrieved 2020-05-01.

Baruah, B. 2013. *Role of Electronic Media in Empowering Rural Women Education of N.E. India*. ABHIBYAKTI: Annual Journal, 1, pp. 23-26.

Goswami, L. 2013. *Education for Women Empowerment*. ABHIBYAKTI: Annual Journal, 1, pp. 17-18.

Kadam, R. N. 2012. *Empowerment of Women in India- An Attempt to Fill the Gender Gap*. International Journal of Scientific and Research Publications, 2(6), pp.11-13.

King, Elizabeth M. 1990. *Educating Girls and Women: Investing in Development*, Washington, DC.

Marshal A 2002. *Organizing Across the Divide; Local Feminist Activism, Everyday Life and the Election of Women to Public Office*. Soc. Sci. Q. 83(3), pp. 707-725.

<http://www.educationbihar.gov.in>

<http://www.ibnlive.com/news/india/bihar-government-to-declare-women-empowerment-policy-972108.html>