



**Economics**

**EDUCATIONAL EXCLUSION: SOME  
HIGHLIGHTS**

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**INTRODUCTION:**

The word 'Education' implies the characteristics of both the types of knowledge, material as well as spiritual. Mahatma Gandhi said that, "Education is a means for an all round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning. It is one of the means where man and women can be educated."

Social exclusion relates to the discussion on human development and human rights. Literacy is at the heart of basic education for all, and of all human capabilities. Basic literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Access to basic education lies at the heart of development. And education is a reasonably good indication of development and right of every individual to education is one of the first provisions of the universal declaration on human rights. Women in India constitute 50 percent of the countries human resources and their contributions are vital for the nation's progress. But the magnitude of illiteracy among women is very high. Only 65.46 percent women are literate as per 2011 census. The constitution of India confers on women, equal rights and opportunities in all fields. In spite of all these, women in India have not been able to take full advantage of their rights and opportunities in practice for various reasons. Women have been excluded from the education.

Educational exclusion is also found in case of the Scheduled Castes (SC) and Scheduled Tribes (ST) they are also mostly socially and educationally disadvantaged groups in India. Moreover rural area is also lagged behind the benefits of education.

**OBJECTIVES:**

- 1) To study the gender-bias literacy status.
- 2) To examine disparities in educational status across the categories.
- 3) To analyze the area-wise differences in literacy rate in India.

**HYPOTHESIS:**

"There is an educational exclusion in case of female, Scheduled Caste, Scheduled Tribe and rural area."

**IMPORTANCE OF THE STUDY:**

Indian constitution gives so many rights to human beings. Such as the right to equality, equal opportunity, freedom of thought and expression, freedom of liberty etc. But it's doubtful to each and every person in community can enjoy the human rights. Because of so many discriminations are existing in society like discrimination between caste-wise, unequal treatment for men and women etc. Women development is regarded as an important approach to raise the level of productivity and to break the vicious circle of poverty, for which better health and education is important. To reduce the income inequality and bridge the gap between rich and poor, development of marginalized community through education is important. Further, for the sake of balanced and inclusive economic growth of country the inclusion of rural economy is essential because around 60 percent of population living in rural area. The present research paper attempts to find out for inclusive growth the female, marginalized communities and rural economy whether they get the equal educational status.

**RESEARCH METHODOLOGY:**

The present research study exclusively relies on the secondary data which has collected through various books and websites on internet. [www.educationalforallindia.com](http://www.educationalforallindia.com), MHRD, Selected Educational Statistics, UGC, Annual Reports, indiastat .com etc. these are the sources have been used for the present research work. And data was calculated compound growth rate, per cent age, average etc. Moreover, appropriate diagrammatic devices is also be used. The study covers literacy rate among male and female, literacy rate and dropout rate across the gender-wise, category-wise and in rural and urban etc.

**OBSERVATION AND DATA ANALYSIS:**

Literacy is a reasonably good indicator of development in a society. A person aged seven and above, who can both read and write with any understanding in any language is treated as literate.

Table 1 highlights the literacy rates in India. Literacy rate of both Male and female are increasing. Moreover it is observed from the last column of male-female literacy gap; literacy gap is higher still 2001 i.e. around 22 to 25 percent but it is decreased in 2011(16 percent). But there is no drastic change in literacy gap. It indicates still woman has been excluded from educational right. But Compound Growth Rate of female literacy is (37.99) higher than male (19.15). It is good sign of the educational inclusion.

Table1: Trends in Literacy Rate

Year	Persons	Males	Females	Male & Female Literacy Gap
1951	18.3	27.2	8.9	18.3
1961	28.3	40.4	15.3	25.1
1971	34.5	46	22	24
1981	41.4	53.4	28.5	24.9
1991	52.2	64.1	39.3	24.8
2001	65.4	75.8	52.1	23.7
2011	74.4	82.14	65.46	16.68
<b>CGR</b>	<b>25.22</b>	<b>19.15</b>	<b>37.99</b>	<b>-1.28</b>

Source: Census of India 2001.

Table2: Percentage of Literacy Rates (1961-2001)

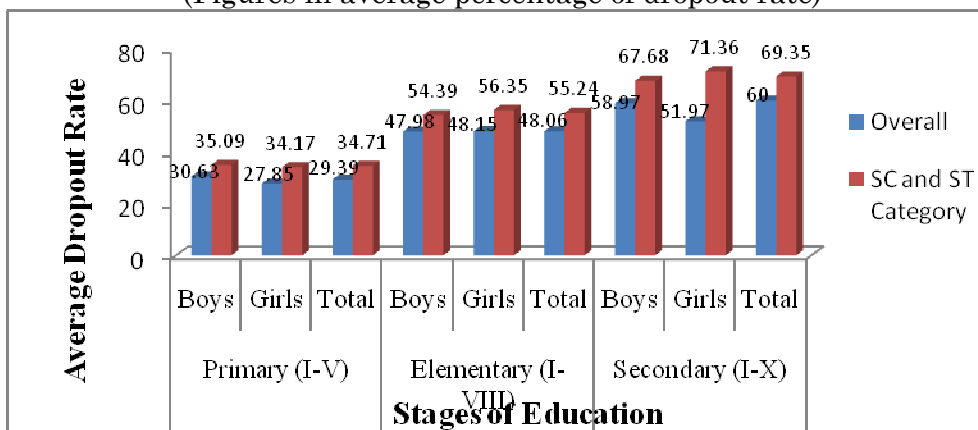
Year	General Category			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1961	40.4	15.35	28.3	16.96	3.29	10.27	13.83	3.16	8.54
1971	45.96	21.91	34.45	22.36	6.44	14.67	17.63	4.85	11.3
1981	56.38	29.76	43.57	31.12	10.93	21.38	21.52	8.04	16.35
1991	64.13	39.29	52.21	49.91	23.76	37.41	40.65	18.19	29.6
2001	75.3	53.7	64.8	66.64	41.9	54.69	59.17	34.76	47.1
<b>Average</b>	<b>56.43</b>	<b>32</b>	<b>44.67</b>	<b>37.4</b>	<b>17.26</b>	<b>27.68</b>	<b>30.56</b>	<b>13.8</b>	<b>22.58</b>
<b>CGR</b>	<b>17.1</b>	<b>36.19</b>	<b>23.03</b>	<b>42.47</b>	<b>89.54</b>	<b>53.43</b>	<b>45.39</b>	<b>84.37</b>	<b>54.93</b>

Source: indiastat.com

Table 2 examine literacy rate among SC and ST. The growing demand for schooling and its utilization among Scheduled Castes is reflected in the significant increase in literacy rate. Despite significant increases in literacy rate, but especially amongst Scheduled Caste and Scheduled Tribe populations, continues to aggravate inequalities in educational capabilities between different groups. SC and ST category literacy rate has less than the general category that is clear from the average figures. But the Compound growth rate of these categories is higher than general category. The literacy rate is higher in general category than SC and ST category and also among these all categories female and particularly SC & ST category female has excluded. It indicates still female has backward in education.

Drop-out rate represents percentage of pupils who drop out from a given level of education in a given school year. The various reasons responsible for that like Child not interested in studies, Parents not interested in studies, financial constraints, Facility for study doesn't exist in the nearby town etc.

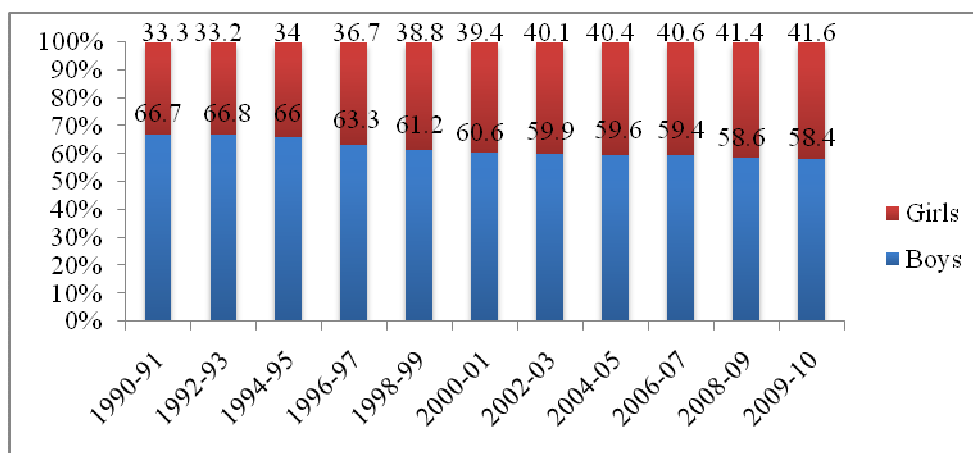
**Graph 1: Average Dropout rate (2001-2010)**  
(Figures in average percentage of dropout rate)



Source: Ministry of Human Resource Development, Government of India

Graph 1 examines the average dropout rate across the stages of education, gender-wise and category-wise. According to stages of education, higher dropout rate is found in case of secondary school. Comparing dropout rate among gender-wise the rate is higher in respect of girls and across the community-wise dropout rate is high in SC and ST category.

**Graph 2: Percentage of Girls Enrollment to Total Enrollment in Higher Education in India**



Graph 2 highlights the percentage of girls' enrollment to total enrollment in higher education during 1991 to 2009-10. It is observed from the graph, girls' enrollment is less than the boys' enrollment in total enrollment. This rate is fluctuating around the 33 percent to 41 percent during the study period. It means there was no much improvement in girls' enrollment and still girls have been excluded from higher education.

**Table 3: Women Enrollment in Higher Education by Faculty in India**  
(Figures in Percentage)

Faculty	2002-03	2003-04	2004-05	2006-07	2010-11	CGR
Arts	51.13	51.01	51.07	51.01	45.66	-2.24
Science	19.94	20.22	20.08	20.18	19.98	0.02
Commerce/Management	16.48	16.43	16.45	16.46	15.91	-0.68
Education	1.81	1.9	1.86	1.85	3.7	15.07
Engineering/Technology	4.17	4.13	4.15	4.16	7.69	13.10
Medicine	3.63	3.63	3.63	3.64	3.86	1.26
Agriculture	0.25	0.25	0.25	0.24	0.27	1.14
Veterinary Science	0.08	0.08	0.08	0.08	0.07	-2.64
Law	1.68	1.56	1.62	1.64	1.39	-3.24
Others	0.83	0.79	0.81	0.74	1.47	11.38
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>-</b>

*Source: University Grants Commission*

Table 3 represents percentage of women enrollment in higher education by faculty. The percentage of women enrollment in arts, Commerce/Management, Veterinary Science and Law faculty is decreased it is shown with the help of negative sign of Compound Growth Rate. On the other hand, women enrollment is increasing in respect of Science, Education, Engineering/Technology, Medicine and agriculture but among these various faculties remarkable growth is found in the field of Education and Engineering/Technology only.

Comparing Faculty-wise women enrollment, 80 percent of the women has concentrated in Arts, Commerce and Science faculty and remaining goes to professional courses. It means still they cannot get costly education because of male dominance society attitude towards female is different, moreover female being others property, dowry system, marriage expenses ultimately parents avoid to give such type of education.

**Table 4: Population Segments-wise Literacy Rate in India (2001)**

Population	Literacy Rate			
	Person	Male	Female	Gap
Total Population	64.8	75.3	53.7	21.6
Scheduled Castes	54.7	66.6	41.9	24.7
Scheduled Tribes	47.1	59.2	34.8	24.4
Hindus	65.1	76.2	53.2	23
Muslims	59.1	67.6	50.1	17.5
Christians	80.3	84.4	76.2	8.2
Sikhs	69.4	75.2	63.1	12.1
Buddhists	72.7	83.1	61.7	21.4
Jain	94.1	97.4	90.6	6.8
Others	47	60.8	33.2	27.6

*Source: Census of India 2001.*

Table 4 depicts the population segments-wise literacy rate in India in 2001. Highest literacy observed in Jain community followed by Christians, Buddhists and Sikhs etc. On the opposite side, lowest literacy found in case of Muslims, Scheduled Castes, and Scheduled Tribes etc. The same situation is also realized in respect of male and female literacy. Further, literacy gap has been lowest in Jain, Christians, and Sikhs and highest in case of SC, ST, Hindus and Buddhists. Literacy rate of marginalized community is lower than other category and female of marginalized community have been mostly excluded from education.

**Table 5: Literacy Rates by Sex for Rural and urban Areas in India**

Year	Overall				Scheduled Castes				Scheduled Tribes			
	Male		Female		Male		Female		Male		Female	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
1961	34.3	66	10.1	40.5	15.06	32.21	2.52	10.04	13.37	30.43	2.9	13.45
1971	48.6	69.8	15.5	48.8	20.04	38.93	5.06	16.99	16.92	37.09	4.36	19.64
1981	49.6	76.7	21.7	56.3	27.91	47.54	8.45	24.34	22.94	47.6	6.81	27.32
1991	57.87	81.09	30.62	64.05	45.95	66.6	19.45	42.29	38.45	66.56	16.02	45.66
2001	70.7	86.27	46.13	72.86	63.66	77.93	37.84	57.49	57.39	77.77	32.44	59.87
<b>Avg.</b>	<b>52.21</b>	<b>75.97</b>	<b>24.81</b>	<b>56.50</b>	<b>34.52</b>	<b>52.64</b>	<b>14.66</b>	<b>30.23</b>	<b>29.81</b>	<b>51.89</b>	<b>12.51</b>	<b>33.19</b>
CGR	17.60	7.10	45.04	15.56	44.96	25.91	96.69	55.30	45.27	84.61	27.91	46.67

*Source: indiastat.com*

Table 5 emphasis on area wise differences in literacy rate and also classifies gender-wise and category-wise disparity. Rural area is excluded from the educational opportunity because Average literacy rate in rural area is less than urban area. But CGR is high in rural area because the awareness regarding education, increasing infrastructural facility, raising standard of living etc. it leads to higher growth of literacy rate in rural area. Gender-wise comparison of literacy rate in rural and urban area female has been excluded from both the areas but rural literacy is lagging behind the urban area and male-female gap is greater in rural area. It is observed from the category-wise literacy rate in rural and urban; SC and ST category literacy rate is less than national average. In these categories female literacy is also less than national average. The rural area is isolated from educational right and particularly rural female and SC and ST literacy is less than overall literacy.

Despite female literacy is less than boys, Male-Female literacy gap are high, marginalized community is mostly excluded from educational opportunity, low literacy rate in rural area etc. To reduce the inequality in education and for the promotion of education government has undertakes various schemes such as Sarva Shiksha Abhiyan, National Programmed for education of girls at elementary level (NPEGEL), Kasturaba Gandhi Balika Vidyalaya, Mahila Samyakt Scheme, Schemes of Vocationalisation of

Secondary , Operation Black – Board, Improvement in Science Education, Integrated Education for Disabled Children, Computer Literacy and Study Scheme in Schools (class project), Sanskrit Education Development Schemes, District Primary Education Programme, Education Guarantee Scheme, Information Technology Scheme, Education Technology Scheme, Scholarships to post-graduate studies, Scheme for Infrastructure Development in Minority Institutes (IDMI) etc.

As well as in the year 2007-08 the Number of Recognised Educational Institutions from primary to University level they were 785950 primary, 320354 upper primary, 7024 Colleges for Professional Education, 9653 Universities/ Deemed univ./Instt.ofNational Importance. Moreover, the public expenditure on education steadily rose from 0.6 percent of GDP in 1951-52 to 3.49 percent in 2004-05.

*The hypothesis of the present study “There is an educational exclusion in case of female, Scheduled Caste, Scheduled Tribe and rural area” has been accepted. Because higher male- female literacy gap, relatively lower literacy rate of female than male, average literacy of SC & ST is also less than general category as well as less rural literacy compare to urban area these are all figures has been support to present hypothesis.*

#### CONCLUSION:

Education is an important avenue for upgrading the economic and social conditions of the female, SC and ST. Indian government has undertaken various developmental programmers’ to promote education to enjoy the educational right of each and every child in the economy. But still women, marginalized community and rural people have not enjoyed education right that extent. For the sake of educational inclusion the government should give incentives to girl child and special assistance to SC and ST students, increase the number of schools in rural areas, to arrange workshop, seminar, conference to advise regarding importance of girl education, to provide technical education to female with regular courses in order to become economically strong in the future periods, to making a safe and suitable job environment to encourage girl education, control the dowry system etc. Government should play an active role in making more and more literate people irrespective of Caste, Creed and Religion. Finally there is one slogan with respect to education i.e. “Vidya Vine Na Jagruti” without education there is no awareness among people for their progress ultimately it leads to economic development. To achieve these all things not only better quality education is sufficient but also requires equality in education.

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