

# Girl Student Drop Outs in Slum Areas of Bidar City

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## ABSTRACT

Illiteracy and low-education have become major problem of India, which leads to under-development of the country. Many of the conventional and orthodox beliefs and poverty have become major reasons for low-education among people. Due to gender inequality that is prevailed in villages and backward areas like slum areas, there is more educational drop outs among females. Hence, the present study is made to study the reasons for female drop outs in slum areas of Bidar city. To collect the primary data, 150 parents and guardians of female drop outs were surveyed through interviews. It is noted that poverty and orthodox beliefs are leading the female drop outs. It is suggested to the Government to provide opportunities to girls' drop outs on the basis of age criteria.

## 1. Introduction

The word 'school dropout' is defined as "a child who enrolls in school but fails to complete the relevant level of the educational cycle". Therefore, dropping out of school is a situation when a child is not getting an education or he/she totally forfeits the journey of education in his or her life. In short, dropping out from school is simply an early exit from school. A 'dropout' is a pupil who leaves school before the completion of a school stage or leaving at some intermediate or non-terminal point of a given level of education (school stage) (Manjeel Rai, 2015).

Student's dropout is a serious issue for any country. Students Drop out means discontinuing schooling for financial and practical reasons and disappointment with their social system and examination results. It is not necessary that student always dropped out, sometime students stop attending their school by discharging registration. Student dropout means leaving school without completing their basic early education and secondary education. Student dropout problem is faced by all developed and developing countries of the world. In developing countries dropout rate are remarkably high, even for the basic school going children.

There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women. The gross enrolment for all classes during the decade has increased by 27.85%, while as during the same period the enrolment up to primary level has increased by 18.34%, for upper primary level by 38.16% and for secondary level 58.70%. On the other hand, the worrying aspect is, that nearly 58.80% students' dropout by the time they reach upper primary level and 79.95% dropout by the time they reach secondary level. The gross enrolment percentage of girl students in India have increased by 40.52%, which is more than two-fold higher than the enrolment growth recorded for the boys during the same period. Up to primary level, the overall enrolment percentage during the decade has increased by 28.42%, for upper primary level by 56.14% and for secondary level by 81.01%. The annual corresponding growth of the female students during the period has also

increased steadily, with an average annual corresponding growth of 3.51%. It is equally notable that, by the time these girl students reach primary level nearly 60.39% drop out and by the time they reach secondary level 81.72% girl students' dropout (Pandita, 2015).

Across the world, females are more likely than males to be out of school and the poorest girls/women from the most disadvantaged rural areas tend to have the lowest educational attainment levels. The reasons why females are more likely than males to be out of school relate to social power structures and socially-constructed norms that define the roles that boys/men and girls/women should play. These gender roles affect the rights, responsibilities, opportunities and capabilities of males and females, including their access to and treatment in school. Mainly because of gendered perceptions of adolescent girls' roles and responsibilities, in most developing countries, girls' enrolment rates fall when they reach lower secondary school age and then decline further when they reach upper secondary school age. Hence, it can be summarized from the above discussion that, there is more drop out rate of girls compared to that of boys and in this respect, the present study is made to explore the reasons for girls' drop outs in slum areas of Bidar city.

## 2. Objectives of the Study

The present study is aimed to get the reasons for girls' drop outs in slum areas of Bidar city. It is aimed to look into the attitudes of parents and guardians towards education of their girl children. It is aimed to explore the opinions of parents and guardians on the necessity of girls' education.

## 3. Area, Scope and Methodology

Bidar city is located in Hyderabad-Karnataka region of Karnataka state. The city has population of 216020 people and total slum population is 23803 as per the Census of 2011. As the slum areas are most backward, there is increase in illiteracy among slum population. To conduct present study, total 150 guardians and parents of total 150 girl drop outs were interviewed. The girl drop outs were dropped from their schools from 8<sup>th</sup> standard to 10<sup>th</sup> standard. The author was

collected statistical information from girls' schools on the particulars of drop outs between four academic years, 2014-15, 2015-16, 2016-17 and 2017-18 at schools located in slum areas. Based on the details of information provided at schools, the researcher was visited households of drop out girls and collected primary data through personal interviews. The collected primary data is analysed, interpreted and discussed as under.

**4. Analysis, Interpretation and Discussion**

As discussed above, parents of girl children were interviewed to collect the primary data. The relationship of parents interviewed on behalf of girl children is as under.

Table No. 1. Relationship of Parents Interviewed

Particulars	Frequency	Percentage
Father	63	42.00
Mother	37	24.67
Brother	21	14.00
Sister	11	7.33
Any Other	18	12.00
Total	150	100

The relationship of parents interviewed revealed that, 63 (42.00%) are father of the girl child drop outs, 37 (24.67%) are mothers of the drop outs, 21 (14.00%) are brothers of girl drop outs, 11 (7.33%) are sisters of girl drop outs and 18 (12.00%) are other relatives of the girl drop outs. As the respondents covered under the study are relatives of girl drop outs, it is essential to know whether they are aware on the significance of the education in the life of girls. It was asked to the respondents that education for girls is essential and collected primary data is tabulated as under.

Table No. 2. Education is Essential for Girls

Particulars	Frequency	Percentage
Yes	78	52.00
No	47	31.33
Limited Education Needed	25	16.67
Total	150	100

As discussed above, 78 (52.00%) of the respondents have agreed that education is essential for girls, whereas 47 (31.33%) have stated that education is not essential for girls and 25 (16.67%) have felt that limited education is needed for girls. As agreed by majority of the respondents, there is need of education for girls and the level up to which the education is needed for girls is as under.

Table No. 3. Level of Education Needed for Girls

Particulars	Frequency	Percentage
Just Primary	62	41.33
Secondary	33	22.00
Under-Graduation	08	5.33
Higher/ Technical Education	--	--
Not Applicable	47	31.33
Total	150	100

On the level of education needed for girls as stated by the respondents revealed that, 62 (41.33%) have stated that girls are needed just primary education, 33 (22.00%) have expressed that, girls needed secondary education, 08 (5.33%)

have mentioned that girls are needed under-graduation and it is not applicable to 47 (31.33%) of the respondents as they are not supporting education for girls. It is highlighted that, though majority of the parents of the girl drop outs are supporting education, still the girls in their families have become drop outs. In this respect, the reasons for dropping out the girls' education are collected from the parents and guardians of the girl drop outs and presented in the following table.

Table No. 4. Reasons for Girl Drop Out

Particulars	Frequency	Percentage
Girls are Not Interested	15	10.00
Poor School Infrastructure	--	--
Lack of Schools in Locality	11	7.33
Caste & Gender Discrimination in Schools	27	18.00
Poverty & Girls' Education is Additional Economic Burden	83	55.33
Poor Academic Performance by Girls	08	5.33
Any Other	06	4.00
Total	150	100

On the reasons for girl drop outs as stated by parents and guardians, 15 (10.00%) have expressed that the girls are not interested, 11 (7.33%) have agreed that there are no schools in their localities, 27 (18.00%) have mentioned that there is caste and gender discrimination in schools, 83 (55.33%) have stated that there is poverty and girls' education is additional economic burden, 08 (5.33%) have opined that there is poor academic performance of girls in schools and 06 (4.00%) have given other reasons for girls' drop outs. As discussed above, due to many of the reasons the girls have dropped their education and it was asked to the parents and guardians of such girls, whether they wish to send their girl children to schools and now to continue education and the collected information is tabulated as under.

Table No. 5. Wish to Continue Education of Girl Children

Particulars	Frequency	Percentage
Yes	--	--
No	114	76.00
Can't Say	36	24.00
Total	150	100

It is emphasized that, 114 (76.00%) of all the respondents are not interested to continue education of their girl children, whereas 36 (24.00%) have not expressed their opinions on the same. Many of the family friends, relatives and well-wishers persuade parents and guardians of the girl drop outs to continue education of such girls and the information was collected from the respondents on such persons and presented in the following table.

Table No. 6. Persons Persuaded to Continue Girls' Education

Particulars	Frequency	Percentage
Teachers	76	50.67
Family Friends	21	14.00
Siblings	06	4.00
Any Other	--	--
None	47	31.33
Total	150	100

Above table made it clear that, of all the parents and guardians surveyed, 76 (50.67%) have agreed that the teachers of girl drop outs urged them to continue the girls' education, 21 (14.00%) have stated that their family friends have urged them to continue education of girl children, 06 (4.00%) have opined that their siblings have persuaded them to continue education of their girl children and 47 (31.33%) have expressed that none of the persons have urged or persuaded them to continue education of girl children.

## 5. Findings and Suggestions

It is observed that, the parents and guardians of girl drop outs are illiterates or low-educated and the surrounding environment in slum areas is also full of such people. As such, it has become obstacle for girl children to keep away from schools at an early age. Poverty of family is also one of the biggest causes for girl drop outs. Realizing the poverty of the families, the Government is providing free education with many facilities, but it is noted that many of the parents and guardians are unaware about such educational facilities and schemes. Hence, it is suggested to organize awareness of welfare schemes initiated by the Government for the promotion of female education. Further, for the drop outs, there is need to

provide opportunities to age-based schooling. In this way, there is needed to decrease girl drop outs and promote female education.

## 6. Conclusion

Of course, the Government has formulated many of the welfare schemes and programmes for female education, but they have become not useful as there is unawareness among people, especially living in villages and backward areas like slum areas. Still, many of the beliefs such as girls are for household work and don't needed education are still leading in such areas. For this purpose, massive awareness campaigns are needed to promote female education. In this respect, the NGOs have to come forward to take up such works. It is suggested to the Government to initiate education for girl drop outs based on age, so that the drop outs can join to the classes based on their age up to secondary education. The teachers' role is most significant in promotion of girls' education and the teachers have to counsel, convince and guide the parents of girl children to not to discontinue schooling of girl children. In this way, more of such efforts are needed to control girl drop outs in secondary education.

## References

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