

Understanding the dynamics of
educational inequalities among the
socio-economically marginalised:
experiences from four districts of
India

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- Statistics shows gender difference in attainment of education
- Literacy rate

	2001	2011
Men	75.3 %	over 80%
Women	53.7%	65.5%

However, there is variation in the differences among states

For example:

In few states wide gap in achievement of male to female literacy is seen (Like UP, Bihar, Orissa etc)

- This paper discusses how gender difference affects acquisition of education and how it perpetuates among the marginalised class, which further provides a direction, that could be used to review policies.

Research design

- Multi-design case study approach
 - In-depth interviews
 - Focus group discussion
 - Observation
 - Document analysis

I focused on four districts of India

Jhansi, Tikamgarh, Anantapur and Cuddalore

Results

Level of education – Number of years in schooling

Districts	Illiterate (%) (No schooling)		Primary (%) (1-5)		Secondary (%) (6-8)		High school (%) (9-10)	
	Men	Women	Men	Wome n	Men	Wome n	Men	Women
	BKR	48.8	64.1	34.1	23	14.6	12.8	2.4
AD	59	69	26.2	16.4	8.2	9	6.6	5.5
CD	50.8	60	28.8	25	11.9	11.7	8.5	3.3

Low female literacy

Less proportion of female participants as the level of education goes higher

During my field work –

school drop outs and illiteracy was quoted as
one reason for their poverty

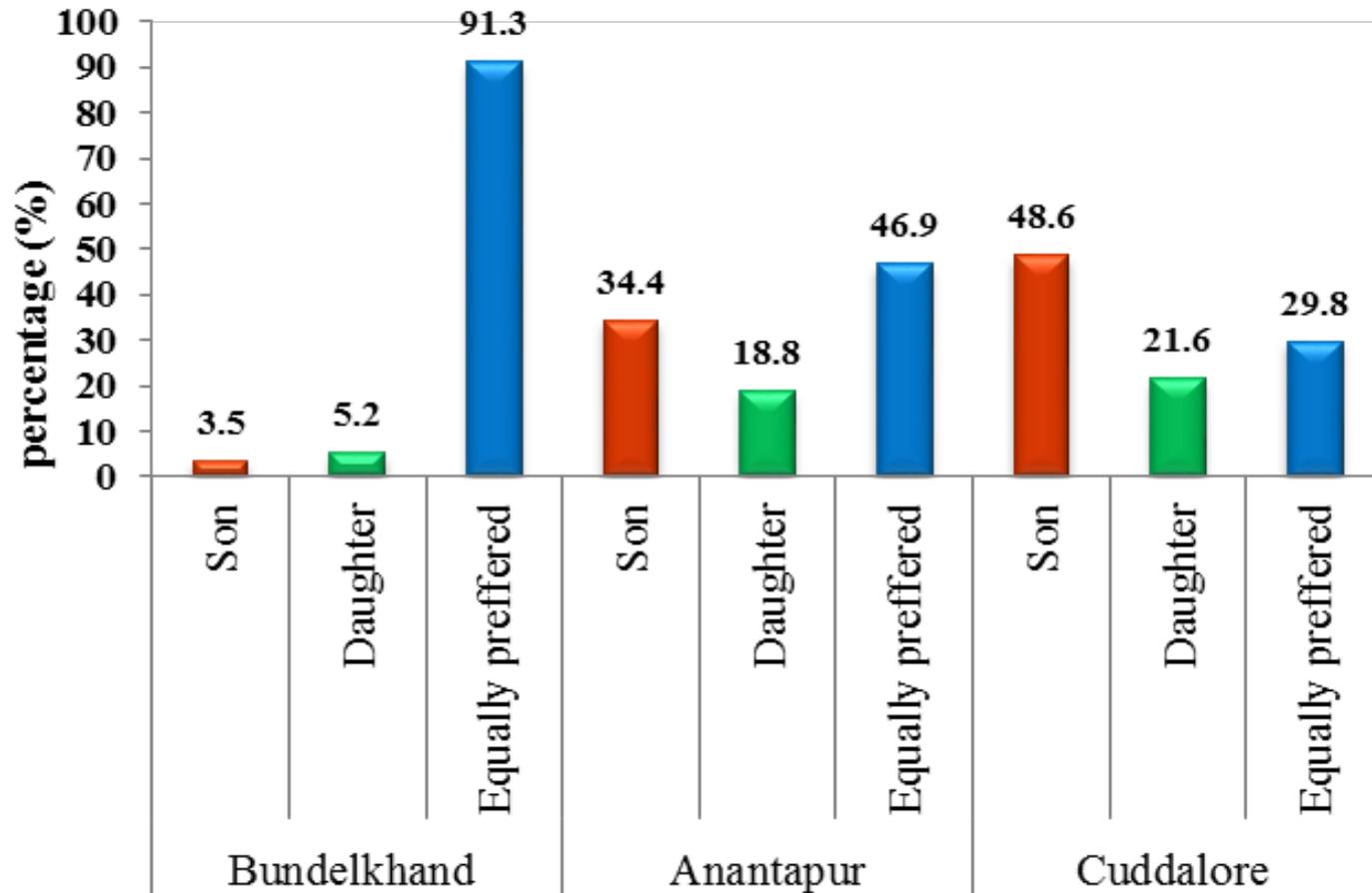
I looked at the indicator – Son preference

Preferred gender

Intra-household allocation of resources

Comparison of the Preferred Gender among the Respondent's Children

(No of obs - 220, Male -113, Female -107)



- Daughters maintained in home for household chores after primary education
- Son are allowed for premium education
- Their ideology
- Spending for daughter on marriage = spending for son on education
- This situation mostly observed in low income and large sized families

Why there is preference to educate son?

- Higher male social value
- Sons received legacy rights ('Vamsadharakudu' in Telugu and 'Varisu' in Tamil. This means the family name was carried through generations). They took the family legacy after performing the rituals following their father's death.
- A son was considered a lifelong partner, who was expected to take care of parents when they got old.
- A son was considered a prestigious belonging
- The son was expected to share the burden of the family (He repays the debt of his father)
- The son supported other female siblings (Facilitates their marriage)

Question here is

- How policies are tackling structural issues to bring equity in education?
- On reviewing NEP

There is no clear focus under the section 'Education for Women' to address the structural issues

It is suggested to address the cause and consequences of structural issues while designing policy for equity in education

Thank you