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## RELATIONSHIP BETWEEN EDUCATION AND FLFP IN RURAL INDIA THROUGH A SURVEY IN PATIYALI (UP)

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### ABSTRACT

**T**his paper evinces problem of women interest including the psychology of parent, attitude of teacher, and thinking of women to analyze their role in her status. This paper also tried to find out the relation between education and its role to lead development of female WFP. To check the position of women the analysis of data collected was only the way to know the actual situation while the data collection as a secondary data taken from others research in literature review but to find out the relation between education and FWFP, we have collected the data from teachers of schools, ladies having account in bank and people living in village. Studies also find s out the barriers to women empowerment including education and Women workforce participation.

**KEYWORDS:** Women, Education, FLFP, Psychology, Rights.



### INTRODUCTION:

In a population everyone is equally important, especially when both share equal resources and may be a productive part of the economy as well as development. In Indian perspective where constitution provide equal right to every citizen in country it is going to be a much important to know the real scene of society. Here women, man and third gender have equal right provided by Indian constitution that may or may not true as per reality in society. This Article provides a sight on real position of women in Indian Society. The study evinces different problem of women interest including the psychology of parent, attitude of teacher, and thinking of

women to analyze grouped together in statement of research problem, these interest are discussed below:

**Psychology of Parents**  
 In the women empowerment the psychologies of society have importance, and from the childhood only parents lives 24 hours with the women to take a lot of decision. Parents are the people of society who are the responsible for the education, health, trainings and other decisions like marriage. So to know factors about the psychology of parents to take a decision of importance article is too good.

### ATTITUDE OF TEACHER

Teacher plays an important role to encourage or discourage

a student no matter who is a male or female. When a first time a child goes to school with a lot of fear and hopes and that time behavior of a teacher is very important. In our Indian society there is always difference of a girl's education and a boy's education. This article has result about attitude of a teacher for a girl child.

### NATURE OF THE STUDY

The study is exploratory in nature and seeks to identify the problems and challenges faced by women in urban and rural areas in India. The present study surveyed only urban and rural girls and women to find relation between her educational and WFP after year 2000. Objectives of the study was to find knowledge about parents behavior to educate women in rural area while another aim to know its effect on women work force participation either these are positive or negative.

### 1.2 Work Plan

Work plan to find out the

research problem and its solution can be classified as shown in figure given below:

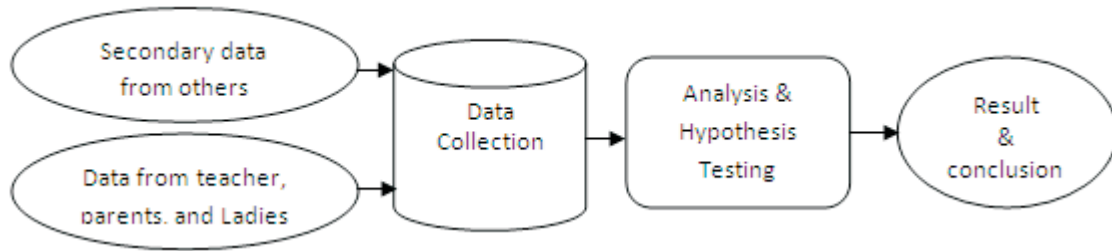


Figure 1: Data collection for analysis

**2.HYPOTHESIS AND DATA COLLECTION**

After analyzing the literature we have to check the relationship between education and Women WFP in female. Testing of the conclusion found by data analysis is only acceptable with the help of hypothesis.

**Null hypothesis (H0)**

There is not any significant relation between education and Workforce participation after year 2000(<sup>w</sup>μ2000).

$${}^1H_0 : {}^w\mu_{2016} = R ({}^{wf}\mu_{2000}, {}^{ed}\mu_{2000})$$

**Alternate Hypothesis (Ha)**

There is a relation made between education and Workforce participation employment in Indian women after year 2000.

$${}^1H_a : {}^w\mu_{2016} \neq R ({}^{wf}\mu_{2000}, {}^{ed}\mu_{2000})$$

**DATA COLLECTION**

Secondary data of different agencies has been collected through online medium to perform our analysis.

**From school going girls**

- How parent’s reacts about her education to send her in schools and college?
- How parent’s reacts about her education to send her to outside the city?
- Why they want to educate her?
- Why they do not want to educate a girl’s child?

**From Women:**

- Are you working Women?
- What is your qualification?
- Have you earned at home through job work or employment?

**From Teachers**

- Are the girls not sincere in study?
- Is her parent sending them school on time regularly?
- If no what is the reason? If Yes than why?
- Is teachers tried to know why she is not coming to school regularly?
- Is the presence of a lady teacher attracting the girl students?

**3. LITERATURE REVIEW**

**3.1 FEMALE LABOR FORCE PARTICIPATION**

As per the study done by Sonali et al. [1], In which she has shown that East Asia & Pacific had highest FLFP rates while India competes among lowest FLFP owing countries. She has shown in her study that the India’s FLFP rate was lower than the average in Asia as 33% than the average 63%. Sonali et al.[1] cited a survey done by NSS on employment and unemployment about status in IMF staff in India. This study is shown in form of a histogram in figure (2), that shows FLFP rate in Urban India was not changed but having a big change in rural India. We can conclude it as a movement of working women from rural area to Urban area for a better earning that may be a fact of reality.

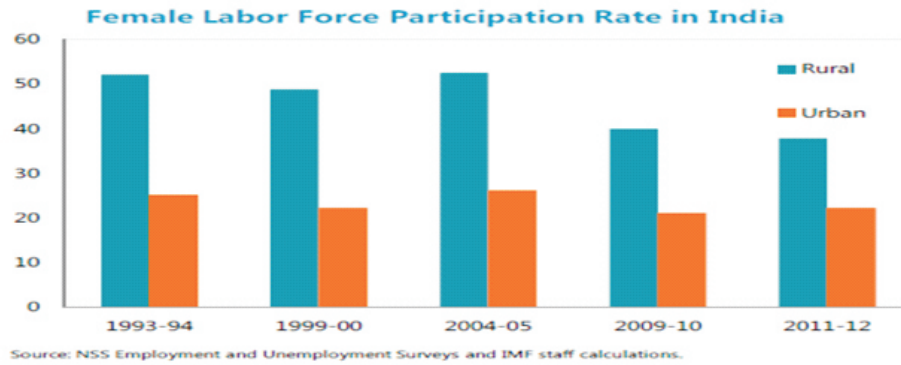


Figure 2: FLFP from 93 to 2012 taken from [37]

In her study [1], she has shown FLFP rate of Bihar was lowest while Sikkim was highest in all the Indian states. Figure (3) shows that mostly Indian states have Less than 50 % FLFP rates in India while Himalayan states has highest FLFP rates. She has shown a interesting fact that all the Himalayan state except the Jammu and Kashmir that has lowest resources having highest FLFP rate including the states Arunachal Pradesh, Mizoram, Meghalaya, Himachal Pradesh Sikkim while all resourceful states having lowest FLFP rates including Bihar, Punjab, Haryana, Uttar Pradesh, Jharkhand, Delhi, West Bengal, Chandigarh, Orissa and Daman & diu also. Here most important seen shown in case of Uttar Pradesh Versus Uttaranchal and Madhya Pradesh versus Chattisgarh where UP had very low FLFP rate below than 15 while Uttaranchal had more than 30 same result can be analyze for Madhya Pradesh and Chattisgarh where Madhya Pradesh had less than 30 while chattisgarh had more than 50.



Figure 3: FLFP rates across all Indian states [1]

As per the discussion in report [2], Self-Employed Women’s Association (SEWA) is organization run by poor women considered in informal economy that is the largest sector in India, and more than 90% of working women considered in it.

**Hours worked**

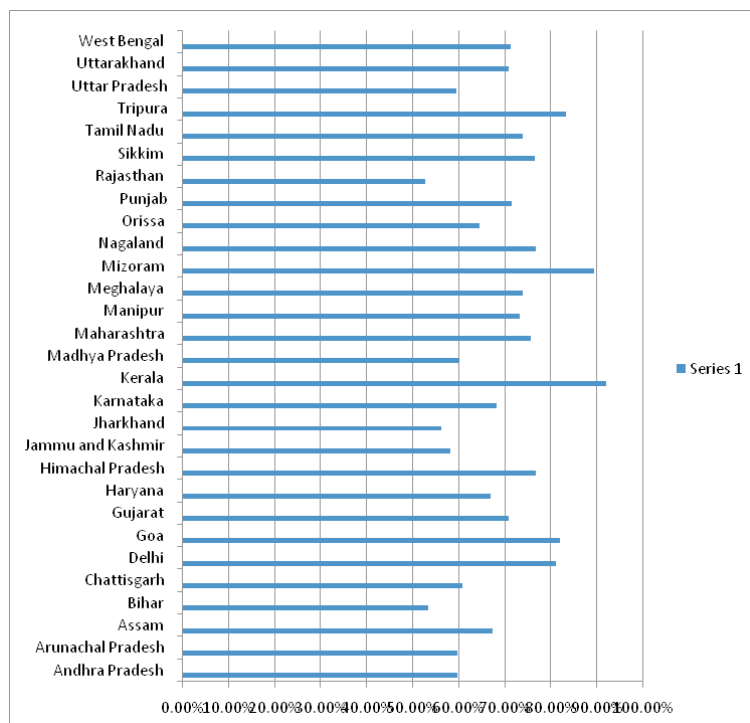
Women working hours are roughly twice than men while her contribution in society rarely accepted. In the present scenario women contributing in every field while her contribution in agriculture is maximum and not considered whether she is in subsistence farming or commercial agriculture. When measurement of working hours considered then the number of tasks performed and time spent of a women is always than men. About the year 2011, in working paper of SOFA team shows [3] the comparison with other nations in which Indian Women has more than 30% work share in agriculture. Here we have considered the Asian countries only for comparison. Their report showing the percentage of labor supplied by women in few countries in which India has 32% while Nepal had 65%. SOFA teams also shown the percentage of highest percentage giving state and the lowest participation giving state as a Rajasthan and West Bengal respectively.

**3.2 EDUCATION**

It is a fact that, the female literacy rate is lower than the male literacy rate, Girls are less enrolled in the schools than the male students while has greater dropout rate. According to NSS Data, only few states have approached universal female literacy rates including Kerala. Parents want to more boys are engaged in education while girls in homecare techniques like cookeries, dancing and Mehandi etc. The role of parents is to deliver a chaste daughter to her husband’s family. Few Sonalde Desai [4] have found fear to lose her virginity as an important concern to not sending them to school. Distance of schools also a factor to not educating a girl child while less number of lady teachers is another de-motivating factor for the parents. She writes that parents are often unwilling to expose their daughters to the potential assault on their virginity. Another aspect is the labor demand at home done by girls at the timing of schools not allows them to attend school on day time.

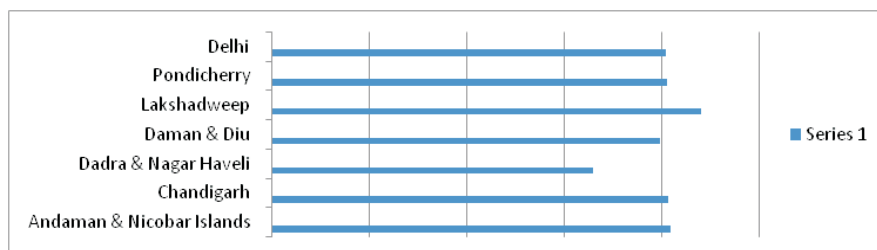
**State-Wise Percentage of Female Literacy (by Census of India - 2011)**

State wise female literacy rate had an average of 65.46% in all India basis in 2011 census with the high literacy rate in 92.0% in Kerala and least literacy rate is 52.7% in Rajasthan. The literacy rate of female 11% increased in 2011 census is increased from 54.16% to 65.46%. Women’s are growing well in the last after year 2000.



**Figure 4: Literacy rate according to census 2011**

As per the study of JKumar and Sangeeta [5], Literacy rate of women in every state including UTs are very low, even a single state not having rate 100 % till year 2011 as per census of 2011 while over all literacy rate is far less than the Male since the 1901 to 2011 as per the last figure.



**Figure 5: literacy rate in UT according to census 2011.**

Kumar et al [5] shown in figure (6), few result using histogram taken from the data of census 2011 is that the literacy rate of women was just negligible in initially from year 1901 to year 1931 but from the year 1940 to 1951 this trends had been changed because that was the time of starting reforms in the field of education. From the year, 1961 to 2011, it is just increasing continuously but the situation of women is very less than situation of man in terms of literature.

### RIGHT TO EDUCATION

Right to education discussed in the paper [5] is that free and compulsory education is a fundamental right of all children in India according to the 93rd constitution amendment 2001. It is a hope to millions of children in the age group of 6-14 years and especially for girls.

### Provisions for Women's Education in India

Constitution provides educational provisions for girls and according to [5] encourages in favour of women for neutralizing the cumulative socio economic, education and political loss faced by them. Article 21A, Article 41, Article 45, Article 46, Article 51A (k), The Right of Children to Free and Compulsory Education Act, 2009, are made to educate women while for Minorities Article 29, Article 30 available. Government has Major Schemes for Elementary Education for girls including Sarva Shiksha Abhiyan (SSA), Kasturba Gandhi Balika Vidyalaya (KGBV), Mahila Samakhya, District Primary Education Programme (DPEP), National Programme for Education of Girls at Elementary Level (NPEGEL), Padhe Bitiya Badhe Bitiya, Ladali Scheme, Kanya vidhya Dhan.

### Present Position of Women Education in India

United Nation's enormous pressure with regard to the uplift of women in terms education is still on born stage in India for several reasons. The Census report of year 2011 indicates that literacy among women as only 65.46 percent and disheartening to observe that the literacy rate of women in India is even much lower to literacy rate of national average 74.04. The growth of women's education in rural areas is very slow. Gender inequality is reinforced in education which is proved by the fact that the literacy rate for the women is only 65.46% against 82.14% of men as per 2011 Census.

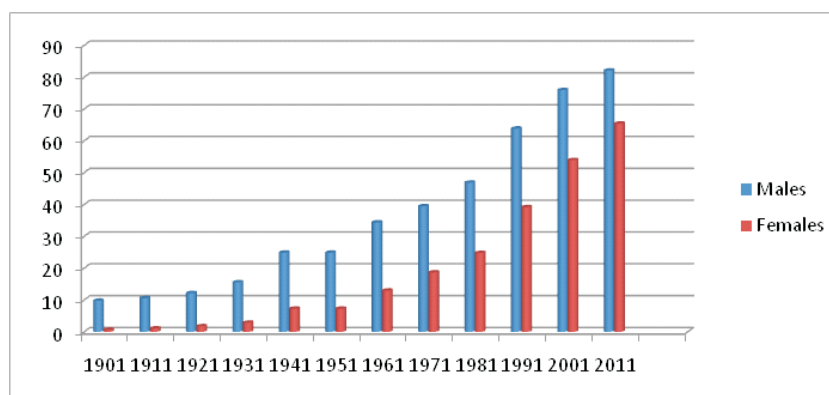


Figure 6: Literacy rate of India from year 1901 to 2011

### 4.SURVEY FOR THE DATA COLLECTION

Data collection was typical job to find out the variety of data from the different places that is why researcher performed the survey from bank from where generally a variety of data available for any working day chosen. To study in rural bank researcher have chosen the women came to Aryavart Gramin Bank for the transaction and hospital chosen as a Government hospital of Patiyali in District Kasganj of UP in north india. Here hospital and bank chosen both are place in a small town within a rural area. In this survey researcher included the question decided at the time of hypotheses chosen. Here questions were added to know the view of Teachers, Parents and Girls.

4.1 ANALYSIS OF STATISTICAL DATA

Teachers View about girls

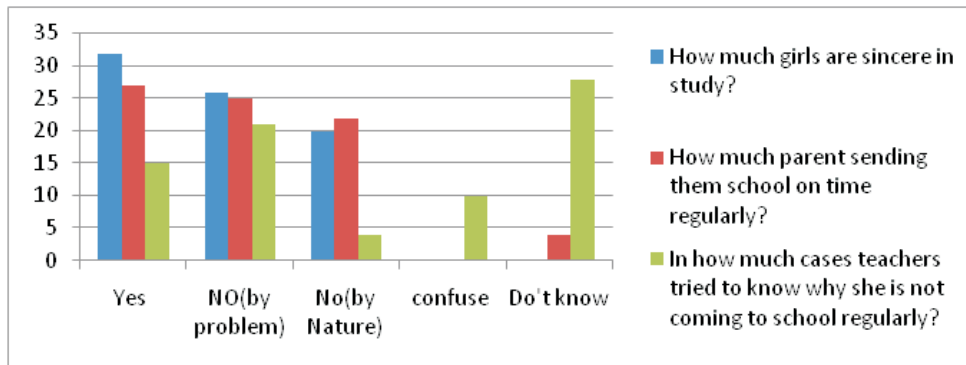


Figure 7: Query from Teachers

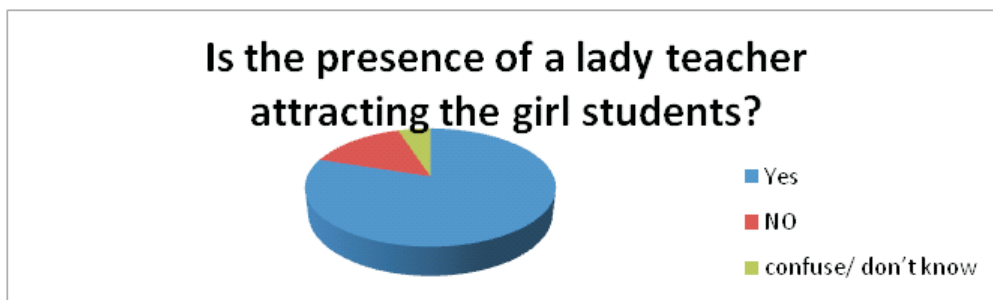


Figure 8: Query from teachers about presence

Views of Parents about the girls:

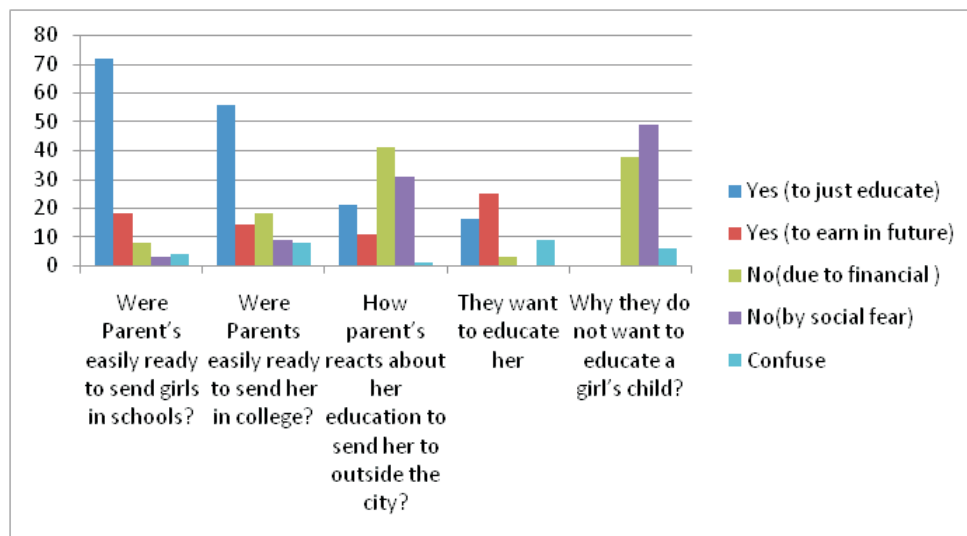
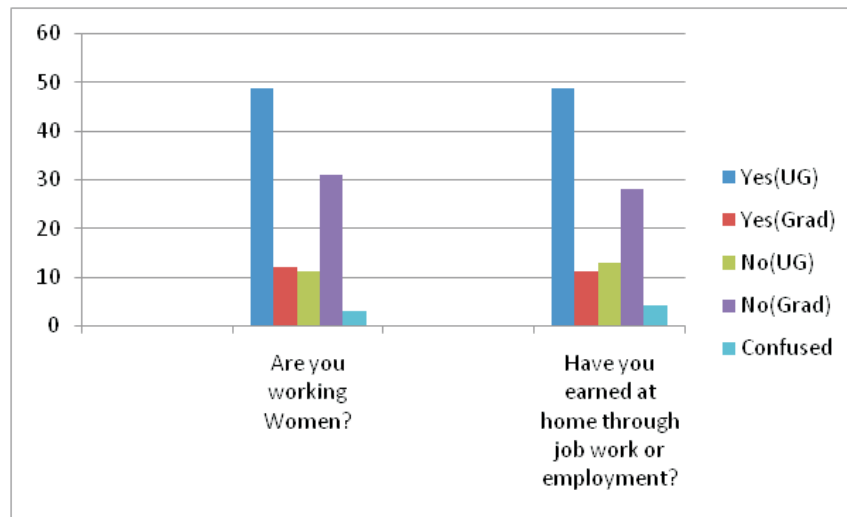


Figure 9: Parent's views about the girls



**Views of ladies holding account in bank**



**Figure 10: Education versus Job**

**4.2 Own Interpretation of Observations**

All the observation taken from different group, make different meaning. Few interpretations are shown here:

The study would help us in understanding the barriers in her path of empowerment. As per teacher’s point of view, generally girls are sincere about the study even they are unable to attend while generally parents also want to teach the girls students until there is a problem faced by them. Teachers also agreed to say that they are generally not tried to know the difficulties of student to attend the class. Even maximum teachers were agreeing on this fact that a lady teacher attracts the girl students.

As per parents, Maximum parents were happily sent a girl child to school and college if it is near to the home. Even they are only tried to stop her education if she is going to outside the city even in college, only due to the social fear. Study shows that social fear and financial crises only the reason to not send them to educate.

From the output of working women it is a fact found that undergraduate ladies were in large number in working women than the graduate on PG women from the rural area. They have account in bank through her own income taken from milk selling, poultry work, and from other job taken at home including farming and labor.

**4.3 Limitations**

**The findings of the present study are subject to the following limitations:**

1. The study area was confined to online data available and from the primary data collected through women come to bank and hospital, teachers of different primary schools and parents of few villages near to town Paiyali. Thus the results of the study are applicable only to similar kind of situation analysis.
2. The study pertains to a certain time period. The result may not be valid for over a longer period of time due to fast changing socio-economic and socio-cultural setting.
3. Because of limitation of time and other resources involved in research, the present study was restricted to a limited number of samples. The result drawn from this study, therefore may have limited application. i.e., it cannot be assumed to provide information, capable of generalization over other sectors and could have sector biasness, but surely the broad similarities specific to a particular gender, will provide some insight to the study.

**5.CONCLUSION**

Conclusion is that education makes a better Labor force participation share in economy and uncivilized society has a direct relation but it is not a conclusion that higher qualification provides maximum Labor force to the country. Study also saying the fact that the less qualified women having skill were the better labor force. As women receive greater education and training, they will earn more money.

- As women earn more money - as has been repeatedly shown - they spend it in the further education. As women rise in economic status, they will gain greater social standing and bank balance in her account by which they have greater

facilities.

- As women's economic power grows, it will be easier to overcome the traditions.

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