

# Educational Attainment Levels of Women in Rural Haryana

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**Citation:** Parul, et al (2024) Educational Attainment of Women in Rural Haryana, *Educational Administration: Theory and Practice*, 30(11), 1304-1309

Doi: 10.53555/kuey.v30i11.9338

## ARTICLE INFO

## ABSTRACT

Equal rights for empowerment are a fundamental concern in global development. Despite comprising about half of the global population and playing a vital role in the overall progress of nations, women face numerous disadvantages compared to men, particularly in the realm of education. Women were systematically deprived of equitable chances in several regions across the globe. The examination of the educational achievement of women in rural haryana might get valuable insights from a range of research articles. In India, a country characterized by male dominance, gender identity significantly influences the access to education and consequently the empowerment of women. Girls encounter numerous social and economic obstacles that impede their ability to obtain education. The disparity between genders is evident in educational achievements at different levels. The parents' attitude significantly influences the educational attainment of a female child inside the household. The employment prospects for women are contingent upon their level of education. Social and economic constraints hinder access to livelihood. In light of this context, an endeavor has been undertaken to comprehend the connections between education and employment for women in Haryana. There are two main objectives of the present study, i.e., to analyze the population characteristics and education attainment level of women in rural Haryana. Primary data for this study has been collected in a well organized manner by utilizing a qualitative research approach. Nine villages from six different districts of Haryana have been surveyed. The sample villages will be selected from stratified random sampling technique.

**Keywords:** Women, Education, Disparities, Inequality, Rural

## Introduction

In India, women play crucial roles. The role of women is influenced by the religious, legal, political, and economic conditions of our culture. Women frequently face discrimination in accessing education due to legal, religious, and customary traditions. The education system in a country plays a significant part in shaping the role of women in society to a certain degree. Education has the potential to alter a woman's perspective and enhance her self-assurance, enabling her to assume greater responsibilities in prestigious positions within the fields of finance, politics, healthcare, education, and media. This, in turn, can enhance the reputation of our country on the global stage. Holding a higher education degree also empowers individuals to overcome any obstacles that may arise while performing various responsibilities. An educated woman possesses the ability to engage in logical thinking regarding the welfare of her family (including children and other members), as well as her nation and society as a whole. Napoleon famously stated, "Provide me with competent mothers, and I shall provide you with a prosperous nation." It is crucial to ensure that women are well-educated in order for them to properly contribute to the well-being of their family and community, given the diverse roles they play in modern society. Essentially, society must ensure that women's participation is advantageous to both individuals and society, which can only be achieved through their proper education. This study primarily focuses on the educational achievement of women, particularly in rural areas.

## The educational system in the state of Haryana

Each state is required to develop a comprehensive strategy for the advancement of women's education. The Haryana Integrated Women's Empowerment and Development Programme was formulated in 1991 and put into action in 1994 with substantial support from the United Nations Fund for Population Activity. The primary objective was to provide a societal framework for enhancing the position of women. The project provided assistance to a significant number of girls by enabling them to attend additional coaching lessons and acquire books and clothes. The project provided instruction to more than 10,000 teenage girls in employment skills, health, education, and non-formal education with the aim of fostering their understanding of their rights. The project successfully accomplished its goal of promoting women's education.

The educational landscape in Haryana was evaluated in order to realign the focus of educational policies. This was prompted by the recognition that, since 1991, there has been a need to make education more applicable to the changing circumstances. Consequently, statewide debates and seminars were arranged, leading to the formulation of education policy in 2000. The primary objectives of the policy were to ensure equal access to education for all individuals at every level, enhance the efficiency and effectiveness of the education system through effective management, increase investments in education from both public and private sectors, encourage the active involvement of village education committees, mother teacher associations, and parent teacher associations in education management, introduce computer education at both school and college levels, reform the examination and evaluation system, and integrate activities such as NCC, NSS, sports, value education, environmental education, yoga, and scouting into institutional practices.

The Haryana government has implemented a policy to reserve 25% of seats for women in industrial training institutes for technical education. Additionally, they have established 31 exclusive industrial training institutes for women to provide them with training opportunities. The government has implemented a unique policy granting a 50% discount on bus passes for female students, enabling them to travel at a reduced cost for educational purposes. The government of Haryana has taken another step to promote higher education among girls by providing a 5% interest subsidy on education loans obtained through Haryana Development Corporation. Under this program, multiple banks have approved over 3000 loan applications for female borrowers. Simultaneously, the government is offering tuition-free education for girls up until they graduate.

It is important to mention that Haryana is the only state in northern India that has established a university solely for women in Khanpur Kalan near Gohana. The university is anticipated to offer excellent chances for women to pursue higher education. In addition, a Post Graduate Medical College (PGI) has been constructed at the same location to provide women with opportunities to excel in the field of healthcare. The state administration has successfully implemented another significant initiative, the development of the Sakshar Mahila Smooch (SMS), with over 6500 SMS currently operating in the state. These educated women and girls in rural areas can play a valuable role in raising community awareness about gender issues, literacy, universal access to elementary education, and health and nutrition. Women's education in Haryana has been steadily increasing in recent years. It has exerted a significant impact on the extent of women's empowerment in several areas of life. Women's creative and productive energy require a means of expression through a comprehensive and high-quality education, which should be accessible to them at any expense. Hence, a comprehensive analysis of women's educational attainment and higher education is required.

### **Review of the Literature**

Muhammad Muqet Khan et al. (2013). The report discussed education and literacy in Ambedkarnagar District, North India. The rate of literates and illiterates by population and sex in Community Development Blocks and scheduled castes and tribes was also studied. Also detailed were village distribution by literacy rate, distance from nearest statutory town, and educational facility availability.

Jangra and Kaushik (2015). The study analyzed Haryana's tehsil-wise female literacy rate, assuming educated women could understand the effects of a diminishing sex ratio. Female literacy rates in urban and rural areas were examined from 1991 to 2011 to determine geographical differences. The disparity narrows in rural areas where the gain is greater.

Deepak Kumar, et al. (2017) advocated for higher education development for women in Haryana and supported policymakers. The educational status of Haryana's Nuh women is examined in this article. The government and civil society of Nuh, Haryana, are concerned about women's education.

Kavita, et al. (2019). Literacy or education was a key indicator of a society's social, cultural, and economic advancement to improve local, national, and global living standards. It was required for all citizens to prevent illiteracy and underdevelopment. It illuminated everyone in a dim room. Over 50% of districts have significant inequality. Male literacy rates are higher than female rates in all districts due to more schooling opportunities, awareness, and accessibility.

Mahadeo Yadav (2020) The present study examined Nawada district, Bihar's education level. The educational inequality between groups is also shown. Education was essential to Indian society. Human growth and development occurred during education. Education created a child's inner character that was more ethical than rules and procedures. Education always reflects his finest self for personality development. A cross-sectional study finished this research. This research's key goals were determined by various characteristics. Numerous methods were calculated and findings described qualitatively and quantitatively.

Ishtiyaque, M.et al. (2022). The paper examines Haryana women's education. Despite the country's economic success, women's higher education was considerably below average and disappointing. The study investigated why Haryana women had low educational attainment. The study uses secondary data from the 1971–2011 Indian census.

Priya Nanda, (2022) This paper used qualitative analysis to evaluate the impact of Haryana, India's Conditional Cash Transfer program, apni Beti Apna Dhan, from 1994 to 1998. Improve girls' values and delay early marriage was program goals. Preventing early marriage requires girls' education. We examined girls' education's symbolic and apparent importance as a transition to marriage and a space to control their sexuality.

Inder and Theresa Kumar (2024). The study attempted to explain Haryana's gender-based literacy disparities. Literacy gaps between men and women indicate schooling disparities. In metropolitan and rural areas, gender-based educational discrepancies in the state were troubling. The literacy gap between men and women in Haryana was 18.61% in 2001. This difference fell to 13.23% by the 2011 census.

### Objectives of the Study

- 1.To study the population characteristics of women in Rural Haryana.
2. To study the education attainment level of women in Rural Haryana.

### Sample and Methodology

This study employs primary data collected through a well-structured schedule and interviews with the heads of households. Data collection is census-based and depending on the size of the houses, 1 - 10% of all caste households have been chosen for the primary survey in this study. A total of 399 houses have been surveyed throughout the fieldwork.

Educated female population was categorized into seven educational levels, and their percentages were calculated to assess educational attainment. Weightages were assigned progressively from primary (1) to post-graduation (6) and others (7) levels. Additionally, Z-scores were calculated to standardize household sizes and female population figures in nine villages. To identify the levels of female education in Rural Haryana 7 indicators have been taken up in this study. They are as follows;

- 1.Females having primary level of education( $X_1$ ),
2. Females having middle level of education ( $X_2$ ),
3. Females having secondary level of education ( $X_3$ ),
4. Females having senior secondary level of education ( $X_4$ ),
5. Females having graduation level of education ( $X_5$ ),
6. Females having post graduation level of education ( $X_6$ ),
7. Females having others level of education ( $X_7$ ),

To find out the educational attainment in Rural Haryana 'Z score' in respect to each of the indicator in a village has been calculated as under:

$$Z = \frac{(X - \mu)}{\sigma}$$

Where  $X$  the value from the data set,  $\mu$  is the mean and  $\sigma$  is the standard deviation.

The 'Z scores' of all the selected 7 indicators have been added to obtain the 'composite Z score'. On the basis of a 'composite Z scores', the education attainment of women in Rural Haryana has been identified. The value of 'composite Z score' so obtained was classified into three categories. It is assumed that the value falling more than 0.02 considered as status of high level while the value falling in between minus 0.02 to plus 0.02 represents the medium level and the values minus 0.02 and below considered as low level of a villages respectively. Finally, diagrams were prepared with the help of M S excel and tables were drawn to interpret and analyze the results.

### Data analysis

**Table 1: Rural Haryana: Population Characteritics of Female, 2023**

Villages	No. of HH	Total Female	Age >6	Literate Female
Akbarpur	10	27	2	21
Zafarpur	16	35	9	23
Rajpura Sani	24	58	3	32
Ganeshpur	34	85	15	55
Jakhauda	53	126	15	75
Mehendipur	54	122	8	87
Panjuana	67	145	10	114
Pichopa Kalan	70	161	19	110
Balkra	71	159	15	92

Total	399	918	96	609
Source : Primary Survey 2023				

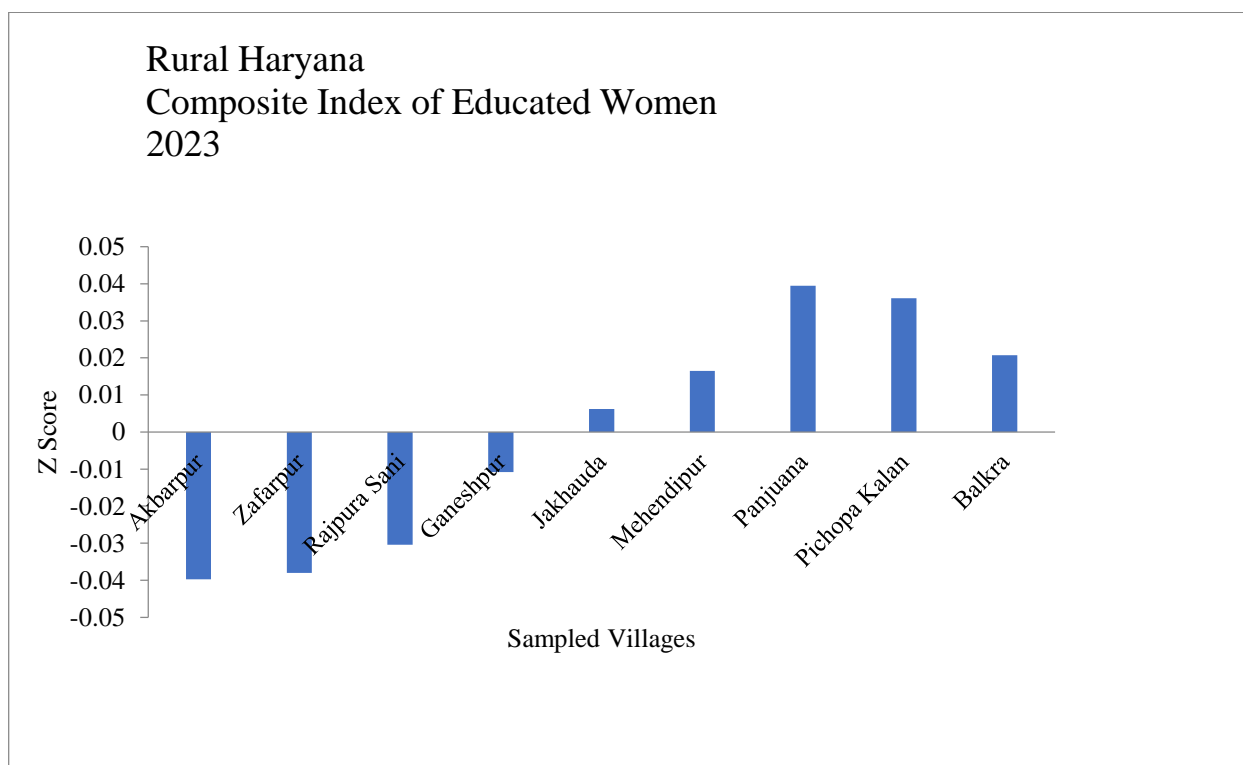
Table number 1 shows that the maximum number of households is 71 in Balkra while the minimum number of households in Akbarpur is 10. Talking about total females, the minimum is 27 in Akbarpur and the maximum is not in Balkra but in Pichoupa Kalan, which is 161. The population of girls below 6 years of age is minimal in Akbarpur, Rajpura Saini and Mehenipur respectively, while the maximum is Pichopa Kalan. After that comes Ganeshpur. The minimum population of literate females is 21 & 23 in Akbarpur and Zafarpur. The maximum population of literate females is 114 in Panjuana and 110 in Pichopa Kalan.

**Table 2: Rural Haryana: Levels of Education Attainment of Female Population, 2023**

Villages	Primary	Middle	Secondary	Senior Secondary	Graduation	Post Graduation	Others
Akbarpur	4	6	4	4	1	1	0
Zafarpur	6	5	3	3	2	2	0
Rajpura Sani	7	0	12	7	5	1	0
Ganeshpur	11	6	15	6	11	10	0
Jakhauda	11	11	12	14	13	14	0
Mehendipur	13	12	18	27	16	1	0
Panjuana	27	10	29	21	18	9	0
Pichopa Kalan	36	14	19	21	15	4	1
Balkra	22	16	11	13	17	12	1
Total	137	80	123	116	98	54	2
Source : Primary Survey 2023							

Table No. 2 looked at the education attainment of the female population from primary to post graduation and other levels. Levels of attainment for females are at primary level, highest in Pichopa Kalan, it is 36, at middle level, highest in Balkra, at secondary level, highest in Panjuana, at senior secondary level, highest in Mehendipur, on graduation level, highest in Panjuana and on post graduation level, highest in Jakhoda. And there are only two females at other levels, which are in Balkra and Pichopa kalan.

### Result and Discussion



**Diagram 1** presents the high rate of education attainment composite index scores for two villages: Panjuana and Pichopa Kalan. With a score of 0.039, Panjuana demonstrates the highest level of education in the village, because of access to transport. Pichopa Kalan follows closely with a score of 0.36, indicating a relatively high rate of education as well.

The Balkra, Mehendipur, Jakhauda and Ganeshpur fall in the moderate category. Balkra has a score of 0.02 and Mehendipur has a score of 0.01 and Jakhauda village with a score of 0.006. Mehendipur and Balkra, being close to the city, have good transport facilities, hence educational attainment is good. Jakhauda has good accessibility due to its proximity to Bahadurgarh Industrial Area, which helps in better educational attainment. Educational attainment is better in Ganeshpur because most of the families there are Non-Residential Indians (**Diagram 1**).

The diagram 1 provides the area of low level of Education attainment composite index scores for three villages: Akbarpur Zafarpur and Rajpura Sani. Akbarpur registers a score of -0.039, indicating a low level of educational attainment because of significant challenges in accessing basic amenities and fewer transportation facilities. Zafarpur has a score of -0.038, which is the second lowest. Similarly, Rajpura Sani records the third-lowest score among the listed villages at -0.030, indicating even poorer living conditions and highlighting considerable disparities compared to other villages in the area. (**Diagram 1**)

The consequences of these findings are extremely significant for development activities that are specifically geared at boosting socioeconomic development, promoting inclusive growth, and improving educational equity. In order to bridge these gaps and promote holistic development across all sectors of the whole population, it is vital to implement strategies that focus on upgrading education infrastructure, achieving gender parity in school, providing vocational training, and empowering the community. Having a thorough picture of the socio-demographic and educational landscape of rural haryana is made possible by the combined analysis of both tables. In order to effectively address socioeconomic gaps, promote educational opportunities, and encourage inclusive growth within the community, it is essential to have this information in order to formulate successful policies and initiatives.

### Conclusion

It is evident that there is still more work to be done in order to get universal basic education. The federal government's renewed focus on primary education through its Sarva Shiksha Abhiyan effort, along with the assurance of maintaining the favorable conditions established in the 1990s, provides reasons for hope in the foreseeable future. Nevertheless, despite the swift attainment of universal primary education, ensuring high-quality education for everyone will continue to be a formidable objective. Specifically, the use of para-teachers in small or marginalized communities and the rapid expansion of private education raise concerns about unequal access to quality primary schooling for economically disadvantaged individuals who face discrimination. Attaining universal access to quality education will necessitate even more extensive societal mobilization and public dedication than what has been allocated to education thus far.

A significant barrier to women's advancement is the elevated prevalence of illiteracy among them. It hampers their capacity to seek jobs and training, access medical services, and exercise their legal and constitutional rights. State policies in India and other developing third-world nations have incorporated the requirements of women due to the influence of the feminist movement, research, and many local, national, and global factors. Although Haryana's economy is flourishing, the level of female literacy in the region remains significantly low. Female education has made substantial progress over the years. The regional disparity in male and female schooling can be attributed to the lack of accessibility, high expense, and limited supply of education and educational institutions. Since the late 1970s, there has been a plethora of initiatives, programmes, projects, and regulations implemented with the objective of enhancing the circumstances of women. These actions symbolized the State's formal recognition of the challenges faced by women. Merely being recognized in governmental initiatives is insufficient for women. The crucial factor is the extent to which public laws and policies genuinely facilitate the establishment of a social atmosphere conducive to achieving democratic and empowering objectives. The number of illiterate women has surpassed that of men, and this tendency has been steadily increasing. The proportion of educated women has exhibited indications of increase as compared to previous periods. Nevertheless, attaining gender parity, especially in the realms of education and literacy, remains a distant goal. Although there have been significant recent breakthroughs in education, it is imperative that greater attention be placed on promoting active female education.

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