



## Gender Disparities in Educational Attainments: Does Gender Gaps matter?

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### Abstract

In today's globally competitive environment, educational attainment plays an important role from empowerment of the communities to sustain the higher growth. However, in a society as deeply stratified as India, disparities in education within social groups can be observed through various distributions, such as religion, caste, and gender, among others. In this paper, we empirically examine educational enrolment functions and conditions of enrolment within marginalized groups. The mixed methodology is used for collecting empirical data through extensive field work carried out in western districts of India's most populated province known as 'Uttar Pradesh'. Further, the gender difference in educational attainment is decomposed within social groups to understand the individual factors most responsible for the differential treatment. The findings describe that within disadvantaged groups, a consistent feature is widespread gender disparity in educational attainment for uncleaned occupational scheduled caste girls. Apart from economic factors, the analysis describes that the treatment of sons and daughters by parents is a potential explanation of the gender gap in education in India. Therefore, the persistent of such gender based discrimination in household expenditure on education has caused lot of challenges not only to achieve in educational attainment for girls in one of the largest province of world 2<sup>nd</sup> most populous country but also in mitigating the widening of global gender gaps in way to achieve the sustainable development goals (SDGs).

Keywords: Educational attainments, Gender Gaps, Decomposition Analysis, SDGs, India

### Introduction

In 2015, the UN adapted seventeen Sustainable Development Goals (SDGs) that all countries including India pledged to reach by 2030. In development context, the importance of early school education has been recognized as a fundamental human value that virtually contributes to the success of every single development goal. Better early school educational attainments not only help in containing the poverty and inequality but also helps in better nurturing, access to quality higher education, health, employability skills and protection etc. In this context, India, a country of world's youngest population where millions of youth continue to join labour force every year in coming decades, their access to early school and educational achievements hold the key to meet demographic dividend and inclusive cum sustainable goals. Looking an urgency to enhance human capital to contain both poverty and inequality, this empirical piece of research paper is an attempt to critically examine the gender and social equality in children continuing education from poor households currently engaged in unclean occupation in urban areas of India's most populist state of Uttar Pradesh. The research focuses on a 360 degree perspective of the complex socio-

economic- polity environment to not only look at employability but also youth and gender specific employment aspirations, requirements and interest that are neither in education, employment and training (NEET). Thus the paper illustrates some of the key problems and related gaps to remove bottleneck for youths, especially girls and boys from poor, marginalized and vulnerable section of the society in access to quality education, employability and future employment. Most importantly, the analysis of the paper emphasizes on urgent attentions of the policy makers and implementers to focus on four core challenges (4E) of education, equality, employability, and employment that is decent and more productive especially in the most populous state of Uttar Pradesh if the country has to reap the demographic dividend.

Tracking both policies and outcomes is essential in order to analyse and determine the relative effectiveness of different approaches, thereby providing policymakers with the tools to plan and allocate resources to make optimal choices while ensuring equal access and opportunity for all youth irrespective of their caste, class, gender and religion etc. such interventions will help in achieving the Sustainable Development Goals (SDGs, 2015).

### Some Facts about the Universe of the Study



Source: [www.google.co.in/](http://www.google.co.in/) Uttar Pradesh

The province of Uttar Pradesh is not only one of the most populous states in India but the region is also the most populous country subdivision in the world. Uttar Pradesh, with a total area of 243,290 square kilometers (93,935 sq mi), is India's fourth-largest state in terms of land area and is roughly of same size as United Kingdom. The literacy rate in the state has gone up in recent years and yet continues to remain at about 70 per cent which is below the national average of 74 per cent. Its population forms 16.50 per cent of India's total population in 2011 (GOI/Census, 2011). Over the years, there has been a continuous migration of people from rural and semi-urban areas to towns and cities and thus the number of class I cities and class II cities have increased. In Uttar Pradesh, two cities were selected for the study; these are Ghaziabad City (Class I) and Mathura City (Class II). Both the cities are also part of National Capital Region (NCR) mega urban agglomeration.

Significance of education can be drawn in at least five important proportions, that is, its intrinsic importance, its personal role, its social role, its process role, and its empowerment role; and United Nations Development Project (UNDP) includes educational capability among the utmost important dimensions of human development. In India, where educational access has conventionally been confined to upper castes, the spread of education among socially disadvantaged groups have substantial implications for their economic progress. Therefore, improved education can have vital concerns for the plans and implementation of development

strategies and their impact on the poor. Educational level (from primary to higher level) is crucial indicator for knowing the educational attainment of people. As per 2011 census, the literacy rate is 69.7 per cent which is a 23.80 percentage point rise over the previous rate of 56.3 per cent in 2001. Nevertheless, the gap between male literacy rates 79.2 per cent and female literacy rate 59.3 per cent is very high in Uttar Pradesh.

### Methodology and Universe of Study

The study areas for the purpose of household mapping were selected after taking an overview of all areas in Ghaziabad city and in Mathura city, and discussions with different stakeholders. Relevant primary and secondary in-hand information was also gathered about selected settlements before mapping the households. The first step involved in household mapping was based on primary and secondary information gathered from various sources including government departments, literature studies conducted in the city, and information available from other stakeholders in both cities. The second step involved assessment of the socio-economic condition of the settlements, specifically the issue of education among the communities within the settlements. There is a huge gap of basic physical and social infrastructure in the slums and which requires immediate attention at policy and programme level (Table:1). The third step involved assessment of socio-economic condition of settlements, specifically issue of education among communities within settlements. Characteristics of settlements and community were noted; and the relevant informations were captured.

**Table 1: Settlement Details**

Settlement	Ward No	Households	Population	BPL Population	
<b>Mohan Nagar</b>	24	360	2875	315	Ambedkar nagar has 6 slum pockets with 12300 total population, having 55.28% SC population.
<b>Ambedkar Nagar</b>	12	435	3775	400	
<b>Sadar</b>	13	130	1147	93	Antapada has 7 slum pockets with 12150 total population, having 53.99% SC population.
<b>Baadpura</b>	35	78	620	63	
<b>Antapada</b>	18	235	1850	212	
<b>Rani ki Mandi</b>	6	205	1840	188	Rani ki Mandi has 3 slum pockets with 5720 total population, having 51.57% SC population
<b>Naya Nagla</b>	11	398	3590	362	Naya Nagla, Jhingurpura, Bahadurpura, Khatik Basti has 4 slum pockets with 12650 total population, having 77.87% SC population
<b>Jhingurpura</b>	11	484	3875	402	
<b>Bahadurpura</b>	11	420	3380	357	
<b>Manoharpura</b>	3	500	4620	515	Baadpura has 3 slum pockets with 2860 total population, having 50.70% SC population Manoharpura – has 3 slum pockets, with 13450 total

population, having 48.77% SC population. The major Nala of Mathura, Masani Nala, falls in this zone along with Gopalpura. The population of this zone including the floating population of 13900 comes as 140257.

During the first phase, household mapping survey conducted in four areas/zones of each city. The mapping survey was mainly aimed at identifying the complete listing of households engaged in “Unclean” occupation; as well as the children who belong to school/college going age-group of 4-21 years, along with their present status of education. It is found that majority of the settlement dwellers derive their livelihood as working labor in government or non-government sector), self-employed, domestic helpers, etc.

Household mapping was done in context of the clean and “Unclean” occupation/caste communities and were identified from the socio-economic background which would serve as a basis for making an assessment of exclusion, for final data collection.

### Selected Settlements

Considering the existing setting of the cities, the selected settlements in both Ghaziabad City and Mathura City were divided into four areas/zones respectively, on the basis of existence of scheduled caste population predominantly (Table: 2). Settlements were identified in each of the four urban areas in both places, having a mixed population of 250-500 households while ensuring that each settlement comprises of households (irrespective of any specific caste community) presently engaged in “Unclean” occupations as well as those households whose members (grand-parents, parents, siblings, spouse, or children) had remained engaged in “Unclean” works either in the recent past within last five years, or last five to ten years or even before last ten years. An equal proportion of 250 households were selected from all the four areas both in Ghaziabad City and in Mathura City. In total, 1000 households were surveyed from each of these two selected cities, thus making a total of 2000 households, as total households listed for mapping for the research study.

**Table 2: Settlements (Zone-Wise) and No of Households in Two Cities**

City	Zone	No of Households	Total
Ghaziabad City	Vijay Nagar	250	1000
	Bus Stand Area	250	
	Kavi Nagar	250	
	Mohan Nagar	250	
Mathura City	Baadh-pura	250	1000
	Khateek Mohalla	45	
	Gopal-pura	116	

Manohar-pura	37
Anta Pada	52
Rani Mandi	192
Ambedkar Nagar	58
Bahadur-pura	107
Naya Nagla	79
Jhingur-pura	64
<b>Total</b>	<b>2000</b>

### Coverage of Households

Table 3 shows, social group classification in terms of major caste categories reflecting that out of a total 2000 surveyed households in two cities, there are a highest of 67 % households belonging to scheduled caste category, than 20.2 % of OBC category, 8.2 % of general caste category, and households 4.6 % of Muslim category. City-wise classification of these major four caste categories reflected the similar trend in both the cities (Ghaziabad and Mathura). It is further observed that out of a total of 1339 SC households surveyed, a higher percentage of nearly 80 % households are in Ghaziabad City than 54.6 % households in Mathura City belong to SC category. A higher proportion of almost one-third surveyed households were from OBC category in Mathura City, than 11.4 % households in Ghaziabad City; and a similar higher of nearly 7 %) households were from Muslim category in Mathura City, than just 2 % households in Ghaziabad City.

**Table 3: City-wise Major Caste Categories of Households**

Caste Category	Ghaziabad City		Mathura City		Total	
	No	Per cent	No	Per cent	No	Per cent
SCs	793	79.3%	546	54.6%	1339	<b>67.0%</b>
OBCs	115	11.4%	291	29.1%	406	<b>20.2%</b>
General Castes	72	7.2%	92	9.2%	164	<b>8.2%</b>
Muslims	20	2.1%	71	7.1%	91	<b>4.6%</b>
<b>Total</b>	<b>1000</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>2000</b>	<b>100%</b>

Status of cities in terms of caste-wise distribution of the surveyed SC, OBC, General and Muslim households reveals that among SCs (793), there were maximum number of Valmikis, followed by Jatav, Kori, Pasi, other SCs (including Dhobi, Gond, Kaitwar; Kanchi; Kandere; Kharwar; Puraniyan; Sahasi; Satnami, and Vanshkar) Khatik; Chamar and Koli; among OBCs including Barai, Bhurji, Chauhan, Chipi, Darji, Dhivar, Goswami, Gujar, Jaat, Jogi, Julaha, Kahar, Katariya, Kurmi, Kushwaha, Mali; Mallaha, Patel, Rajbhar, and Teli, followed by Ahir, Prajapati/Kumhar, Gadariya and Kashyap, Sonar, Lohar/Panchal, Lodha/Lodhi and Saini; among Muslims including Saifis, Shaikh, Maniyar, Abbasi, Kadi and one other; and among general castes including Kshatriyas, Brahmin, Baniyas, Jaiswal and Tyagi, Bhumihar, Sisodia and Tomar out of total 1000 surveyed households in Ghaziabad City. While in Mathura City out of 1000 surveyed households, among SCs (546 households), there were maximum number of Valmikis, followed by Jatava, other SCs (including Arya, Barwar, Dhangar, Dhobi, Jadon, and Maahor, Kori, Raigad, Koli, Khatik, and Chamar; among OBCs, maximum number of Gadariya, followed by other OBCs

(including Baghel, Banjara, Barai, Chauhan, Jaat, Jogi, Kewat, Kushwaha, Maurya, Meena, Nai, Nat, Ruhela, and Sidhi), Prajapati/Kumhar, Ahir, Saini, Kashyap, Sonar, and Lodha/Lodhi; among Muslims including Abbasi, Dhobi, Farukhi, Kuraisi, Lohar, Maniyar, Mansoori, Pathan, Rangrez, Saifi, Shaikh, and others; and among general castes, included Baniya, Brahmin, Kayastha, Kshatriya, Punjabi and Valai.

### Household engagement and city location

Household engagement in clean occupation and in “Unclean” occupation (Table 4) reveals that out of 2000 households surveyed in Uttar Pradesh, a higher of 55 % (1098 households) were reported to be engaged in “Unclean” occupation, in an aggregate manner, either presently or in the recent or remote past – as members of previous generation, present generation, or future generation within the surveyed households. This aggregate situation reported the similar trend in the Ghaziabad City (546 households) and in Mathura City (552 households).

City-wise data in terms of present engagement in “Unclean” occupation, showed that a higher percentage of 52.4 % households in Ghaziabad City (out of 1000 households) than 31.1 % households in Mathura City (out of 1000 households). While the family history of engagement in “Unclean” occupation shows that a higher per cent of 24.1 % (241 households) surveyed in Mathura City stated about their engagement in the past also, but in Ghaziabad City only 2.2 % (22 households) stated about their involvement in “Unclean” works only in the past, by their household members. Thus, occupational mobility is higher in Mathura city. It can be noted that less than half of the total surveyed 2000 households were those “never involved into “Unclean” occupation”. This trend was noted the same for Ghaziabad City (45.4 %) and for Mathura City (44.8 %).

**Table 4: City-wise Household Engagement in “Unclean” Occupation**

	Ghaziabad City		Mathura City		Total	
	No	%	No	%	No	%
<b>Currently Engaged in “Unclean” occupation</b>	524	52.4	311	31.1	835	41.8
<b>Currently Not Engaged in “Unclean” occupation</b>	22	2.2	241	24.1	263	13.2
<b>Never Engaged in “Unclean” occupation</b>	454	45.4	448	44.8	902	45.1
<b>Total</b>	1000	100.0	1000	100.0	2000	100.0

### Caste and Association with “Unclean” Occupation

Caste-wise distribution of household engagement in “unclean” occupation (Table 5), analysis says that out of 2000 surveyed households, 835 (41.8 %) were found currently engaged in “Unclean” occupation – of which maximum (817) households were from SC category (including Valmiki, Pasi, Khatik, Jatav, Raigad and others), followed by OBC category (14 households) (including Prajapati/Kumhar, Kashyap, Gadariya, Ahir, Dhobi, and others), and four Muslim households. A total of 263 (13.2 %) surveyed households were those who were presently not

engaged in any kind of “Unclean” occupation, and had given up such works – of which maximum (146 households) were from SC category (including Valmiki, Pasi, Jatav, Raigad, and others), followed by OBC category (116) (including Prajapati/Kumhar, Gadariya, Ahir and others), and one Muslim household.

A total of 902 (45.1 %) surveyed households, the data shows that they were never engaged into “Unclean” occupations; of which, settlement-wise, these were 172 households from Mohan Nagar that is, north-zone, 132 households from Vajay Nagar that is, south-zone, 107 households from Kavi Nagar that is, east-zone and 43 households from central-zone, that is Bus-Stand Area in Ghaziabad City; while 140 households were from Baadhpora and 15 households from Khateek Mohalla (that is, south-east zone), 15 households from Manoharpura, 52 households from Gopalpura, 10 households from Antapada (that is, central-zone), 91 households were from Rani Mandi, 22 households from Ambedkar Nagar (that is, north-zone), and 32 households from Bahadurpura, 31 households from Naya Nagla, 40 households from Jhingurpura (that is, south-zone) in Mathura City. Of those 902 households, highest of 376 households belonged to SC category (including – Valmiki, Pasi, Khatik, Koli, Kori, Jatav and others).

Thus, on an overall basis, out of 2000 surveyed households, as high as 41.8% (835 households) are still engaged into “Unclean” occupation, involving mainly SCs (97.8 %, 817 households). Similar trend was observed in Ghaziabad City (with proportion of 99%, 519 SC households) and in Mathura City (with proportion of 95.8%, 298 SC households) – presently involved into “Unclean” occupation. And only 13.2 % (263 households) have given up “Unclean” occupation, involving mainly SCs (146 households, 55.5 %) and OBCs (116 households, 44.1%), with all households from SC category in Ghaziabad City and with 48% to 52% from OBC and SC category in Mathura City and just one Muslim household from Mathura City itself.

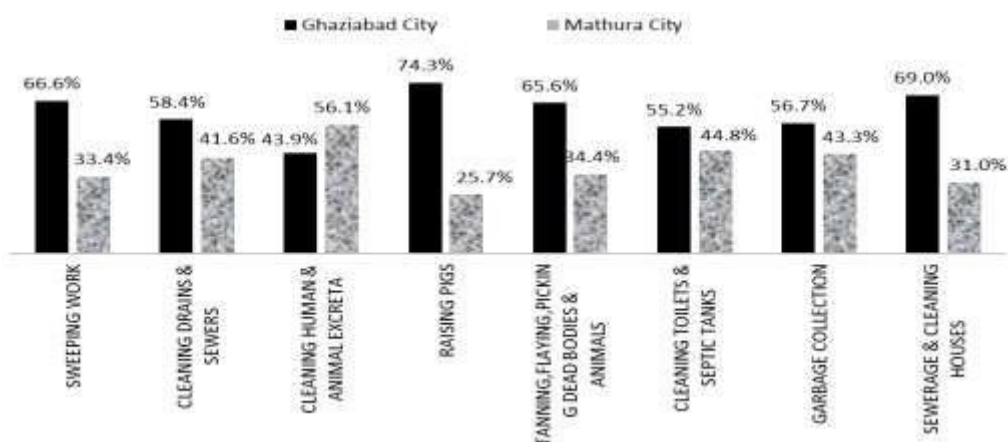
**Table 5: Caste-Wise Household Engagement in “Unclean” Occupation in Ghaziabad & Mathura**

Household	Caste	Ghaziabad City	Mathura City	Total
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Engagement	Categories	Ghaziabad City		Mathura City		Total	
		No	Percent	No	Percent	No	Percent
Currently Engaged	SCs	519	99.0%	298	95.8%	817	97.8%
	OBCs	2	.4%	12	3.9%	14	1.7%
	Muslims	3	.6%	1	.3%	4	.5%
	Total	524	100.0%	311	100.0%	835	100.0%
Currently Not Engaged	SCs	22	100.0%	124	51.5%	146	55.5%
	OBCs			116	48.1%	116	44.1%
	Muslims			1	.4%	1	.4%
	Total	22	100.0%	241	100.0%	263	100.0%

Figure 1: Percentage of Household Engaged in Unclean Occupation in Two Cities



Among 22 households in Ghaziabad City, 21 households had withdrawn from engaging into “Unclean” occupation during last 5-10 years ago (maximum from Vijay Nagar, minimum from Mohan Nagar), one household from Vijay Nagar before last 10 years; and among 241 households in Mathura City, 125 households had withdrawn ten years ago – maximum from Bahadurpura and Gopalpura, minimum from Rani Mandi; 85 households had withdrawn during last 5-10 years – maximum from Ambedkar Nagar and Baadhpora, minimum from Antapada and Jhingurpura; 31 households had withdrawn during last 5 years – maximum from Baadhpora and one household from Ambedkar Nagar (Figure 1; Figure 2).

Figure 2: Households Presently Not Engaged into “Unclean” Occupations in Two Cities

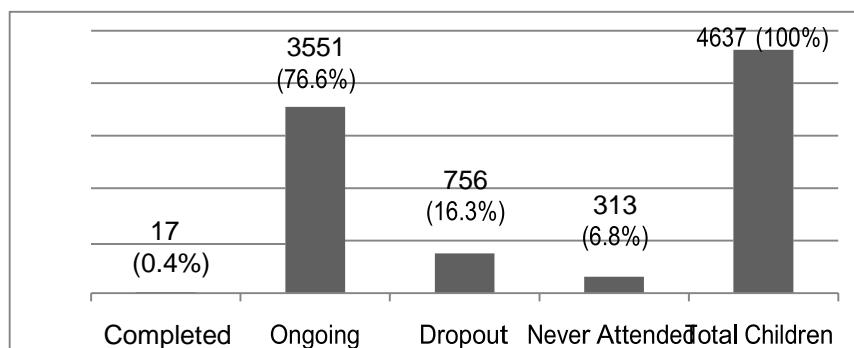




## Gender of Children and their Education Categories

Overall the educational status of children (4-21 years age group) of total 4637 children from 2000 surveyed households was analysed from three main viewpoints, that is, the status of school going children who still continue education; status of dropout children who have discontinued education, and children who never attended any educational institution. Figure: 4 shows that, out of 2000 surveyed households, a high 76.6% (3551 children) were found 'Continuing education' category, followed by 16.3% (756 children) were the 'drop-outs', 6.8% (313 households) had 'never attended' any schooling or education, and just 0.4% (17 children) were reported to have 'completed' their education. A dropout has been considered as any student who is enrolled and leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary, secondary, or any level of education. A completed education has been considered the years of completed education referring to the number of academic years a child completes in a formal educational program provided by elementary and secondary schools, universities, colleges or other formal post-secondary institutions.

**Figure 4: Educational status of children**

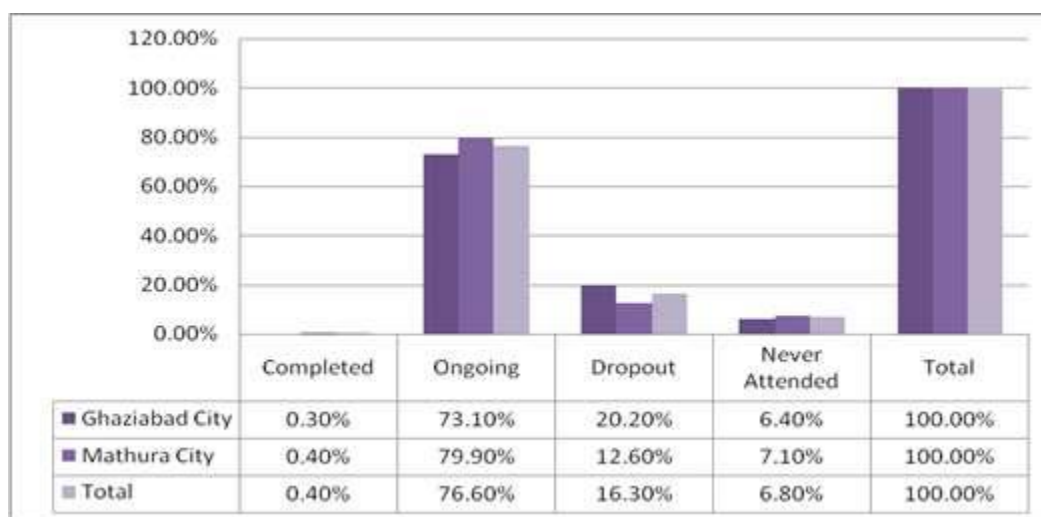


These 4637 selected children, were classified into four categories, that is, those who were undergoing education, those who were enrolled but were the drop-outs from their education or had discontinued from their educational institution, those who had completed their schooling or college level of education, and those who never enrolled, attempted or attended schools for their education. Age-wise, only those children below 4 years, were recorded who were enrolled and entered into schooling; while only those children above 21 years of age were recorded whose educational status was into 'Continuing education' category.

Figure 5 shows that overall, out of 4637 children, a higher of 51 % (2380) children from Mathura City, than 49% (2257) children from Ghaziabad City recorded for the purpose of study. City-wise analysis of the educational status of children shows the same order, that in Mathura City, out of 2380 children, proportionately a higher of 79.9% (1902 children) had Continuing education status, followed by 12.6% (300 children) with drop-out status, 7.1% (168 children) with never attended status and just 0.4% (10 children) had completed educational status. While, in Ghaziabad City, out of 2257 children, proportionately, a highest of 73.1% (1649 children) had Continuing education

status, followed by 20.2% (456 children) with drop-out status, 6.4% (145 children) with never-attended status and just 0.3% (7 children) had completed their education. Thus, educational status-wise, the data reveals that in terms of 'Continuing education' (3551 children), Mathura City (53.6%, 1902 children) has performed better than Ghaziabad City (46.4%, 1649 children), in terms of 'drop-out' status (756 children), Ghaziabad City (60.3%, 456 children) had more reported cases than in Mathura City (39.7%, 300 children). Interestingly, in terms of 'never attended' (313 children) status, also, Mathura City (53.7%, 168 children) was at a higher level than in Ghaziabad City (46.3%, 145 children).

**Figure 5: City-wise Educational Status of Surveyed Children**



### Household Level of Occupational Engagement of Surveyed Children

Table 6 analyses educational status of 4637 surveyed children on the basis of occupational engagement, it was noted that households of 43.8% (2031 children) are presently engaged in "Unclean" occupation, interestingly the households of an equal of 43.6% (2022 children) were those never engaged in "Unclean" occupation; while households of 12% (584 children) were those who have given-up "Unclean" occupation, and they are presently not engaged in any kind of "Unclean" work, as a means of their livelihood.

Among the 17 children who had 'completed' their education, proportionately, maximum number of children (52.9%) were from those households who were never engaged in "Unclean" occupation, followed by 29.4% whose households had given up the "Unclean" occupation and a least 17.6% were from those households still engaged in "Unclean" occupation.

Among the 313 children who had 'never attended' any educational institution, proportionally, maximum number of children (63.3%) were from those households still engaged in "Unclean" occupation, 30 % belonged to those households who were never engaged into "Unclean" occupation, and interestingly the figures were noted to be minimum at 6.7% belonging to those households who had given up the "Unclean" occupation as a means of their livelihood.

Among the 756 children who reported to have ‘dropped-out’ as their educational status, proportionally, maximum number of children (67.2%) belong to those households who are presently engaged into “Unclean” occupation, than 28.3% who belong to those households who were never engaged in “Unclean” work, and 4.5% households who have given up the “Unclean” work as their livelihood option.

Among the 3551 children with ‘Continuing education’ proportionally, maximum number of children (48%) belong to those households who were never engaged into “Unclean” occupation, than 37.2% who are presently engaged into “Unclean” occupation, and 14.8% whose households have given up the “Unclean” work as their livelihood option.

Specifically, among 2031 children belonging to those households presently engaged in “Unclean” occupation, reflected a maximum of 65.1% children having ‘Continuing education’ status, followed by 25% children having ‘drop-out’ status, 9.7% children as ‘never-attended’ status, and just negligible, three children who were found ‘completed’ their education.

**Table 6: Educational Status and Household Occupational Engagement of Surveyed Children**

	Education Status									
	Completed		Continuing education		Dropout		Never attended School		Total	
	No	%	No	%	No	%	No	%	No	%
Presently Associated with “Unclean” Works	3	17.6%	1322	37.2%	508	67.2%	198	63.3%	2031	43.8%
Presently Not Associated with “Unclean” Works	5	29.4%	524	14.8%	34	4.5%	21	6.7%	584	12.6%
Never Associated with “Unclean” Works	9	52.9%	1705	48.0%	214	28.3%	94	30.0%	2022	43.6%
<b>Total</b>	<b>17</b>	<b>100.0%</b>	<b>3551</b>	<b>100.0%</b>	<b>756</b>	<b>100.0%</b>	<b>313</b>	<b>100.0%</b>	<b>4637</b>	<b>100.0%</b>

### Class Level of Educational Status of Children

Table 7 reveals an overall analysis of educational status of children served on the basis of their educational levels, that is, upto mid-primary level (including pre-primary, primary, middle-primary), upto under-graduation level (including secondary, that is, ninth and tenth standard; higher secondary, that is, eleventh and twelfth standard; under-graduation), upto post-graduation level (including graduation and post-graduation). Of the total 4637 children, 4324 children recorded were those who had completed their education, those who are still in their Continuing education stage and those who had enrolled in an educational institution but were the drop-outs. Out of

4324 total enrolled children, a highest of 71.2 % (3077 children) were upto the middle-primary level, followed by 26.6% (1149 children) were upto under-graduation level, and just 2.3% (98 children) were upto post-graduation level.

**Table 7: Class-wise Educational Status of Total Children**

Educational Level of children	Completed		Continuing education		Dropout		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-Primary			475	13.4%	4	0.5%	479	11.1%
Primary			1395	39.3%	365	48.3%	1760	40.7%
Middle Primary			620	17.5%	218	28.8%	838	19.4%
Secondary			463	13.0%	125	16.5%	588	13.6%
HigherSecondary			360	10.1%	39	5.2%	399	9.2%
Under-graduation			159	4.5%	3	0.4%	162	3.7%
Graduation	15	88.2%	67	1.9%	1	0.1%	83	1.9%
Post-graduation	2	11.8%	12	0.3%	1	0.1%	15	0.3%
<b>Total</b>	<b>17</b>	<b>100.0%</b>	<b>3551</b>	<b>100.0%</b>	<b>756</b>	<b>100.0%</b>	<b>4324</b>	<b>100.0%</b>

Further, it was noted that, of the 3077 children enrolled upto middle-primary level, a higher of 80.9% (2490 children) were those still Continuing education and 19.1% (587 children) had dropped-out from their education. With regard to education upto under-graduation level of education of 1149 children, a higher of 85.5% (982 children) were those, still Continuing education and 14.5 % (167 children) had dropped-out from their education. And, with regard to education upto post-graduation level of 98 children, a higher of 80.7% (79 children) were of the Continuing education status, just 2% (2 children) had a status of drop-out, and 17.3% (17 children) were those who had completed their education.

In terms of 'Continuing education status', the data shows that, it was higher at the level 'upto middle- primary' (70%), followed by 'upto under-graduation' level (28%) and just 2% at the level 'upto post- graduation', in terms of 'drop-out' status the data shows that this too was higher at the level 'upto middle-primary' (78%), and then 'upto under-graduation' level (22%), while the drop-out status was negligible, at the level when reaching 'upto post-graduation' stage.

### Caste Category and Educational Status of Children

Further analysis of caste-category-wise educational status of the total 4637 sample children out of 2000 surveyed households in Uttar Pradesh, was based on major social groups or caste categories, that are, scheduled castes (SCs) (3123 children – of castes – Valmiki, Jatav, Kori, other SCs, Pasi, Raigad, Koli, Khatik), other backward castes (OBCs) (936 children – of castes – other OBCs, Gadariya, Ahir, Prajapati/Kumhar, Kashyap, Saini, Sonar, Lodha/Lodhi, Lohar/Panchal), general castes (329 children) and Muslims (249 children). The educational status of 3123 SC-children shows a major proportion of 72.7% (2270 children, of castes – Valmiki, Jatav, Kori, other SCs, Pasi, Koli, Raigad, Khatik) in 'Continuing education status' followed by 19.4% (605 children, of castes – Valmiki, Jatav, Kori, Pasi, other SCs, Raigad, Khatik, Koli) in 'drop-out' status, 7.6% (236 children, of castes – Valmiki, Jatav, Raigad, other SCs, Khatik, Kori,

Koli) in 'never-attended' status and just 0.4% (12 children, of castes – Valmiki, Jatav, Kori, other SCs) of 'completed' status of education (Table 9).

**Table 9: Caste-Category-wise Educational Status of Surveyed Children in Uttar Pradesh**

Education Status	SCs		OBCs		General Castes		Muslims		Total	
	No	%	No	%	No	%	No	%	No	%
<b>Completed</b>	12	0.4%	4	0.4%	0	0.0%	1	0.4%	17	0.4%
<b>Continuing education</b>	2270	72.7%	821	87.7%	291	88.4%	169	67.9%	3551	76.6%
<b>Dropout</b>	605	19.4%	79	8.4%	35	10.6%	37	14.9%	756	16.3%
<b>Never attended School</b>	236	7.6%	32	3.4%	3	0.9%	42	16.9%	313	6.8%
<b>Total</b>	3123	100.0%	936	100.0%	329	100.0%	249	100.0%	4637	100.0%

Thus, the proportion of children with 'Continuing education' status was highest among the general caste category and OBC-children, than the SC category and Muslim category children. Also, in addition to the situation, it was noted that the proportion of children who 'never-attended' educational institution was lowest among the general caste category, and highest among the Muslim children, followed by SC-children and OBC-children. With regard to the 'drop-out' status, the proportion of children in this category was noted to be highest among SC-children and Muslim-children, than the children belonging to general castes and OBC-category. While, an equal proportion of children who 'completed' their education was noted among SCs, OBCs, and Muslim categories.

### “Unclean” Occupation and Educational Status of Children

Table 10 shows city-wise distribution of educational status of 2031 children's household presently engaged in “Unclean” occupation, shows Ghaziabad City, 60% having its higher involvement than Mathura City, 40% children. However, an analysis of the different states of educational status among the two selected cities, reflected somewhat nearly same range of proportions at 'Continuing education' status (Ghaziabad City, 63.6%; Mathura City, 67.4%), followed by 'drop-out' status (Ghaziabad City, 27.4%; Mathura City, 21.4%), 'never-attended' status (Ghaziabad City, 8.9%; Mathura City, 11.1%), and 'completed' status (Ghaziabad City, 0.2%; Mathura City, 0.1%).

**Table 10: Educational Status of Children from Households Engaged in “Unclean” Occupation**

Educational Status	Ghaziabad City		Mathura City		Total	
	No.	Per cent	No	Per cent	No	Per cent
Completed	2	0.2%	1	0.1%	3	0.1%
Continuing education	780	63.6%	542	67.4%	1322	65.1%
Dropout	336	27.4%	172	21.4%	508	25.0%

Never attended School	109	8.9%	89	11.1%	198	9.7%
Total	1227	100.0%	804	100.0%	2031	100.0%

### **Social, economic, cultural causes that promote education of children**

The effects of socio-economic, cultural and infrastructural aspects on educational enrolment of children showed that most of the disparity in educational participation was due to factors at the household level. Of the household-level factors, socio-economic resources are the most important. If the parents have education, or if they are not very poor, the likelihood of children being in educational institution is considerably increased. Household economic status is mainly significant in urban settlements where, probability of children being in school is higher. Parental education is important in these urban settlement areas, having a literate household head also increases the probability of children being in school. Mothers with some knowledge are thus better able, or motivated, to get their daughters into school. Of the other socio-economic factors, motivation of the mother showed a positive effect. In the selected cities, the decision of parents to send their children to school is influenced by supply-side factors to some extent, that included school characteristics, if there are more or better primary schools, educational participation of girls is increased, and if the distance to the nearest school is longer both girls and boys are less in school.

- Mother's motivation towards children's education
- Studying through self-employment
- Realising the importance of education
- No gender difference at home
- Good peer interaction and motivation within school and college environment
- Local residential environment, housing conditions and clean work association in the settlement conducive to education

### **Social, Economic, Cultural causes that Hinder Education of Children**

The several social, economic, cultural and physical factors that combine to hold back education among marginalized communities in the selected settlements are taken together, in the forms of qualitative case studies, focused group discussions, personal interviews at the levels of parents and students. There are even the added impediments of cultural beliefs that prevent many from enrolling or completing school. Sometimes there are social or cultural factors that hold back education among children. Discrimination is one of these. There are several factors hindering or leading to failure of education of children. They range from those, which are due to irresponsiveness of parents, teachers, social environment of education in school or college, poor quality of education, low motivation, lack of commitment and weak supervision rendered by the

parents at home, and discriminatory practices among others.

- Experiences of Discrimination, Caste Abuse, Un-touchability
- Parents still engaged in Unclean Works
- Engaged in unclean work in the past
- Poverty and present engagement in unclean works
- Early marriage and became parents at an early age
- Religious norms influencing education
- Lack of motivation
- Addiction to liquor consumption and gambling
- Mothers' concern that both caste factor and poverty are unfavorable towards children's education

These are factors that influence education of children and examines exhaustively from domains of disadvantaged backgrounds to estimate the extent of socio-economic, family, individual and contextual causes on educational performance. Briefly, it supports the notion that the social, cultural and the economic components of the socio-economic status equation has divergent influences on children's educational outcome.

### **Impact of Discrimination and Exclusion of Children**

The effects and consequences of discrimination and exclusion of children among marginalized communities in the selected settlements are taken together, in the forms of qualitative case studies, focused group discussions, personal interviews at the levels of parents and students. Impacts include loneliness, possible exclusion, demoralization, and marginalization, situations where self-esteem and self-confidence have the potential to be harmed. Discrimination against any child regardless of their needs can make them feel isolated and different to other children. The potential areas for the impact of discrimination included physical, emotional, social and intellectual. The manifested signs included attempting suicide, physical abuse, loss of self worth, lack of friends, social exclusion, disinterested to learn, etc.

- The Caste Struggle and Education Challenge
- Victim of Un-touchability
- Lack of interest towards education, cigarette smoking and liquor consumption result in dropouts



- Problem of low attendance and absenteeism
- Issue of being irregular and not punctual
- Continued engagement in unclean works
- Punishment after caste conflict in classroom ended up in manual scavenging
- Discrimination by teacher in school, violence due to caste conflict

The interaction analyses with respect to the cultural factors revealed mixed results, suggesting that caste and gender still play an important role in India and that for getting all children into school, policies aimed at strengthening the position of women and the lower castes remain very significant. It is important to note the efforts being made through various policies and programmes in order to reduce social gaps and also gap in education. More importantly, only years of schooling is not same as of learning. The more worrying is that even the progress made so far on standardized tests such as OECD, if nothing changes, like many developing countries, it will also be a long road for India as well (WDR,2018)

### **Major Suggestions to Evolve a Comprehensive Educational Policy**

The present analytical study on discrimination and exclusion in education in the realm of household background of presently engaged in unclean occupation or given up unclean occupation, has acquainted with the actual state of affairs in Uttar Pradesh. This study has dealt with undertakings in schools, in consideration with indicator-wise social contextuality and education status in terms of continuing education, dropping out from educational institution, and never attending any educational institution. The study has highlighted prevailing or probable discriminatory practices in the educational institution. The most evident occurrences of discrimination have come to notice in areas as teacher and student relations, and among the students peer group, wherein caste based discrimination and gender differences continues.

Future policy for educational development in Uttar Pradesh should pay consideration to the resulting concerns, as mentioned below:

- Attainment of aim of universalization of primary education requires creation of additional proficiencies by introducing new secondary schools and institutions of higher learning vital to manage the increasing outflows from the lower levels.
- Together with growth in physical infrastructure and other facilities, quality of education needs to be strengthened. Quality has to be the guarantee of education in future and Uttar Pradesh that remains regressive in quality education will be too weak to become equal with the forward states in virtually every single respect. The push consequently will have to be on quality improvement along with quantitative development.

- Among the selected sample it was noted that there are households where number of children are more than two. The big family size becomes an impediment for the children to enjoy private space for their work as well as for studies within the home. Further due to high dependency ratio, it is very not easy for the care takers or parents to fulfill the necessary demands of children towards their studies. Further increase in population of poor section directly imbalances the demand and supply cycle of labour and market. The easy availability of large number of labourer leads to low dignity of labour. In India where labourers are mainly from dalit community further draws attention to the position of this community into lower level and results in losing of their bargaining power. Therefore, to break this vicious circle of poverty and dependency the state and central government need to adopt a strict policy of one or two child policy as adopted in some states of India. Strict government policy of family planning could be the most valuable way to deal with this problem.
- Reducing the gender gap in education and justifying the educational disadvantages of the scheduled castes and other backward classes will need to be taken care of more effectively with a view to promote their educational development in particular and the integrated social development in general.
- Exceptional consideration has to be paid to children of the marginalized sections like manual scavengers, dhobis, sweepers, migrants, and other unclean workers, etc. and valmiki children.
- Consideration will have to be fixated on promotion of primary education in the lagging districts and slum pockets of cities.
- Even with the universalisation of primary education Uttar Pradesh will remain oppressed with a large mass of illiterate parents for a long time to come. Special programmes are thus desired for promoting literacy and functional skills for such parents, and other illiterate young community men and women. Audio and visual techniques can be efficiently developed for this purpose.
- Financing pattern and grants in aid criteria for improvement in quality of school education and university education of all types, mainly in government aided educational institutions need to be restructured so that they compete in the changed scenario of inter-state and international competition with success.
- Technical education needs to be promoted to meet the emerging challenges and to provide employment opportunities to the youth.
- Funding of education has to be considerably upgraded to improve the quality of infrastructure and education. Neglect of higher education will be damaging to the benefits of the state and the country in the long run.
- System of education in Uttar Pradesh is progressively moving from state controlled and state financed to privately managed and privately funded system. Yet, the state still has a key part to play. Rise in fee structure in future is inevitable so is likely to have "user charging education

system". So for making the government subsidized system of education to fee charging one, a political consent will be needed. Though, together with making the system more fee charging, provision will have to be made for free-ships to poor students from all social categories so as not to deprive them of education along-with facility of educational loans.

- Involvement of local communities and parents' associations will be accommodating in keeping absenteeism among teachers and increase the quality of education being delivered in the schools.

- There needs to be due recognition of space for dalit culture, ideology and icons in the schools. In such scenarios a student from scheduled caste community finds extremely difficult to develop empathy with the school system. Hence, the school syllabus normally should take notice of dalit literature and issues related to caste, exclusion and discriminations in its curriculum.

- A majority of children study till 14 years of age in Uttar Pradesh. As the age increases, there is a drop in the number of children who continue with their education in both selected cities. The data also reveals that very few children continue to study till secondary level of education. Dropout figures are lower at 10-14 years. A majority of children study till 14 years of age. As the age increases the dropouts keep increasing. Very few continue to study as age advances. A majority of children never attended any educational institution as the age advanced and seemed to lose interest in their studies. There is no apparent gender difference in 'never attended' amongst households currently engaged into unclean occupation particularly upto 10-14 years age group and 18-21 years age group in Ghaziabad city; and upto 10-14 years age group in Mathura city.

Large numbers of children go to government schools, followed by high percentage of children going to private unaided schools. The percentage of children who continue to go to local body schools is dismal. Private unaided schools are gaining prominence in Uttar Pradesh. Female children are reported to go mainly to government schools; while male children usually go to private schools. Major proportion of dropout children were reported from households involved into unclean occupation. Gender difference was observed in dropouts amongst currently engaged in unclean occupation, where males was higher than females irrespective of school type. Private unaided schools are gaining prominence to some extent in Ghaziabad more than Mathura. Large numbers of children go to government schools. Dropout cases in local body schools are also noted. Further, this has raised a range of issues relating to female well-being being erased from the policy map. Girls disappear from formal education policy agenda past the age of 14, at a critical age when aspirations can be channeled into opportunities.

The study reveals that there is no apparent gender discrimination in continuing education amongst currently engaged in unclean occupation. Although higher of male children do go to English medium institution, yet Hindi is the most preferred medium compared to English for both females and males. Higher percentage of 46.1 % female children goes to Hindi medium educational institutions in Mathura city. Hindi was the most preferred medium among the dropout children in Uttar Pradesh. Male dropout children were observed to be going to Hindi medium educational institutions.

The urban poverty is the most prevailing factor that forces many from traditionally clean occupation to take up unclean work, as evident from case of Ahir, Gadariya in Mathura, and Kashyap in Ghaziabad. The status of continuing education for boys is higher amongst Valmikis in Ghaziabad; and is lower for boys in Mathura. The urban poverty is the overriding factor that forces many from traditionally clean occupation to take up unclean work, as evident from case of Kumhar and Ahir in Mathura. The dropout for boys is higher amongst Valmikis, Khatik, and Raigad. The situation of never attended is higher amongst Scheduled Castes Valmikis, and nil amongst Kashyap, Gadariya, Ahir caste communities.

The status of continuing education is high when household heads are educated or literate. Parents' illiteracy was not too much a factor leading to dropout. The situation of never attending any educational institution drops when the households' heads have higher education.

Thus, study indicates that the education status of children associated with unclean occupation has improved to some extent because of Right of Children to Free and Compulsory Education Act, which provides for free and compulsory education to all children aged 6 to 14 which is anchored in principles of equity and non-discrimination. However the education completion has not gone much at higher levels due to the fact that dropout is high at secondary and primary level. The reason of poor educational achievements is household related social and economic; poverty, low literacy of parents, intra-household and community settings and living conditions. Nevertheless discrimination and exclusion happens to be the main issue for their educational backwardness in terms of access to school, school type, infrastructure, provisions and facilities in school, inclusive behavior and attitude of authorities in the institution, teachers and peer groups. These result in students' participation, withholding, attainment, and completion of education. The disparity along caste lines is evident in the educational process. Poverty is a factor for dropout situation in Uttar Pradesh. The dropout declines as the income of the household increases in both cities. Highest degree of never attended any educational institution is among children from those households below poverty line. The situation of 'never attended' drops as the income of the household increases.

In Mathura city, which is much smaller than Ghaziabad city lacks growth dynamism. The the well-being index even among the low income households seems to have a positive association with city size and it tends to vary with the nature of the city, that tends to suggest that even when consumption poverty is high, many other facilities which are available in the cities contribute to the well-being of the population. However, it is noted that even in the so-called dynamic cities the percentage of slum households located in the bottom size classes is not negligible either, suggesting that growth alone cannot eradicate poverty. Availability of more demand-induced employment opportunities in the big city, in terms of several socio-economic development indicators verified that it tends to improve with a rise in city size. Economic globalization has not reduced the intra-urban growth differentials. The agglomeration economies continue to exist because the new forces in the present context of economic globalization have emerged to substitute the forces which explained their prevalence way back have been on the decline. This is, however, not to deny the considerable overlaps that may exist between informal sector employment, poverty, and slums in the big city. Since the big city is more productive in terms of

a wide range of socio-economic indicators the low income households in the big city is likely to be better-off in big city relative to their counterparts in small urban settlements.

Micro evidence suggests that big city tends to improve the wellbeing of the population even among the low income households. The percentage of slum households at the bottom size classes is much larger in the stagnant and small urban settlements compared to the large and relatively dynamic ones. However, several of the sample households even in big city are located in the bottom size classes. For them to experience an upward mobility the urban employment programmes are pertinent. Most of the urban specific programmes in India largely emphasize the importance of basic amenities to the urban poor and infrastructure need of the cities. However, improvement in educational support can have longlasting effect on poverty.

## Conclusions

The empirical drawn data analysis shows that the urban poverty is the overriding factor that forces many youth from traditionally marginalization section of the communities to dropout and shift from clean occupation to unclean work. The findings describe that the status of continuing education is high when household heads are educated or literate. However, it also indicates that parents' illiteracy was not too much a factor leading to dropout, but to some extent, education status of children associated with unclean occupation has improved because of affirmative actions (AAs), especially Right To Education Act (RTE, 2009), which is anchored in principles of equity and non-discrimination. Further, the education completion has not gone much at higher levels due to the fact that dropout is high at both primary and secondary levels. Most children get education till primary level. Gender difference was observed in dropouts amongst households currently engaged in unclean occupation, where the male children were higher in proportion than female children. However, there is a neglect of female post-primary education in the stated region of Uttar Pradesh. This is something in contrast to both human capital and inclusive theory, where 'gender' perspective is more important, and female education have been crucial discourses of education policy, ensuing girls' education and women empowerment as a tool of equality cum inclusive development and sustainable progress. Further, discrimination and exclusion on the basis of caste and gender happens to be the main issue for their educational backwardness in terms of access to school, school type, infrastructure, provisions and facilities in school, inclusive behaviour and attitude of authorities in the institution, teachers and peer groups. Further, the deeper social analysis shows that disparity along caste lines is still evident in the educational process across regions. It also shows the continuity in withdrawal of education among Scheduled Castes and the consequential social inequities attributed to historical and cumulative polity-socio economic deprivation suffered by them for centuries.

This study has sufficiently found that one of the main causes of magnitude of never enrolled and presently out of school children, and high rate of school dropout is chronic poverty which forces children at an early stage of their developmental lives to look for livelihood preference to augment household income in Uttar Pradesh. While poverty remains leading factor for educational withdrawal, the quality of education, is also one of the prominent causes. It is beyond doubt that there has been a significant growth in the number of schools in the country since independence.

It's similar to recent all India education survey also highlighted SC habitations have fewer primary schools than those of the higher castes. Therefore, the schools need to reach out to scheduled caste communities and reinforce school-community relations.

The percentage of males and females generally decreases with the increase in the level of education. In the case of male it increases at the level of primary and middle level education while in case of females it only increases at primary level. In all remaining levels of education it consistently decreases. Gender gap also widens with the increase in level of education. Highest gender gap exists at the level of middle and secondary level of education.

This clearly shows that reason of poor educational achievements is household related social and economic; poverty, low literacy of parents, intra-household and community settings and living conditions. Nevertheless discrimination and exclusion happens to be the main issue for their educational backwardness in terms of access to school, school type, infrastructure, provisions and facilities in school, inclusive behavior and attitude of authorities in the institution, teachers and peer groups. This results in students' participation, withholding, attainment, and completion of education. The outcome shows that disparity along caste lines is evident in the educational process. It is important for concerned districts and state officials to note the effectiveness of the efforts being made through various policies and programs in order to reduce social gaps by enhancing human capital more inclusively. This necessitates drawing an urgent attention and intervention for the policy maker to ensure the social justice and empowerment via educational attainment of the children, especially girls from poor, vulnerable and marginalized communities at large.

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