Gender parity index in rural secondary schools of Andhra Pradesh

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■ **ABSTRACT :** The present study was under taken to know the Gender Parity Index (GPI) in selected urban and rural secondary schools in Andhra Pradesh. The sample comprised of 60 schools and 60 head masters. Data about enrolment of boys and girls in selected schools were collected by referring the registers maintained and interviewing the head masters of the selected schools. From the results, it was found that the overall GPI of three regions was 0.8, in rural schools, it was 0.9 and in urban schools it was 0.7. It was interesting to note that the GPI was more in rural secondary schools compared to urban schools of three regions. Regional differences were observed in GPI of secondary schools where Telangana recorded less GPI compared to Andhra and Rayalaseema regions.

■ **KEY WORDS :** Gender parity index, Urban, Rural, Secondary schools

Universal elementary education has been one of the major goals of educational policy ever since independence. Provision of free and compulsory education for children up to 14years is one of the directive principles of state policy, because the primary school education is important in educational ladder as foundation for future growth of the child are laid during primary school education period. It is the most valuable time which influences the child constructively and creatively.

The educational attainment of a population, particularly of the young population, is an important indicator of the society's stock of human capital and its level of socio-economic development. The educational attainment of youth in the age of 15-24 also reflects the achievement of the educational sector in the past 20 years (UNESCO, 2011).

Enrolment of girls at primary level and upper primary level increased over the years and the challenge is to translate the high enrolment into high attendance rates. The survey also indicated that there was an increase in literacy among women, which increased from 53.67 per cent (Census, 2001) to 65.46 per cent (Census, 2011). It was the first time that out of the total of 217.70 million literates added during the decade, females (110.07 million) outnumbered men.

Despite strong economic and social evidence of the high returns to female education, most communities continue to under-invest in female education relative to male education. Even as the thresholds of schooling completion increase, with significantly narrowing gender gaps in primary education in particular, discrimination against girls in secondary and higher education remains an issue. Economic and social privilege also affect gendered patterns of access, with girls in secondary and higher education predominantly drawn from higher income and social groups, endowed with higher social status.

The Gender Parity Index (GPI) is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary, etc.).

The Gender Parity Index (GPI) reflects females' level of access to education compared to that of males. This is calculated for each school phase. A GPI of less than 1 indicates that there are fewer females than males in the formal education system in proportion to the appropriate school-age population. A GPI of more than 1 means that there are proportionately more girls than boys attending school. A score of 1 reflects equal enrolment rates for boys and girls.

Reasons for parental under-investment in female education are diverse and well-known (Subramanian, 2005). The deeply embedded undervaluation of female labour, identified primarily with the reproductive or household sphere, underlies the belief in many communities that educating females bring low returns, as skills required in the

reproductive sphere require domestic socialization and not many years of schooling.

Keeping these theoretical background in view the present study was planned to study Gender Parity Index (GPI) in selected Rural and Urban Government Secondary schools of Andhra Pradesh.

■ RESEARCH METHODS

Locale of the study:

The research study was carried out in three regions of Andhra Pradesh *i.e.* Andhra, Rayalaseema and Telangana. Two districts from each region were selected and form each district 2 mandals were covered and from two mandals 10 rural, 10 urban schools were selected to study the status of GPI.

The list of the secondary schools located in different areas of (rural and urban) selected mandals was obtained from the District Educational Officers of selected districts. From that list, 30 secondary schools located in rural areas and 30 in urban areas were selected from the selected twelve mandals. Sixty head masters from the selected 60 secondary schools were contacted to collect the information on enrollment details.

Tools and Techniques used:

Tools used:

– School attendance admission and attendance records.

– Interview schedule includes general profile of the school, admission details of the children, staff particulars and school infrastructure facilities.

Prior to data collection sufficient rapport was established with the respondents, after obtaining necessary permission from District Education Office of the selected districts. The information pertaining to general information about the schools was collected from the school head masters and the concerned class teachers. Data on enrolment were obtained by referring the concerned school record.

■ RESEARCH FINDINGS AND DISCUSSION

The strength of the class in rural urban secondary schools yielded very interesting information. From Table 1, it is very clear that only two rural schools in Andhra have total strength in the range of 76-100. It was interesting to note that the strength was above 500 in four urban schools of Andhra and six schools in Rayalaseema (3 rural and 3 urban) and one each in Telangana region schools. Compared to rural schools, the urban schools have more strength in all 3 regions. The strength was more in rural Rayalaseema schools compared to rural secondary schools in Andhra and Telangana regions.

Table 2 explains the enrolment status in 60 secondary schools studied. It was interesting to note that the enrolmented increasing from 6th to 10th class for both boys and girls where the enrolment was 2060 for boys in 6th and 1501 for girls and the enrolment of boys was 2265 in 10th class and 2041 for girls. However, the enrolment decreased from 8th to 9th and from 9th to 10th standards for both boys and girls.

Interestingly results on GPI indicates (Table 3) that the enrolment of girls was less compared to their counter parts for total enrolment of students from 6th to 10th standards and also for each class. Interestingly results on GPI for 7th, 8th and 9th classes indicates that for enrolment of every 10 boys, only 8 girls were enroled. Surprisingly the GPI for 6th revealed that for every 10 boys the girls enrolment was 7 only.

Table 4 indicates the enrolment status of secondary schools in rural and urban areas. Enrolment for girls was less at each class in both rural and urban secondary schools. Interestingly GPI (Table 5) in rural schools was 0.8 and for urban and it was only 0.7 *i.e.* the girls enrolment status was better in rural secondary schools compared to urban secondary schools. However, the GPI for 8th and 9th class was more in urban secondary schools compared to rural secondary schools and surprisingly enrolment for 6th and 7th classes girls were very less compared to boys where for every 10 boys only 6 girls were enrolled and it was encouraging in case of rural secondary schools where GPI was 0.8 and 1 in 6th and 7th

Table 1 : Details about student strength particulars in selected schools						
Strength range	Andhra		Rayalaseema		Telangana	
	Rural	Urban	Rural	Urban	Rural	Urban
76-100	2	0	0	0	0	0
101-150	1	0	0	0	1	0
151-200	2	0	2	0	2	0
201-250	2	0	0	0	2	0
250-300	0	1	1	0	1	2
301-350	0	0	1	0	2	2
351-400	1	1	0	2	0	0
401-450	0	2	0	2	0	2
451-500	1	0	0	2	1	1
Above 500	0	4	3	3	1	1
Total schools	9	8	7	9	10	8

Table 2 : Class wise enrollment of total boys and girls of three regions

Sr. No.	Class	No of enrolment		Total boys and girls
		Boys	Girls	
1.	6th	2060	1501	3561
2.	7th	2167	1767	3934
3.	8th	2622	2135	4757
4.	9th	2519	2069	4588
5.	10th	2265	2041	4306
	Total	11633	9513	21146

Table 3 : Class wise GPI in selected schools

Sr. No.	Class	No of enrolment		Gender parity index (GPI)
		Boys	Girls	
1.	6th	2060	1501	0.7
2.	7th	2167	1767	0.8
3.	8th	2622	2135	0.8
4.	9th	2519	2069	0.8
5.	10th	2265	2041	0.9
	Total	11633	9513	0.8

Table 4 : Details about class wise enrolment in rural and urban secondary schools

Sr. No.	Class	No of enrolment						Total B and G
		Rural			Urban			
		Boys	Girls	Total	Boys	Girls	Total	
1	6th	789	669	1458	1271	832	2103	3561
2	7th	799	817	1616	1368	950	2318	3934
3	8th	1034	918	1952	1588	1217	2805	4757
4	9th	994	870	1864	1525	1199	2724	4588
5	10th	903	845	1748	1362	1196	2558	4306
	Total	4519	4119	8638	7114	5394	12508	21146

Table 5 : Details about class wise GPI in rural and urban secondary schools

Sr. No.	Class	Gender parity index (GPI)					
		Rural			Urban		
		Boys	Girls	GPI	Boys	Girls	GPI
1.	6th	789	669	0.8	1271	832	0.6
2.	7th	799	817	1	1368	950	0.6
3.	8th	1034	918	0.8	1588	1217	0.7
4.	9th	994	870	0.8	1525	1199	0.7
5.	10th	903	845	0.9	1362	1196	0.8
	Total	4519	4119	0.9	7114	5394	0.7

class which indicates that for every 10 boys, 8 girls were enrolled for 6th standards and the enrolment was equal for boys and girls in 7th class where GPI was 1.

Table 6 indicates the enrolment of boys and girls in secondary schools in 3 regions of Andhra Pradesh. Interestingly the enrolment of boys and girls was less in rural secondary schools compared to urban secondary schools in all the 3 regions studied. Enrolment in government secondary schools was less in both rural and urban secondary schools

in Andhra region compared to Rayalaseema and Telangana regions. Interestingly secondary schools of Telangana regions recorded more enrolments in rural secondary schools compared to Rayalaseema and Andhra regions. However, results on the total enrolment in urban secondary schools revealed that the enrollment was more in Rayalaseema compared to Telangana and Andhra regions.

It is interesting to note from the GPI (Table 7) results that in Telangana rural secondary schools for every 10 boys

Table 6 : Details about class wise enrolment in rural and urban secondary schools in three regions of Andhra Pradesh

Region	Class	No. of enrolment						Total B and G
		Rural			Urban			
		Boys	Girls	Total	Boys	Girls	Total	
Andhra	6th	191	211	402	530	307	837	1239
	7th	185	219	404	580	317	897	1301
	8th	284	252	536	623	372	995	1531
	9th	277	249	526	598	379	977	1503
	10th	247	248	495	463	378	841	1336
	Total	1184	1179	2363	2794	1753	4547	6910
Rayalaseema	6th	309	266	575	365	271	636	1211
	7th	334	316	650	412	351	763	1413
	8th	390	365	755	528	488	1016	1771
	9th	368	351	719	513	469	982	1701
	10th	331	338	669	504	483	987	1656
	Total	1732	1636	3368	2322	2062	4384	7752
Telangana	6th	289	192	481	376	254	630	1111
	7th	280	282	562	376	282	658	1220
	8th	360	301	661	437	357	794	1455
	9th	349	270	619	414	351	765	1384
	10th	325	259	584	395	335	730	1314
	Total	1603	1304	2907	1998	1579	3577	6484

Table 7 : Details about class wise GPI in rural and urban secondary schools in three regions of Andhra Pradesh

Region	Class	No. of enrolment					
		Rural			Urban		
		Boys	Girls	GPI	Boys	Girls	GPI
Andhra	6th	191	211	1	530	307	0.5
	7th	185	219	1	580	317	0.5
	8th	284	252	0.8	623	372	0.5
	9th	277	249	0.8	598	379	0.5
	10th	247	248	1	463	378	0.7
	Total	1184	1179	0.9	2794	1753	0.5
Rayalaseema	6th	309	266	0.8	365	271	0.7
	7th	334	316	0.9	412	351	0.8
	8th	390	365	0.9	528	488	0.9
	9th	368	351	0.9	513	469	0.8
	10th	331	338	1	504	483	0.9
	Total	1732	1636	0.9	2322	2062	0.8
Telangana	6th	289	192	0.6	376	254	0.6
	7th	280	282	1	376	282	0.7
	8th	360	301	0.8	437	357	0.8
	9th	349	270	0.7	414	351	0.8
	10th	325	259	0.7	395	335	0.7
	Total	1603	1304	0.8	1711	1326	0.7

only 8 girls were enrolled and the GPI was favourable in other two regions where for every 10 rural boys, nine girls were enrolled. GPI results on urban secondary schools in different regions were not at all encouraging where in Andhra for every 10 boys, only 5 girls were enrolled (GPI 0.5), and in Telangana it was 0.7 where for every 10 urban boys, 7 girls were enrolled and interestingly in Rayalaseema for every 10 urban boys, 8 girls were enrolled. From the results, it is clearly evident that

that GPI was favourable in rural and urban schools of Rayalaseema region compared to Andhra and Telangana regions.

Conclusion:

From the results, it is clearly evident that girls enrolment is less compared to boys in government secondary schools and the enrolment of girls was better in rural compared to urban schools. Interestingly girls enrolment status was not encouraging in Telangana region compared to other regions. Hence, measures should be taken to improve the enrolment status of girls in secondary schools through public education, motivating parents to send their children and providing supplementary services to families for sending their girl children for studies along with providing girl child friendly school environment.

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