



Need for Human Rights Education for Female Students in Assam: A Case Study in Kokrajhar District of Assam

Subhagya Das

Assistant Professor, Hatidhura College, Hatidhura

Abstract –

Human rights education is an indispensable part of the right “To Education” and has of late gained larger recognition as a Human Right itself. The key stone of human rights education is that the education should not only aim at producing trained professional workers, but also inculcating in them a sense of higher purpose. Human rights education aims at providing people and students with the abilities to accomplish and produce societal changes. Education is fundamental human right as well as catalyst for economic growth and human development. Women’s education is extremely important intrinsically, as it is their human right and required for flourishing of many of their capacities. It is, however, noticed that most programmes for education gender roles, especially motherhood in curriculum as well as impact evaluation. The present study has been conducted with an objective to have in-depth insight into the problem of female school drop outs in primary to higher secondary classes in Kokrajhar district of Assam.

Key Word - Socio-economic condition, reason for drop out, is reducing the changes of high dropout

Introduction –

Human rights education is an indispensable part of the right ‘To Education’ and has of late gained larger recognition as a Human Right itself. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all rights for each and every person. The key stone of human rights education is that the education should not only aim at producing trained professional workers, but also inculcating in them a sense of higher purpose. Human rights education aims at providing people and students with the abilities to accomplish and produce societal changes. Education is widely acknowledged and seen as a way to empower people to improve their quality of life and increase their capacity to participate in the decision making process, leading to desired transformation in the social, cultural and economic policies.

Education is fundamental human rights as well as catalyst for economic growth and human development. Women’s education is extremely important intrinsically, as it is their human right and required for flourishing of many of their capacities. It is, however, noticed that most programmes for education of girls and women in India have reinforced gender roles, especially motherhood in curriculum as well as impact evaluation. The past three decades have witnessed a steadily increasing awareness of the need to empower through measures to increase social, economic and political equity, and broader access to fundamental human rights, improvements in nutrition, basic health and education. Empowerment of women is closely related to formal and informal source of education. The present study has been conducted with an objective to have in-depth insight into the problem of female school drop outs in primary to higher secondary classes in Kokrajhar district of Assam.

Objective of the study

1. To study the socio-economic conditions of population brought under female dropout in Kokrajhar district of Assam.
2. To study the reasons from dropping from the school.
3. To make recommendations for empowering human rights education and reducing the chances of high dropout.

Methodology:

The study is conducted in Kokrajhar district of Assam. Both primary and secondary data are used for the study. The data relates to the month of December 2010. A sample of 400 female respondents in the age group of 6 to 18 had been identified and selected for the study. The reasons for the dropouts were judged by interviewing the dropout girls and their parents and teachers through home and school visits. Girls and their parents and teachers were interviewed using a self-structured schedule that comprised of information regarding school and home atmosphere and background



information. Opinions of parents and teachers about causes behind dropouts of girls were also sought. The data has been presented in the form of tables for easy understanding and analysis. Commensurate with the set objectives, various analytical tools were employed for the analysis and interpretation of the data.

Result and Discussion:

Human rights equity makes education fair. If every child could make appropriate academic growth each year, human rights equity could be achieved and can reflect into equality of simple group averages across various demographic subgroups.

The present study found that one third of the parents were illiterate and 15 and 10 percent had been educated up to primary level. The study also revealed that in 400 families, both parents were illiterates, only 1.25% of the fathers were graduates and 2.5% of the mothers were graduates. As most of the parents had low educational status, they did not have an aptitude to encourage their children to go for higher education.

Source: Field study.

The study reveals that majority of the respondents (80%) belonged to joint families and (20%) belonged to nuclear families. It was analyzed that the parents of joint families could be encouraged the children to go for higher studies.

Source: Field study.

In this study, it was found that 60% of their parents were primarily labourers and 20% were farmers. The rest families belonged from business and miscellaneous of 05% and 15% respectively.

Source: Field study.

The study reveals that 54 percent had primary, middle and higher secondary schools up to one kilometer distance, and the 44 percentage had facilities up to two kilometers. Efforts have been made to provide primary schooling facilities within easy walking distance from the home of every child.

Source: Field study.

It can be inferred that the dropouts at the primary level were 66 percent and 14 percent drop out at middle level, 10 percent at H.S.L.C. LEVEL and 7 percent at H.S. level. The drop out rate was high at primary level.

Source: Field study.

According to teacher's point of view, 30% girl's students left their school due to poor primary education and shortage of teachers.

Source: Field study.

The study showed that economic and social causes for girl's early dropout from school. As far as social and economic causes are concerned, 28 and 26 percent teacher indicated that there existed financial strain and training in household work of the students. Also, 23 percent considered children coming from far away as the key factor for drop out. Among the other factors related to societal and economic causes of drop out, majority of the teachers agreed that trend of not educating girls and support from child's earning 12% system of early marriage 10%, bad company 4% and problem of adjustment 3% were responsible for the drop out of their girls.

Source: Field study.

The study revealed that 70 percent of families got 2000 as income, which is very low. Income of Rs. 4000/ and above compels girls to drop out of school and work to supplement the family income. The average monthly income of the family is 2750/. So, if the income of the families increases, there are chances for girls to continue their studies.

Source: Field study.

Recommendations

1. Legislation for free and compulsory primary, middle and higher secondary education.
2. Provision of schooling facilities within easy walking distance from the homes of children.
3. Creation of necessary infrastructure of facilities in schools.



4. Incentive schemes for students.
5. Introduction of 'no detention policy' at the primary stage.
6. Improvement of curricula and learning materials.

Conclusion:

The survey indicates that prevailing intra-household discrimination in educational matters for girls and women persists. Therefore, a strong message needs to be conveyed in support of education and economic empowerment as equally important for both the sexes. Education builds the way for economic empowerment and uplifts the status of women. Reducing the gender gap in secondary and higher education should be the focus of kokrajhar district Assam.

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