



Women in
CONTEMPORARY TIMES



Understanding the Socio-cultural Barriers

Editors :
Dr. Sajmina Akhtar
Daisy Priya Gogoi

A collection of research papers/articles on Women in Contemporary Times: Understanding Socio-cultural Barriers, edited by Dr. Sajmina Akhtar, Daisy Priya Gogoi and published by Women Cell, Khowang College.

ISBN: 978-93-92610-19-6

Year of publication: April, 2023.

Copyright: Women Cell, Khowang College (Email: womencellkhowangcollege@gmail.com).

EDITORIAL BOARD

CHIEF ADVISOR

Dr. Trailokya Dehingia,
Principal, Khowang College

ADVISORS:

Apsara Gogoi Phukan,
Associate Professor, Department of Education, Khowang College
Dr. Deepali Bhattacharjee,
Associate Professor, Department of Economics, Khowang College
Dr. Sachidananda Saikia,
Assistant Professor, Department of Assamese, Khowang College

EDITORS:

Dr. Sajmina Akhtar,
Associate Professor, Department of History, Khowang College

Daisy Priya Gogoi,
Assistant Professor, Department of English, Khowang College

MEMBERS:

Bija Chetia,
Assistant Professor, Department of English, Khowang College.
Kakoli Bonya Gogoi,
Assistant Professor, Department of English, Khowang College.
Nayana Borah,
Librarian, Khowang College.

PUBLISHED BY

Women Cell, Khowang College, Khowang Ghat, Pin- 785676.
In association with Ramdhenu Printing.

Price : Rs. 450/-

Layout and Cover Design: Daisy Priya Gogoi

Printed at: Kareng Offset Press, Moranhat

Email: karengoffset@gmail.com

All rights reserved. No part of this publication may be replicated, or stored in a retrieval system or transmitted in any form or by any means- electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner and the publisher.

Contents

- Editorial 5
- Addressing Anguish: Visiting the Naga Society through the Literature and Writings of Naga Women – *Gaurab Sengupta* 7
- Ajanta's "Pencil Heel" : A Resistance to Sexual Molestation – *Moina Mili* 15
- Class and Caste Barriers: Comprehending the Nuances from Perspective of Ishmat Chughtai's Short Story "GAINDA" – *Ishani Hazarika Singha* 21
- Deconstructing Regressive Wedding Rituals of the Hindu Bengali Community – *Debapriya Barua* 30
- Exposing the Patriarchy Camouflaged as Compassion Through Charlotte Perkin Gilman's "The Yellow Wallpaper" – *Daisy Priya Gogoi* 37
- Factors that Cause SC/ST Girls' to Dropout in Higher Education: A Literature Review Report – *Dr. Padma Dutta* 44
- Females in Business: Problems Confronted by the Female Entrepreneurs in India – *Dr. Deepali Bhattacharjee* 57
- Gender Disparity and Domestic Violence: A Dalit Feminist Study of Bama's *Sangati* – *Jimpy Dutta* 63
- Gender Roles and Status of Women in Japanese Society – *Raktima Goswami* 73
- Mapping of Global Research Output on the Topic "Women in Contemporary Times": A Scientometric Assessment Based on Scopus Database – *Nayana Borah* 78

ragging rooted in the fear of reverse discrimination which leads to dropout. This paper shall thus, analyze the factors that cause the SC/ST Girls to drop out of schools. It affects not only the students, but also the system of education. It is a matter of concern, for the sake of development of a nation.

Keywords: Higher Education, dropout, SC and ST girls.

Education is a powerful means of providing experiences for the growth of physical, mental, moral and spiritual qualities. It further helps in the integral development of the individual as well as accelerates the process of development of a society. It exposes people to new thoughts and ideas, and provides necessary skills and competencies for socio-economic well-being. Nowadays, education means a continuous integrated process that creates integrated human beings who are capable of solving individual and collective problems. Bloom (2005)¹ opines that as an instrument of development, education fosters and enhances work skills and life skills such as confidence and sociability. Higher education serves as an indicator of the rate at which countries produce advanced knowledge. Graduation rates are influenced both by the degree of access to tertiary programmes and by the demand for higher skills in the labour market. (OECD, 2010)².

Right to education is a human right granted by the United Nations Universal Declaration of Human Rights 1948. (UN Report, 1948)³. In the Preamble of the Indian Constitution, adoption of the four-fold ideals of Justice, Liberty, Equality and Fraternity has really been incorporated for the elimination of social inequalities, economic disparities and political privileges. The fundamental rights given to the citizens of India irrespective of castes, sex, religion and language shall have the right to receive education. Moreover, Article 46, under Directive Principles of State policy states, "The state shall

FACTORS THAT CAUSE SC/ST GIRLS' TO DROPOUT IN HIGHER EDUCATION: A LITERATURE REVIEW REPORT

Dr. Padma Dutta

ABSTRACT

Education is the key to developing various necessary skills and confidence to present oneself in the vast world which keeps improvising and moving towards further advancement. Education is a powerful means of providing experiences for the growth of physical, mental, moral and spiritual qualities. Furthermore, it helps in the integral development of the individual, as well as accelerates the process of development in a society. The fundamental rights given to the citizens of India, irrespective of caste, sex, religion and language shall have the right to receive education. However, the dropout rate of the students, especially the girl students, is more in Higher Education. The SC/ST girls' dropout problem is prevalent in the Indian Higher education system. Some social problems in SC and ST students within the institution are caused by inferiority complex, problems with English, their introverted nature.

promote with special care the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.” (The Constitution of India [As on 1st April, 2019], p.35)⁴. The Report of the Education Commission, 1964-66 suggested towards equalization of educational opportunity to remove disparity among students from advanced class and the backward classes like scheduled caste and scheduled tribes (Report of the Education Commission, 1964-66, P.109)⁵. Again, the National Policy on Education, 1986 envisaged that education will be used as an agent of basic change in the status of women. One of the thrust area in the policy was on education of children belongs to the Scheduled Castes and Scheduled Tribes. (National Policy on Education, as modified in 1992, p.8)⁶ Nobel Laureate Amartya Sen (1989)⁷ has mentioned that the position of women in the family and community produces multiple benefits due to their education. According to Sen, women education is the single most powerful way to encourage smaller, healthier and better educated families. But unfortunately it is a contemporary human condition that all people do not have access to education on equal footing.

STATEMENT OF THE STUDY: Factors that cause SC/ST Girls’ Dropout in Higher Education: A Literature Review Report.

SIGNIFICANCE OF THE STUDY: The SC/ST girls’ dropout problem is prevalent in the Indian Higher education system. It affects the students as well as the system of education by wasting time, money and energy. It is a matter of concern, for the sake of development of a nation. This literature reviewed reports on SC/ST girls’ dropouts have immense significance to understand the factors that cause girls dropouts in Higher education, which will aid

in the development of further studies, formulation and implementation of policies to prevent and reduce the dropout problem.

RESEARCH QUESTION: What are the factors that cause SC/ST Girls’ Dropout in Higher Education?

OBJECTIVES OF THE STUDY: To study the factors that causes SC/ST Girls’ Dropout in Higher Education.

METHODOLOGY: In the present study, to fulfill the specific objective, Descriptive method is followed. The study was conducted based on secondary data. The investigator have been discussed the findings of previously completed relevant studies on SC/ST girls’ dropout in Higher education. Various research works, relevant books, Doctoral theses, dissertations, journals, research articles, research surveys, annual reports, etc. have been systematically reviewed, analyzed and the outcome results of the study are presented with appropriate interpretations thereof.

ANALYSES AND INTERPRETATION: Brimer & Pauli (1971)⁸ in their study on dropout they had mentioned that girls were the sufferers of preferences given by the parents, but the severity of preferences given depends on the culture. Kirpal, Swamidasan, Gupta and Gupta (1985)⁹ conducted a study on Scheduled Caste and Tribe students in higher education in IIT Bombay. The study traces the relationship between the background of SC/ST students and their academic performance and dropouts rates in IIT Bombay. The study focused on the two main problem areas for SC/ST students i.e. academic and social problems. The study focused on the impact of different background variables such as rural/urban origin, financial status, familial education, and medium of instruction prior to IIT, preparation for IIT, student ambitions, and academic performance of SC/ST students admitted through the reserved quota. The study highlighted the failure of SC/ST students to survive

in the competitive IIT set-up and the need for additional facilities, extra tutorials so that SC/ST students admitted into IIT Bombay would not leave the Institute after a stay of two to three years for failure of fulfilling the academic requirements. The study found that on an average the academic performance of SC/ST students is poorer than that of non-SC/ST students. Since the majority of non-SC/ST students who have very good performance are from cities and the majority of rural background students have just average performance, it appears that urban background affects academic performance to some extent. About the family income and academic performance, comparatively the percentage of poor SC/ST students admitted to IIT is higher than in the general category students. About family education from the study it was found that good performance by the students is not ensured by the level of parental education. About the impact of medium of instruction on academic performance the study indicated that medium of instruction in some cases affect the comprehension level and expression and performance ability, particularly in subjects of a descriptive and analytical nature. The study revealed some social problems in SC/ST students are caused by inferiority complex, problems with English, their introverted nature, ragging rooted in the fear of 'reverse discrimination'. The last category leads to many social problems in case of SC/ST students. The study suggested that a well established counseling cell should be run to counsel SC/ST students, especially at the beginning of the B Tech programme. This will prevent segregation of SC/ST students from the main body of students and reduce to a great extent the feeling that they are substandard because they are SC/STs and will decrease the high drop-out rate among SC/ST students. US Population Survey (1987)¹⁰ in the matter of dropouts showed the higher dropout rates for young men than young women i.e. 16 percent of males age group of 18-19 compared to 12 percent of females, and data showed that the dropout rate for youth from low socio-economic households was about three times larger than

for youth from high socio-economic households. The report also stated that pregnancy or early parenthood was a major reason for young women dropping out of school. Xenos, Pierrakeas and Pintelas (2002)¹¹ surveyed the student dropout rates and dropout causes concerning the students in the Course of Informatics of the Hellenic Open University. The correlation between student dropouts and student profiles was examined and the reasons for student dropouts were investigated. The main reason is inability to estimate the time required for university-level studies and the perceived difficulty of the computers course. The second reason is that their knowledge was not sufficient for university-level studies. Other reasons were the birth of a child, a major change at work, health problems, failure to complete the written assignments and meet the deadlines, not enough assistance from the tutor and other personal reasons. Rumberger & Lim (2008)¹² reviewed 25 years of research studies to find out the related causes of dropout and mentioned in the California Dropout Research Project Report that dropout influencing factors are different at different stages of education, amongst which the factors related to school, family problems and works are the main reasons of dropout. They had also mentioned that no single factor could alone account for a decision of the student to continue until completion of the course of study. Not only the academic matters decide in students' continuation or dropping out, but their behaviour and performance also significantly affects in the matter of dropping out. The researchers also had mentioned that the dropout is a process that begins at the elementary level. According to them, social factors such as supportive relationships in families, school and communities play an essential role in persisting of a student in studies and lessen their deciding to drop out. Paura & Arhipova (2013)¹³ in their study "Cause analysis of students' dropout rate in higher education study program" had stated that balancing the input and output with enrolled and graduated students may increase the number but not the quality.

They had mentioned that the students with the higher score in secondary school have a lower rate of drop out than the students with lower scores in secondary school. Gender and faculty factors are also the causes of dropout in higher education. **European Commission Report (2015)**¹⁴ on dropout and completion in higher education in Europe addresses how governments and institutions define study success; the factors that are regarded as important for achieving study success; the patterns in policy makers used to reduce dropout and improve study success; and the extent to which policy is (expected to be) effective in reducing dropout and improving study success. This study revealed that study success is influenced by various factors at the individual, institutional and national levels. At the national level, the selectivity and flexibility of the higher education system are the most important factors that impact on study success. At the institutional level, creating student engagement; the matching of students and study programmes; teaching and learning initiatives to develop more student-centered and active learning approaches; systematic tracking and monitoring of students' success; and the organizational context surrounding study programmes (full-time versus part-time study, rules and regulations concerning admission and progression) are considered most important. The study success is also related to a range of individual factors. For example, the knowledge and expectations of the individual student about the study programme, the socio-economic background of students as well as the amount of paid-work students do alongside studying are among the most crucial factors influencing study success. Recommendations made by the study as: the higher education institutions' strategic plans could specify what actions will be taken on areas such as internal quality assurance. Institutions and students will benefit from student monitoring, counseling and mentoring systems as well as from structures to socially and academically integrate students. Institutions can consider publishing

key institutional indicators on study success on their web pages to assist future students in making the right study choices as well as to raise and sustain institutional awareness of study success. Institutional responsibility for study success can also include measures and facilities to assist students in their learning process. Institutions will benefit from institutional research on the specific patterns underlying dropout and completion. This will enable them to formulate adequate measures to address study success within their own context. **Bezerra & Silva (2017)**¹⁵ in their research related to "A review of literature on the reasons that cause the high dropout rates in the MOOCs" had mentioned about high dropout rates even in those Massive Open Online Courses (MOOCs), which required no prerequisite norms and without any upfront fees". The institutes conducting such courses needed no prior requirements from the students, and that was free of cost, which made it easier for a student to opt for leaving the course without any reason or hesitation. The researchers had not defined the term dropout. **Can, Aktas & Arpacioğlu (2017)**¹⁶ discussed the various causes of dropout in their study, "The reasons of school dropouts in higher education: Babaeski Vocational College Case" and pointed out in their findings that more than half of the students dropped out of their study mainly because of academic performances such as failure, getting bored from school and lessons, absenteeism, emotional attachment to others, various bad-habits, using violence to solve problems, discipline and health conditions. **Aina, Baici, Casalone & Pastore (2018)**¹⁷ in their study "The Economics of University Dropouts and Delayed Graduation: A Survey", the researchers reported that availability of quantity and quality human and financial resources in the university are essential for giving better services to the students. The inability of the universities to provide such services worsens the situation and compels the students to drop out. **Kim & Kim (2018)**¹⁸ in their study, "Sustainable Education: Analyzing the Determinants of University Student Dropout by Nonlinear Panel

Data Models”, the researchers had examined the possible causes of university drop out and mentioned in their findings that the enrolment in higher educational institutions creates burdens to the students, that discourage them from continuing study at the university, but getting a placement or receiving a scholarship in the student category lessens the dropout. Student-teacher interaction plays a vital role in motivating the students in continuing studies. They had also mentioned that undergraduate students feel maltreated by the teachers of research-oriented universities. According to them the previous performance plays a significant role in continuing or dropping a course at the level of Higher education. The persistence rate of students scoring high in the Scholastic Aptitude Test (SAT) is higher in comparison to the students scoring less. **Anjalmoose & Arumugam (2018)**¹⁹ in their study had mentioned various causes of dropout in the higher secondary school levels such as performances, attitude, sickness, and drug addiction are the significant causes of dropout. In contrast, poverty, punishment, marriage, pregnancy, migration and family-related matters were reported to be the causes of lower per cent of dropouts. **Goswami & Barman (2019)**²⁰ in their study, “Learner’s Drop out in the Distance Learning Programme: A Case Study of the Institute of Distance and Open Learning, Gauhati University” Goswami and Barman had mentioned that the dropout had been a significant problem of the distance and open learning education programmes. They had reported that the majority of the students in the distance learning programme could not spare time to studies, which was a significant cause of dropout.

Factors that cause SC/ST girls’ to dropout in higher education:

- The dropout rate for youth from low socio-economic households was about three times larger than for youth from high socio-economic households.
- Some social problems in SC and ST students within the institution were caused by inferiority complex, problems

with English, their introverted nature, ragging rooted in the fear of reverse discrimination which leads to dropout.

- Poverty leads to high drop- out rates among SC and ST women students.
- Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason of dropout.
- The studies revealed that pregnancy or early parenthood was a major reason for young women dropping out from studies.
- Other reasons of women’s dropout were the birth of a child, a major change at work, health problems, failure to complete the written assignments and meet the deadlines, not enough assistance from the tutors etc.

CONCLUSION: Higher education should be made affordable for all, irrespective of class or castes. The nation can develop only when all citizens are educated. There are many economically weaker and disadvantaged female SC and ST students. These students need proper attention to go forward. All girl children should have their educational needs met by the government. Campaigning to educate a girl child and end child labour can be beneficial to some extent, but teaching girl children at the government’s expense would provide a greater outcome in terms of reducing girls’ dropout and gender inequities.

REFERENCES:

1. D.E., Bloom. (2005). *Education, Health and development*, American Academy of Arts and Sciences, 1-29.
2. OECD (2010). *How many young people graduate from tertiary education?* In Highlights from Education at a Glance, OECD Publishing.
3. *United Nations Universal Declaration of Human Rights* (1948). United Nations (UN) copy @ lexmercatoria.org, Copyright © 1949 United Nations (UN). *UNESCO, Administrative Committee on Co-ordination Working Group on Community Development: Working Paper on the Definition of fundamental Education*, Working Paper UNESCO/2.Paris,15 June,1956.
4. Government of India, Ministry of Law and Justice, Legislative Department (2019). *The Constitution of India [As on 1st April, 2019]*, p.35.
5. Government of India, Ministry of Education (1966). *Report of the Education Commission 1964-66, Education and National Development*, p.109
6. Government of India, Department of Education, Ministry of Human Resource Development, New Delhi (1998). *National Policy on Education 1986 (As modified in 1992), with National Policy on Education 1968*, p.8
7. A., Sen. (1989) Women's Survival as a Development problem. Bulletin of the American Academy of Arts and Sciences 43(2),14-29. Retrieved from <http://www.jstor.org/stable/3824748>
8. M.A., Brimer & L., Pauli. (1971). *Wastage in education: A world problem; Studies and Surveys in Comparative Education Series*. A study prepared for the International Bureau of Education; UNESCO: IBE, Paris-Geneva
9. V., Kirpal., N., Swamidasan., A., Gupta & R. K., Gupta . (1985). Scheduled Caste and Tribe students in higher education in IIT Bombay. *Economic and Political Weekly*, 20 (29) , pp. 1238-1248.
10. *United States General Accounting Office 133614: Report to Congressional Requesters, July 1987 School Dropouts Survey of Local Programs*. Retrieved from: <http://www.gao.gov/assets/150/145536.pdf>
11. M., Xenos., C., Pierrakeas & P., Pintelas. (2002). A Survey on student dropout rates and dropout causes concerning the students in the Course of Informatics of the Hellenic Open University. *Computers & Education*, 39,361-377.
12. R.W., Rumberger. & S. A., Lim. (2008). *Why Students Drop Out of School: A Review of 25 Years of Research*; California Dropout Research Project Report #15, October 2008; University of California, Santa Barbara.
13. L., Paura. & I., Arhipova. (2013). Cause analysis of students' dropout rate in higher education study program, *Procedia-Social and Behavioural Sciences*, 109,1282-1286, <http://www.sciencedirect.com>
14. European Commission (2015). *Dropout and Completion in Higher Education in Europe*. Report to the European Commission, December, 2015, Prepared by Centre for Higher Education Policy Studies and Nordic Institute for Studies in Innovation, Research and Education. Luxembourg: Publications Office of the European Union. doi : 10.2766/826962

15. L. N. M., Bezerra, & M.T., Silva. (2017). A review of literature on the reasons that cause the high dropout rates in the MOOCs; *Revista ESPACIOS*. ISSN 0798 1015, Vol. 38 (5).
16. E., Can., F. O., Aktas, & I.T., Arpacioğlu. (2017). The Reasons of School Dropouts in Higher Education: Babaeski Vocational College Case, *Universal Journal of Educational Research* 5(12A):84-88, 2017 <http://www.hrpub.org> DOI: 10.13189/user.2017.051313;
17. C., Aina., E., Baici., G., Casalone. & F., Pastore . (2018). *The Economics of University Dropouts and Delayed Graduation: A Survey*, IZA DP No. 11421; IZA Institute of Labor Economics; Bonn, Germany, 1-20, retrieved from www.iza.org
18. D., Kim. & S., Kim. (2018). Sustainable Education: Analysing the Determinants of University Student Dropout by Nonlinear Panel Data Models, *Sustainability*, 10,954, 1-18; doi:10.3390/su10040954, retrieved from www.mdpi.com/journal/sustainability
19. S., Anjalmoose. & M., Arumugam. (2018). Dropout in Higher Secondary School Students- Modeling a case study in the Cuddalore District, Tamilnadu, India; *International Journal of Education*, 6(3),15-19, DOI: <https://doi.org/10.5281/zenodo.1299768> <http://www.shanlaxjournals.in>
20. D., Goswami. & S., Barman. (2019). Learner's Drop out in the Distance Learning Programme: A Case Study of the Institute of Distance and Open Learning, Gauhati University; *Journal of Xi'an University of Architecture & Technology*, Volume XI, Issue XII, 2019, 907 – 917.

FEMALES IN BUSINESS: PROBLEMS CONFRONTED BY THE FEMALE ENTREPRENEURS IN INDIA

Dr. Deepali Bhattacharjee

ABSTRACT

The business sector has always been dominated by the male, whatever may be the size of business, be it small scale business, large scale business or multinational business. Various social barriers restrict females from starting a business of their own. The patriarchal society stresses that a woman's place is at home and a man's is outside for work. Females were perceived incapable of handling serious business matters and were a bit sidelined in this field. They were not considered suitable for any professional work outside the house and the workforce composed mostly of males. Now a days, however, females have begun to realize the great potential and the influence on business environment that they possess. In this era, females can start taking up senior positions in business and transforming the organizations they work for or they can start any business on their own. Female's involvement in business has become a major issue that has raised mixed reactions from different corners of the business world. Thus, this paper discusses the issues of women in business and what types of obstacle they confront in this field.