

## A study about educational gender inequality in India

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### Abstract

Gender inequality in India refers to health, education, economic and political inequalities between men and women. Gender inequality in education in India is a multifaceted issue that concerns men and women alike. Patriarchal attitudes and gender discrimination are very much in the family and even in classrooms. Some argue that some gender equality measures, place men at a disadvantage. However, when India's population is examined as a whole, women are at a disadvantage in several important ways. Gender inequalities in education and its social causes; impact India's sex ratio, women's education, social and economic conditions. This article refers to status of equality in educational sector in India.

**Keywords:** Gender, health, education, economic and political

### 1. Introduction

From the early 1990s there have been sustained and massive efforts to drive gender equity in education in India i.e. a special focus on education of girls. The Union government has played a central role, and the state governments have played their roles. The District Primary Education Programme launched in 1994 and the Sarva Shiksha Abhiyan from 2001 had a specific mandate of achieving gender equity. These nationwide programmes had multiple schemes and mechanisms to help enable this mandate. Cycles are distributed in all states to help the education of girls. All girls from disadvantaged families in government and government-aided schools, are given free cycles to reach schools regularly.

One crucial goal of gender equity has been achieved in India. The gender parity index which was 0.76 in 1991 is 1 now for primary schooling. This means is that in 1991 for every 100 boys in primary schools there were 76 girls, and now there are 100, i.e. complete parity. Enrolment has gone up from about 65-70% to 99% i.e. earlier 65-70% children of school-going age were enrolled in schools, now almost all children are in schools. Put another way, just about 25 years ago, 45-50% of girls in India were in school, today almost all girls in India are in schools. This is a commendable achievement. As much as we ruminate over all that is with our school education, we must pat ourselves on the back for this achievement.

In the same period, the gender parity index has gone from 0.6 to 0.9 for secondary schools and from 0.54 to 0.8 for higher education. That has also been significant progress. It's not as though all this progress is the result of only government programmes, there has been significant civil society mobilization around this issue. Overall the improvement has been driven by improvement in access (e.g. more schools, cycle schemes), by changes in core educational factors (e.g. teacher awareness and sensibility, inclusive texts) and by the evolving, changing social norms and expectations, which are partly influenced by the spread of education itself.

According to Census of India 2011, literacy rate of females is 65.46% compared to males which are 82.14%. Compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. Only the states of Kerala and Mizoram have approached universal female literacy rates. In rural India girls continue to be less educated than the boys. Boys in the same family will be sent to higher quality private schools and girls sent to the government school in the village.

The chief barrier to female education in India are inadequate school facilities, shortage of female teachers and gender bias in curriculum as majority of the female characters being depicted as weak and helpless vs. strong, adventurous, and intelligent men with high prestige jobs.

Gender and social equity issues in education require a framework that can capture heterogeneous gendered realities and multiple disadvantages. Gender is embedded within a complex social and institutional structure in India. It is necessary to look at gender inequalities in education within the broader framework of social, economic inequalities and education system. Studies regarding girls show that they are already excluded because of their gender, they face multiple barriers, making more difficult to enroll in and complete primary school and continue on to secondary school and higher studies. In this issue social and economic situation of children is complex and the situation that is obtained in the school requires work on several fronts at the same time. It is multi-dimensional work. Educational discontinuation rate – at primary and upper primary levels is highest among ST, followed by SC and Muslims, then OBC.

To promote gender equality our govt. is taking sincere steps as easy access to school, enrolment of all children in school; regular attendance of children, and efforts to ensure this; teachers regularity and joyful learning, remedial classes for children who are weak, familiarity with school, language, conducive school environment with good infrastructure, safe building and protection from extreme weather, access to books, learning toys and sports material, availability of

uniforms for poor children, provision of mid-day meal of good quality and nutritious, absence of all forms of violence and abuse (mental, physical, emotional, sexual), regular assessment, feedback to children and monitoring their learning.

**3. Finding and Analysis**

**2. Methodology**

The present study is based only on secondary data. The data were collected from books, journals, website and annual reports.

**Table 1:** Different Aspects of Male and Female in India

Gender Statistic Measure	Female India	Males India
Unemployment, youth (% of labour force ages 15–24, ILO method)	10.6	9.4
Unemployment, (% of labour force, ILO method)	4	3.1
Self-employed, (% employed)	85.5	80.6
Secondary school education, students (%)	46	54
Secondary school education, gender of teachers (%)	41.1	58.9
Ratio to males in primary and secondary education (%)	0.98	1.0
Primary school completion rate, (%)	96.6	96.3
Lower secondary school completion rate, (%)	76.0	77.9
Life expectancy at birth, (years)	68	64.5
Life expectancy at age 60, (years)	18.0	15.9
Infant mortality rate, (per 1,000 live births)	44.3	43.5
Expected years of schooling	11.3	11.8

**Table 2:** Girls Enrollment in Primary and Middle Classes

Session	Class I-V	Class VI-VIII
2011-12	48.35	48.63
2012-13	48.36	48.77
2013-14	48.2	48.66
2014-15	48.38	48.71
2015-16	48.37	48.74

**Table 3:** SC Girls Enrollment in Primary and Middle Classes

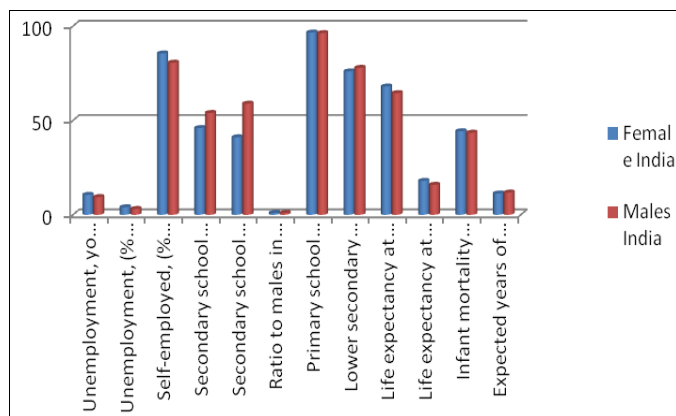
Session	Class I-V	Class VI-VIII
2011-12	48.42	48.64
2012-13	48.52	48.95
2013-14	48.31	48.76
2014-15	48.55	48.81
2015-16	48.58	48.84

**Table 4:** ST Girls Enrollment in Primary and Middle Classes

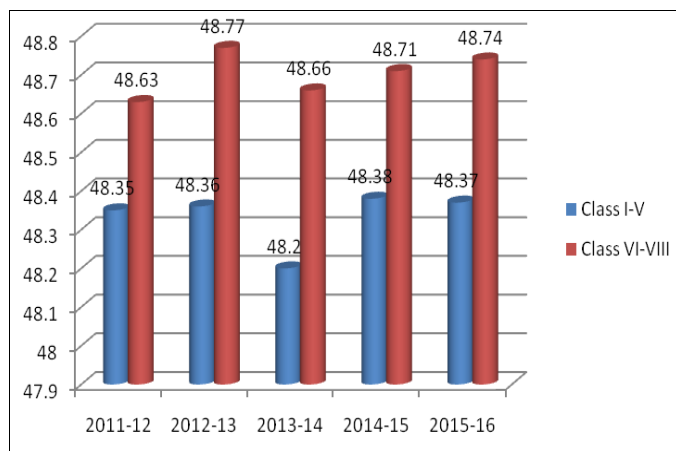
Session	Class I-V	Class VI-VIII
2011-12	48.49	48.66
2012-13	48.54	49.03
2013-14	48.34	48.73
2014-15	48.36	48.74
2015-16	48.35	48.77

**Table 5:** OBC Girls Enrollment in Primary and Middle Classes

Session	Class I-V	Class VI-VIII
2011-12	48.54	48.61
2012-13	48.65	48.92
2013-14	48.49	48.81
2014-15	48.53	48.83
2015-16	48.55	48.85



**Fig 1:** Different Aspects of Male and Female in India



**Fig 2:** Girls Enrollment in Primary and Middle Classes

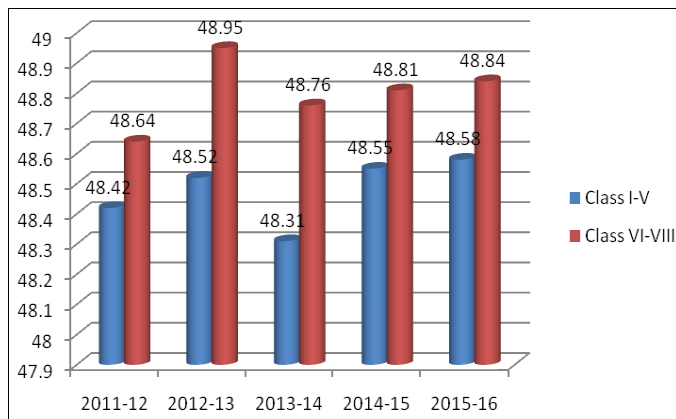


Fig 3: SC Girls Enrollment in Primary and Middle Classes

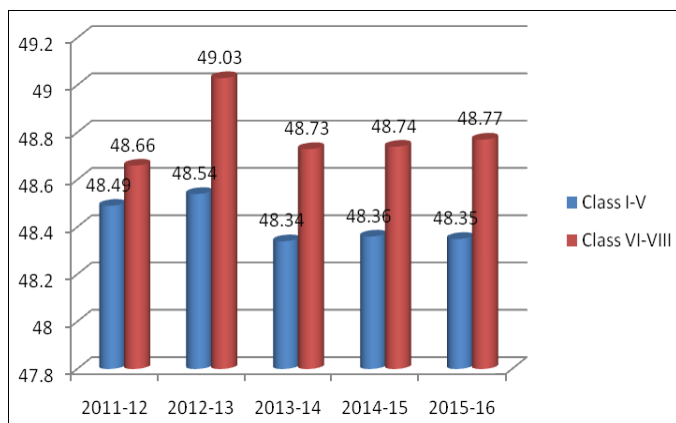


Fig 4: ST Girls Enrollment in Primary and Middle Classes

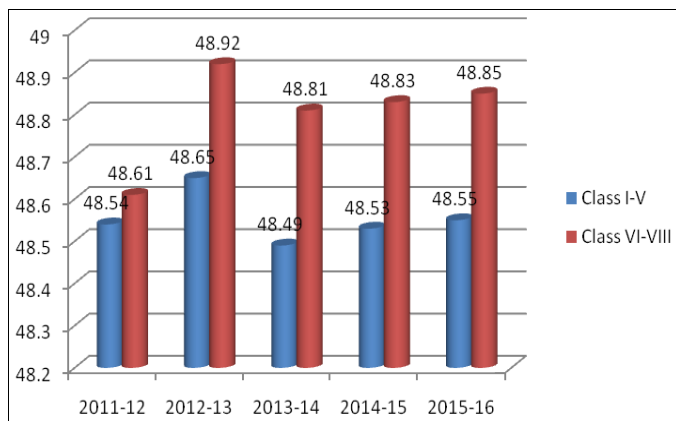


Fig 5: OBC Girls Enrollment in Primary and Middle Classes

**4. Conclusion**

Although gender gap has been reduced significantly, problems still remain in the quality of education for girls where ensuring an environment that is free of prejudice, discrimination and stereotyping children on the basis of gender, caste, community, disability or parental occupation is now accepted. A nation or society, without the participation of women cannot achieve development. If we eliminate gender discrimination, women will deliver all the potentials, skills, know ledge to develop the family, the nation and the whole world. Education develops the skills, imparts knowledge, changes the attitude and improves the self-confidence. It provides employment opportunity and increases income. Hence educating women is the prime factor

to combat gender discriminate and for the upliftment of women. Economic independence will free the women from the slavery position and boost the self-confidence. Economic independence of women also helps in the national economic development.

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