

Gender Issues In Education

Dr Tanu Srivastava

Assistant Professor, Pioneer Institute of Professional Studies, Indore

Introduction

Education is the most important instrument for human resource development. Educating women, therefore, occupies top priority among various measures taken to improve the status of women in India. Women became more vocal, articulate and assertive after independence. Jawaharlal Nehru said, “You can tell the condition of a nation by looking at the status of its women.” He understood that higher education for women was the need of the hour. In 1950-51 there were nine women per hundred men pursuing higher education. In 1984-85 the situation improved to 28 women per hundred men.

The National Policy on Education of 1968 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. The largest single factor that could help achieve this was the spread of literacy and education among women. This policy laid special emphasis on the removal of disparities and to equalize educational opportunity for men and women.

In most Indian families, a daughter was viewed as a liability, and she was conditioned to believe that she is inferior and subordinate to men. Sons were idolized and celebrated. Today Indian women’s participation in higher education is quite high and growing. This is due to high job aspirations and parental support. But most women still attend local universities, as their parents want them to stay at home and study. A lot depends on their social class, and parental educational status.

Background To Gender In Education In India

India accounts for 30% of the world’s total illiterate population and around 70% of these illiterates are women. As per 2001 Census data, women constitute 48% of the total

population in India, but around 46% of women are still found to be illiterate. Problems of gender disparity and discrimination begin with access to schooling.

The Gender Parity Index (GPI) at the primary and upper primary levels was 0.9 and 0.8 in 2003 respectively (GoI, 2004). Once girls are able to get enrolled in school, they are rather more likely than boys to continue their education with more success (UNESCO, 2004).

In India the school system consists of three different stages: elementary education, which consists of primary school and upper primary school, for children between 6 and 14 years old; secondary education, divided into secondary school and senior secondary school, for children between 14 and 17 years old; and higher education which is university or college studies. For children between 3 and 6 years old, there is also a pre-school education programs.

TABLE: 1 Gross Enrolment Ratios

years	Class VI-VIII (11-13 Years)		Class IX-X (14-15 Years)		Class XI-XII (16-17 Years)	
	Boys	Girls	Boys	Girls	Boys	Girls
2006-07	77.59	69.64	58.57	47.44	31.53	26.09
2007-08	81.48	74.36	62.62	53.23	36.26	30.40
2008-09	82.7	76.6	64.8	55.5	37.2	31.6
2009-10	84.53	78.30	66.65	58.45	38.31	33.31
2010-11	87.7	83.1	69.0	60.8	42.2	36.1

ALL CATEGORIES

years	Class VI-VIII (11-13 Years)		Class IX-X (14-15 Years)		Class XI-XII (16-17 Years)	
	Boys	Girls	Boys	Girls	Boys	Girls
2006-07	83.14	67.33	58.30	44.57	29.18	21.84
2007-08	82.07	78.08	55.81	48.99	30.12	25.31
2008-09	86.8	83.3	66.2	58.7	35.6	30.7

2009-10	90.51	86.59	71.19	63.50	37.42	33.48
2010-11	93.8	90.6	74.0	67.5	40.3	36.1

SCHEDULE CASTES

SCHEDULE TRIBES

years	Class VI-VIII (11-13 Years)		Class IX-X (14-15 Years)		Class XI-XII (16-17 Years)	
	Boys	Girls	Boys	Girls	Boys	Girls
2006-07	80.22	68.22	47.48	35.49	23.39	14.72
2007-08	81.09	70.16	48.84	37.22	24.25	16.20
2008-09	85.7	76.4	51.7	40.7	27.7	19.4
2009-10	87.81	78.81	54.24	44.22	31.36	22.32
2010-11	90.7	87.0	57.1	49.1	32.7	24.8

Source: Statistics of School Education, MHRD, GOI, New Delhi. Various years' reports

The above table clears that the participation of girls at the secondary stage of education in comparison to elementary stage has witnessed a decline. Moreover, comparison to boys in all succeeding years, the participation of girls is less as compared to boys at the secondary level. Although the participation of girls since 2006 has been growing every year but the gender disparities continue to exist. This problem has also been visible among girls belonging to Scheduled Castes and Scheduled Tribes.

Literature Reviews

According to **Shukla in 2003**, there were, 14 women per 100 men in 1950-51, which increased to 67 in 2002-03.

In **2012, Bose** found that in 40 developing countries, less than 25 percent of the women in reproductive age have finished any secondary education.

In **2016 Nandita Mathur**, found India has improved its ranking from 108 in 2015 which is believed to be partially due to improvement in primary and secondary education, but this has not removed women's barriers against their will to be included in the workforce.

Mukherjee. Mukul, (2004) analysed that women usually bear a significantly high share of the costs of economic change and adjustment associated with globalization and concludes that before they can take advantage of the newly emerging economic opportunities, women have overcome the constraints they face in accessing credit skill markets and other necessary resources.

Ali. Sophia J, (2011) found that promotion among women was low and training for women employees was minimal. Most women employees were dissatisfied with career development programmes and women were discriminated against in career development opportunities.

Das. Jonali, (2011) analyses that, to achieve the goal of universal primary education as early as possible. ii) In tribal areas girls schools and girls colleges should be promoted. iii) In every schools and colleges especially which are in rural areas, toilet with proper facilities for ladies should be provided.

On the basis of pre-studies, this study evaluate that the problem of gender issues in India mainly related to Indian culture and illiteracy. This shows that parents are not spending much after 10+2 standard on girl child and that's why they lack in job market and other areas.

Challenges Of Gender Issue:

In India government channelizing various programmes to reduce discrimination in education system. since 2009, 96 percent enrolment done and girls making up 56 percent of new students between 2007 and 2013, now India has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a primary school (class I-V) within one kilometre and 92 percent have an upper primary school (class VI-VIII) within a three-kilometre walking distance. Pratham's Annual Status of Education 2013 report, 78 percent of children in Standard III and about 50 percent of children in Standard V cannot yet read Standard II texts. Mathematic is a big cause for concern as only 26 percent students in Standard V can do a division problem. Without any strategies, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for both the state and central governments.

'The State of World Population 2016', a report by the United Nations Population Fund (UNFPA), India loses almost \$56 billion every year in potential earnings by not educating girls. Such losses are attributed to adolescent pregnancy, high secondary school dropout rates and joblessness

among young women. Child rights NGO Save the Children has worked with leading corporates to empower the girl child. The P&G's Shiksha project has facilitated education across schools in Jharkhand and imparted training in extra-curricular activities. Spanning 30,000 children, the program also brought back out-of-school children to schools, encouraging them with gender-sensitive materials and well-stocked libraries.

Suggestions And Implications

State and Central Governments, various communities like NGO's, private sector and civil society, human accountability and lot of social activities for women's development and against the gender discrimination should come together to close the gender gap. Here are some suggestions that will surely decline gender gaps in education system.

- **Education-** Education has a power to uplift whole society. Educated person have knowledge to differentiate between good and bad. Educated people can survive in any conditions. Women's are the backbone of economy, so if girls will be educated then they can change the society.
- **Employment-** if the women's are educated, they can get employment easily. Employment gives the economic independence and respect to the women in their family. Employability could increase the standard of women's life.
- **Empowerment-** Empowerment of women's would help them to build a society. When a society have empowered women's, there should be no any discrimination between male and females.
- **Self-confidence-** Indian women's, an especially uneducated and unemployed woman hasn't had the self-confidence. The first requirements of self-confidence is education.

Conclusion

Though every year government starts various schemes and programs for the benefit and empowerment of women but on the ground there are not enough visible changes. The change will appear only when the mind set of Indian society would change; when the society would start

treating male and female on equal footing and when a girl would not be considered as a burden. A nation or society, without the participation of women cannot achieve development. If we eliminate gender discrimination, women will deliver all the potentials, skills, knowledge to develop the family, the nation and the whole world.

References

Ali. Sophia J, (2011) made a study on “Challenges facing women employees in career development: A focus on Kapsabet Municipality, Kenya”.

Bose, S. (2012). A Contextual Analysis of Gender Disparity in Education in India: The Relative Effects of Son Preference, Women's Status, and Community. *Sociological Perspectives*, 55(1), p. 67-91

Das. Jonali, (2011) made a study on “women empowerment and tribal community”.

Mathur, N. (2016) India ranks 87 in WEF gender gap report. Livemint

Mukherjee. Mukul, (2004) in his Article “women and works in the shadow of globalization in Indian Journal of Gender Studies.

National Policy on Education -1986, Department of Education, MHRD, New Delhi

National Policy for Empowerment of Women 2001, Department of Women and Child Development, Ministry of Human Resource Development, Government of India.

www.researchgate.net

<http://www.ncert.nic.in>

www.brookings.edu

www.indiacelebrating.com