

GENDER DISPARITY IN EDUCATION: A STUDY OF INDIA

**RITALI ROY, Ex-student of Dept. of Economics; Hiralal Mazumdar
Memorial College for Women, Dakshineswar),**

and

**Dr. Sonali Mukherjee, Associate Professor, Dept. Of Economics,
Hiralal Mazumdar Memorial College for Women, Dakshineswar**

1. INTRODUCTION

Gender disparity or gender discrimination refers to the unequal treatment of individuals based on their gender. Gender biasedness among men and women in our country can be observed whether in the fields of education, or employment, or health, or wages, etc.

Gender disparity or gender discrimination is one of the major obstacles in the growth and development of the country. In the stratified patriarchal society, since a long time, female educations are not encouraged. Gender disparity inhibits the growth of the country-both socially of economically. Not only the gender disparity affects the women, but also it affects the overall socio-economic growth of the country.

Education is the fundamental way to promote overall development of a country in its social, cultural, economic and political fields and thus led to the empowerment of the individuals of the country. Female education is one of the key factors which foster the uplift the development of the society. Education liberates mind through gaining knowledge. Proper education helps women the courage to choose her own career, lifestyle, life partner etc.

This article mainly focuses on the widespread gender disparity in educational attainment in India and the steps taken by the Government to implement proper functioning education system. According to the United Nations Children's Fund (UNICEF), the main causes that hampered the promotion of female education in India are: poverty, lack of understanding the importance of education, marriage of girl child

at an early age. The school dropout rates of girls were also very high during pre-independence period.

2. LITERATURE REVIEW

Literature review describes the critical synopsis about the present extent of available literature which gives a clear concept about the research gaps available.

This paper mainly focuses on the problems of gender inequality in the education sector and its impact on the overall development of the country. In this section, the available reviews of literature analyse the concept of gender disparity in the fields of education.

Drez and Kingdon (2001) analysed the rate of school participation, especially the girls residing in the rural north India, based on the recent household survey.

Pal (2006) studied the gender differences in child schooling in the states of India. He observed the gender differences in school enrolment based on the data obtained from six villages of West Bengal for the period 1987 to 1989.

Behrman, Foster, Rosenzweig and Vashishtha (1999) studied that the increase in women schooling enhance the human capital for next generation, thus contributing to economic growth.

Subramaniam (1996) analysed the gender patterns in intra-household allocation of resources based on household level consumption data.

Sandeep R.K and Dr. Shanmugam (2013) studied the gender bias in the Higher Education of India and the difference between male and female in taking higher education.

Balatchandirane (2007) studied the impact of denial access to education which are faced by women and its impact on the number of Asian Countries.

Klasen (2002) investigates the effect of gender inequality in education affects long term economic growth.

Chaudhry and Rahman (2009) studied the impact of gender inequality in education in rural poverty in Pakistan, using Logit regression analysis. It concluded with the adverse impact of gender inequality on poverty.

Baliamoune and McGillivray (2015) investigated the links between gender inequality in education and the level of per capita income, mainly in the Sub-Saharan, North Africa and Middle East regions. Results indicate that the gender inequality affects negatively on the income levels.

Shastri (2014) studied the discrimination faced by women throughout the ages and are still continuing till today. This discrimination is influenced by cultural norms and tradition, religion, region, etc. The study found that the discrimination of women hampers the growth of the country.

Cooray and Potrafke (2011) investigated whether political institutions or culture and religion underlie gender inequality in education in 157 countries over the period 1991-2006. Results found that the primary influence in education is through culture and religion, especially in Muslim dominated countries.

3. DATA SOURCE

The data used in this paper are collected from:

EDUATIONAL STATISTICS AT A GLANCE; GOVERNMENT OF INDIA; MINISTRY OF HUMAN RESOURCE DEPARTMENT(DEPARTMENT OF SCHOOL EDUCATION AND LITERACY); STATISTICS DIVISION, NEW DELHI, 2018.

[https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf]

LITERACY AND EDUCATION (CHAPTER 3) – MOPSI

[http://mospi.nic.in/sites/default/files/reports_and_publication/cso_social_statitics_division/Chapter_3_2014.pdf]

4. METHODOLOGY

The following terms are used to analyse the tables presented in this paper:

Gender Parity Index

(<https://www.drishtiiias.com/daily-updates/daily-news-analysis/gender-parity-index-unesco>)

Gender Parity Index in primary, secondary and tertiary education is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the number of male students in each level. In short, GPI at various levels reflect equitable participation of girls in the School system. GPI is released by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a part of its Global Education Monitoring Report. A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

GPI (in Percentage) = (No. of female students / No. of male students) * 100

5. DATA PRESENTATION

In this section the data tables are presented to show the gender disparity in India.

The total population of India are illustrated in the Table 1. We can observe that the population gradually increases from 2001 to 2011 census.

TABLE -1

INDIAN POPULATION (CENSUS 2001 & 2011)

YEAR	2001	2011
TOTAL	102.87	121.06
MALE	53.22	62.31
FEMALE	49.65	58.75

NOTE- Population is in Crores.

DATA SOURCE: Office of Registrar General & Census Commissioner, India.

CITED FROM: EDUCATIONAL STATISTICS AT A GLANCE (TABLE 1, PAGE 3); GOVERNMENT OF INDIA; MINISTRY OF HUMAN RESOURCE DEPARTMENT (DEPARTMENT OF SCHOOL EDUCATION AND LITERACY); STATISTICS DIVISION, NEW DELHI, 2018.

Now let us see the Adult Literacy rates (15+) according to the 1961 to 2011 census in Table 2. We can observe that the female literacy rates are lower than the male literacy rates in every census.

TABLE -2

ADULT LITERACY RATE (AGE-15 YEARS AND ABOVE)

YEAR	MALE	FEMALE	TOTAL	GPI * (in Percentage)
1961	41.5	13.2	27.8	32%
1971	47.7	19.4	34.1	41%
1981	54.9	25.7	40.8	47%
1991	61.9	34.1	48.5	55%
2001	73.4	47.8	61	65%
2011	78.8	59.3	69.3	75%

*GPI denotes Gender Parity Index

CITED FROM: LITERACY AND EDUCATION -CHAPTER 3, MOPSI (TABLE 3.5; PAGE 5)

Now let us consider Table 3 where the Rural and Urban literacy rates of 2011 census are shown. It is seen that the literacy rates of females are lower than the males of both rural and urban areas while the female literacy rates of urban areas (79.9) are higher than that of rural areas (50.6).

TABLE -3

RURAL-URBAN ADULT LITERACY RATE-2011

RESIDENCE	MALE	FEMALE	TOTAL	GPI * (in Percentage)
RURAL	74.1	50.6	62.6	68%
URBAN	88.3	76.9	82.8	87%
TOTAL	78.8	59.3	69.3	75%
RPI (in Percentage)	84%	66%	76%	—

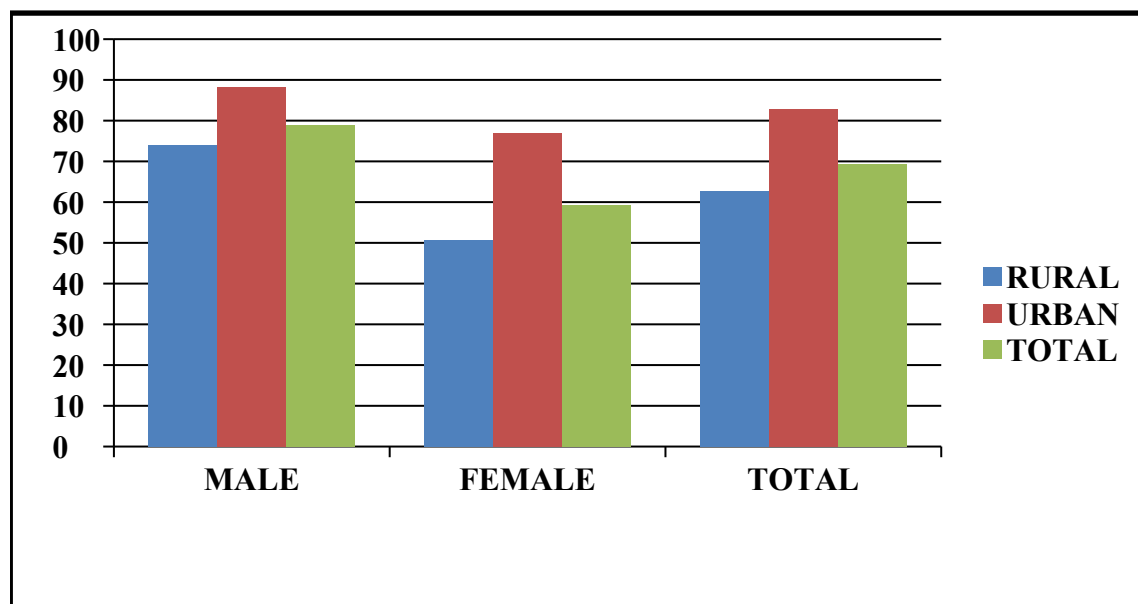
*GPI denotes Gender Parity Index

*RPI denotes Residence Parity Index

SOURCE: Census of India, Office of the Registrar General, India.

CITED FROM: LITERACY AND EDUCATION -CHAPTER 3, MOPSI (TABLE 3.6; PAGE 5)

CHART SHOWING MALE AND FEMALE AND TOTAL LITERACY RATES OF RURAL & URBAN AREAS



In Table 4, it is seen that the female students pass out rates are higher than that of male students in higher level education in M. Phil, Post Graduate, Under Graduate and Certificate courses of the year 2015-16.

TABLE -4

EXAMINATION RESULT (HIGHER EDUCATION): 2015-16

LEVEL	NUMBER OF PASS OUT		
	MALE	FEMALE	TOTAL
PH.D	14887	9284	24171
M.PHIL	8701	14423	23124
POST GRADUATE	665846	739150	1404996
UNDER GRADUATE	3128466	3203533	6331999
PG DIPLOMA	95013	80340	175353
DIPLOMA	500999	287323	788322
CERTIFICATE	37321	41467	78788
INTEGRATED	12477	10127	22604
TOTAL	4463710	4385647	8849357

DATA SOURCE: Department of Higher Education, MHRD, Government of India.

CITED FROM: EDUCATIONAL STATISTICS AT A GLANCE (TABLE 19, PAGE: 14); GOVERNMENT OF INDIA; MINISTRY OF HUMAN RESOURCE DEPARTMENT (DEPARTMENT OF SCHOOL EDUCATION AND LITERACY); STATISTICS DIVISION, NEW DELHI, 2018.

Now in Table 5, we will observe the literacy rates of post independent India for the census 1951 to census 2011.

In Table 5.1, the literacy rates of Male and Female residing at Rural and Urban areas are shown while in the Table 5.2, the literacy rates of Male and Female of combined zones are shown. Also the changes in combined total literacy rates are shown in the chart.

TABLE -5**LITERACY RATES IN POST INDEPENDENT INDIA****TABLE -5(I)**

YEAR	RURAL			URBAN		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
1951	4.87	19.02	12.1	22.33	45.6	34.59
1961	10.1	34.3	22.5	40.5	66	54.4
1971	15.5	48.6	27.9	48.8	69.8	60.2
1981	21.7	49.6	36	56.3	76.7	67.2
1991	30.17	56.96	36	64.05	81.09	67.2
2001	46.7	71.4	59.4	73.2	86.7	80.3
2011	58.75	78.57	67.8	79.92	89.67	84.1
% INCREASE IN 2011 OVER 2001	26%	10%	14%	9%	3%	5%

TABLE -5(II)

YEAR	COMBINED		
	FEMALE	MALE	TOTAL
1951	8.86	27.15	18.32
1961	15.35	40.4	28.31
1971	21.97	45.96	34.45
1981	29.76	56.38	43.57
1991	39.29	64.13	52.21
2001	53.67	75.26	64.83
2011	65.46	82.14	74.04
% INCREASE IN 2011 OVER 2001	22%	9%	14%

CITED FROM: LITERACY AND EDUCATION- CHAPTER 3, MOPSI (TABLE 3.1; PAGE 1)

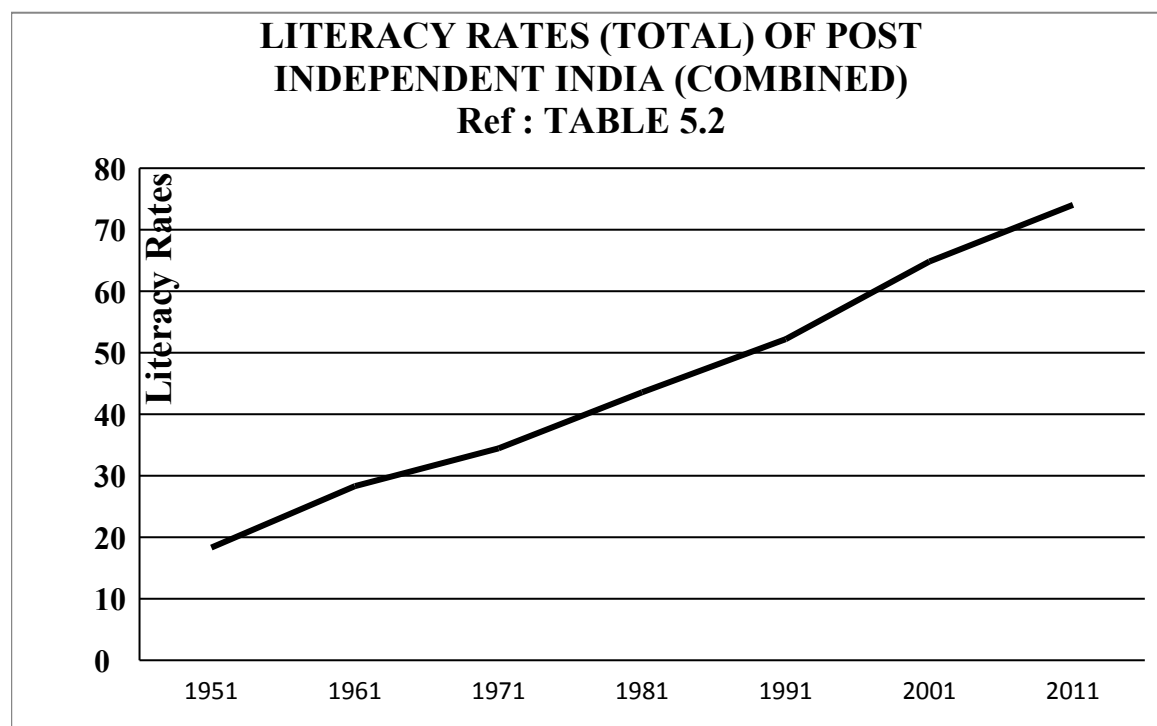
SOURCE: Census of India. Office of Registrar General. India.

For 1951, the population male, female and persons refers to effective literacy rates and the breakup of Rural, Urban and male-female components are crude literacy rates.

NOTES:

1. Literacy rates for 1951, 1961 and 1971 relate to population aged 5 years and above whereas literacy rates for 1981, 1991, 2001 and 2011 relate to the population aged 7 years and above.
2. The 1981 literacy rates exclude Assam where the 1981 Census could not be conducted.
3. The 1991 literacy rates exclude Jammu & Kashmir where the 1991 Census could not be conducted due to disturbed conditions.
4. The 2001 and 2011 literacy rates exclude Mao Maram, Paomata and Purul Sub-divisions of Senapat district of Manipur.

CHART SHOWING TOTAL LITERACY RATES (COMBINED)



Now in Table 6, the state wise literacy rates of India for 2011 census are shown.

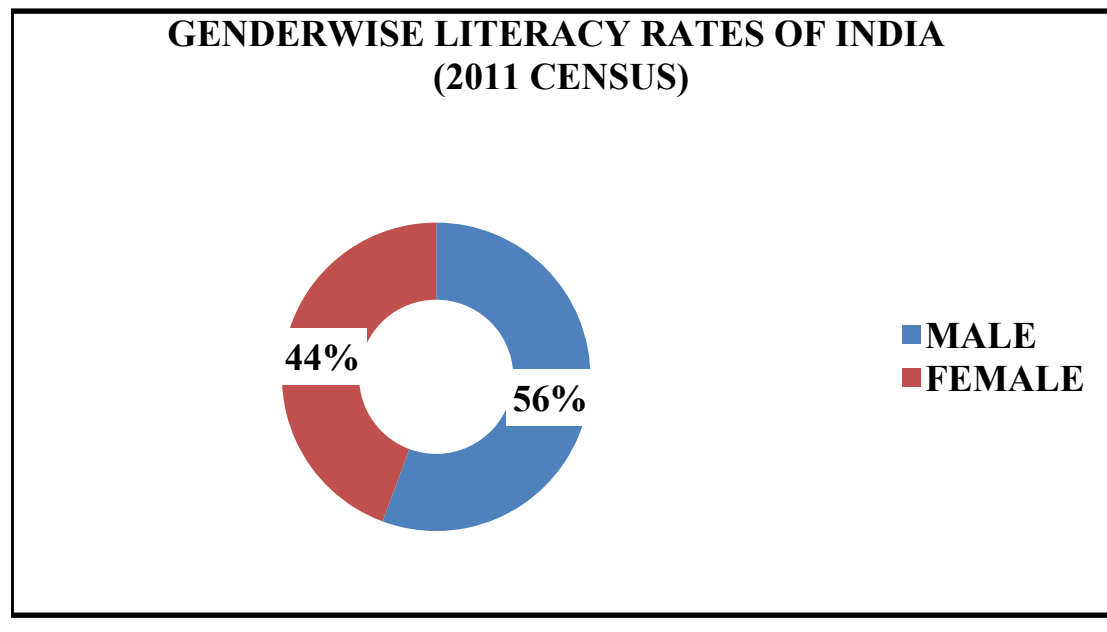
The total literacy rate of India is 74.04 and the Male and Female literacy rates are 82.14 and 65.46 respectively.

TABLE -6**STATEWISE LITEACY RATE OF INDIA (2011 CENSUS)**

	INDIA/STATES*	LITERAC Y	MALE	FEMAL E	% CHANGE
-	India	74.04	82.14	65.46	8.66
1	Kerala	94.00	96.11	92.07	3.14
2	Lakshadweep	91.85	95.56	87.95	5.19
3	Mizoram	91.33	93.35	89.27	2.53
4	Goa	88.70	92.65	84.66	6.69
5	Tripura	87.22	91.53	82.73	14.03
6	Daman and Diu	87.10	91.54	79.55	8.92
7	Andaman and Nicobar Islands	86.63	90.27	82.43	5.33
8	Delhi	86.21	90.94	80.76	4.54
9	Chandigarh	86.05	89.99	81.19	4.11
10	Puducherry	85.85	91.26	80.67	4.61
11	Himachal Pradesh	82.80	89.53	75.93	6.32
12	Maharashtra	82.34	88.38	75.87	5.46
13	Sikkim	81.42	86.55	75.61	12.61
14	Tamil Nadu	80.09	86.77	73.44	6.64
15	Nagaland	79.55	82.75	76.11	12.96
16	Uttarakhand	78.82	87.40	70.01	7.2
17	Gujarat	78.03	85.75	69.68	8.89
18	Manipur	76.94	83.58	70.26	10.33
19	West Bengal	76.26	81.69	70.54	7.62
20	Dadra and Nagar Haveli	76.24	85.17	64.32	18.61
21	Punjab	75.84	80.44	70.73	6.19
22	Haryana	75.55	84.06	65.94	7.64
23	Karnataka	75.36	82.47	68.08	8.72
24	Meghalaya	74.43	75.95	72.89	11.87

CHART SHOWING MALE AND FEMALE LITERACY RATES OF INDIA (2011 CENSUS)

(Ref: Table 6)



6. CONCLUSION

This paper mainly studied the gender disparity especially in the fields of education. This paper focuses on the problems of gender discrimination in the education sector and the inequality faced by the women from the past years till now. In this paper the literacy rates of men are higher than that of women, irrespective of rural and urban regions.

The secondary data presented in the “**DATA PRESENTATION**” section are collected from ‘**EDUACTIONAL STATISTICS AT A GLANCE**’ by Govt. of India, MHRD (Dept. of school education and literacy) 2018 & ‘**LITERACY AND EDUCATION**’, Chapter 3, MOPSI.

This paper shows that the Male literacy rates comprises of 56 % while the Female literacy rates comprises of 44 % in the 2011 Census.

CITATIONS

- http://mospi.nic.in/sites/default/files/reports_and_publication/cso_social_statistics_division/Chapter_3_2014.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf
- <https://www.census2011.co.in/literacy.php>
- <https://www.drishtias.com/daily-updates/daily-news-analysis/gender-parity-index-unesco>

REFERENCES

- Desai Sushrut; “GENDER DISPARITY IN PRIMARY EDUCATION: THE EXPERIENCE IN INDIA” (<https://www.un.org/en/chronicle/article/gender-disparity-primary-education-experience-india>).
- Gopinath S. and Dr. K. Kirubakaran. (2020); “GENDER INEQUALITY IN EDUCATION IN INDIA”; International Journal of Advanced Science and Technology, 29(7), 3983-3988.
- Karak Sanjay and Sen Krishnendu (2017); “A STUDY ON GENDER INEQUALITY IN HIGHER EDUCATION IN INDIAN CONTEXT”; Vol. 8, No. 2; Nov 2017.
- Klasen Stephen and Lamanna Francesca (2009); “THE IMPACT OF GENDER INEQUALITY IN EDUCATION AND EMPLOYMENT ON ECONOMIC GROWTH: NEW EVIDENCE FOR A PANEL OF COUNTRIES” ; Feminist Economics 15(3), July 2009, Pages 91-132.
- Singh, Aradhana K. and Manukonda Rabindranath (2020); “GENDER DIVIDE IN EDUCATION IN INDIA: A CRITICAL STUDY BASED ON

FUNCTIONALIST THEORY OF EDUCATION” ; Review Article, Journal of Critical Reviews; Vol. 7, Issue 2; ISSN:2394-5125.

LITERATURE REVIEW REFERENCES

Balatchandirane G.(2007); “GENDER DISCRIMINATION IN EDUCATION AND ECONOMIC DEVELOPMENT: A STUDY OF ASIA”; Institute of Developing Economics, Japan External Trade Organisation; No. 426, March 2007.

Baliamoune-Lutz Mina and McGillivray Mark (2015); “THE IMPACT OF GENDER INEQUALITY IN EDUCATION ON INCOME IN AFRICA AND THE MIDDLE EAST”; Vol. 47, Pages 1-11; June 2015; ELSEVIER.

Behrman Jere R., Foster Andrew D. , Rosenzweig Mark R. and Vashishtha Prem (1999); “WOMEN’S SCHOOLING, HOME TEACHING AND ECONOMIC GROWTH” ; Journal of Political Economy, The University of Chicago Press Journals; Vol. 107, No. 4, Pages 682-715.

Chaudhry Imran Shraif and Rahman Saeed-Ur (2009); “THE IMPACT OF GENDER INEQUALITY IN EDUCATION ON RURAL POVERTY IN PAKISTAN: AN EMPIRICAL ANALYSIS” ; European Journal of Economics, Finance and Administrative Sciences: Issue 15.

Cooray Arusha and Potrafke Niklas (2011); “GENDER INEQUALITY IN EDUCATION: POLITICAL INSTITUTIONS OR CULTURE AND RELIGION?”; European Journal of Political Economy; Vol. 27, Issue 2, Pages 268-280; June 2011.

Dreze Jean and Kingdon Geeta Gandhi (1999); “SCHOOL PARTICIPATION IN RURAL INDIA” ; The Development Economics Discussion paper Series, London school of Economics ; DEDPS No. 18; Draft -August 1999.

Klasen S. (2002); “LOW SCHOOLING FOR GIRLS, SLOWER GROWTH FOR ALL? CROSS-COUNTRY EVIDENCE ON THE EFFECT OF GENDER INEQUALITY IN EDUCATION ON ECONOMIC DEVELOPMENT”; The World Bank Economic Review; Vol. 16, No. 3, Pages 345-373; Oct. 2002.

Pal Sarmistha (2006); “HOW MUCH OF THE GENDER DIFFERENCE IN CHILD SCHOOL ENROLLMENT CAN BE EXPLAINED? EVIDENCE FROM RURAL INDIA”; Bulletin of Economic Research; Vol.56, Issue 2, Pages 133 to 158.

Sandeep Raj K. and Dr. V. Shanmugam (2013) ; “GENDER BIAS IN HIGHER EDUCATION- A CASE STUDY OF MYSORE MEDICAL COLLEGE”; ISOR Journal of Humanities and Social Sciences (IOSR-JHSS); Vol. 14, Issue 3, Pages 01-06; July-August 2013.

Shastri Andrey (2014); “GENDER INEQUALITY AND WOMEN DISCRIMINATION”; IOSR Journal of Humanities and Social Sciences (IOSR-JHSS); Vol. 19, Issue 11, Pages 27-30; Nov. 2014.

Subramaniam Ramesh (1996); “GENDER BIAS IN INDIA : THE IMPORTANCE OF HOUSEHOLD FIXED-EFFECTS”; Oxford Economic Papers; Vol. 48, Issue 2, Pages 280-299, April 1996.