

Trend In Gender Inequality In Primary Education In India

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Abstract

The analysis in this paper has through some light on considerable variations in the growth of girls to boys enrolment ratio at elementary education level across the states. In many states there has been a significant improvement in girls to boys enrolment during last four years. Rajasthan, Uttar Pradesh, Madhya Pradesh, Andhra Pradesh and Bihar specially increase girls to boys enrolment ratio at elementary education. States such as Goa, Odisha had not made satisfactory improvement of girls to boy's enrolment at elementary education level.

INTRODUCTION

The primary education in India suffers from numerous shortcomings not the least being a dire lack of the financial resources required to set up a nationwide network of schools. Traditionally, infrastructure underpaid teaching staff, disillusioned parents and unmotivated student population. In light of India's commitment to the Millennium Development Goal (MDG) of (Universal Primary Education) its major challenge is gender disparity and the resulting financial and the societal blocks that prevent access of girls to primary education. Any person in modern society requires knowledge and skill to participate in various social processes in the public domain and being associated with gainful economic activities. In primitive society the knowledge was based on experiencing natural events and survival of human depended on learning related to gathering food and meeting other essential needs, which was quite little. There was also little inequality in the society caused by difference in knowledge of different individuals because education was not so linked with the means of livelihood. The present knowledge base of the society has been built over thousands of years and has grown tremendously in last few centuries. In keeping with that, system of education has been evolved for developing knowledge and related skill from childhood. Functionality and wellbeing of any person now largely depends on utilizing available knowledge and skill learnt through such education system. Also, for leading a meaningful life everyone has to relate him or her with others in the society and to realize their cultural values and social identity. All those are enabled by appropriate formal education in addition to the process of socialization within the family and the community. Primary education is the first stage of compulsory education, and it is preceded by pre-school or nursery education and is followed by secondary education. It provides education for free which implies that the students of these schools do not pay any school tuition fee as well as are provided with free school textbooks. Even few centuries ago the difference of quality of life between a well-educated person and one not so educated was not so large and social status as well as economic entitlement of any individual depended more on heredity and much less on what an individual acquire through education. The modern society is becoming more knowledge based and ability to acquire knowledge and skill also decides the

opportunity the individual gets to have his or her economic entitlement. In a society as deeply stratified in India, disparities in primary education can be observed through various distributions, such as caste, religion and gender, among others. It is interesting, however that even with in such disadvantage communities; a consistent future is widespread gender disparity in educational attainment. For schedule caste and schedule tribe girls, the gender gap in education is almost 30% at the primary level and the 26% at the upper primary stage. In India's most depressed regions, the probability of girls getting primary education is about 42% lower than the boys, and it remains so even other variables, such as religion and cast are controlled. Acknowledging this, the India government has made female education on a priority. It flagship program for the achievement of Universal Primary Education-SarvaShikshaAbhiyan (SSA) OR "Education For ALL"-places special emphasis on female education and the achievement of gender equality. The question of course whether this can be attained before the MPG's deadline in 2015. In his book, "On Education", Bertrand Russell said ".the educational system we must aim at producing in the future is one which gives to every boy and girl an opportunity for the best that exists." This is something, which is very agreeable to most of us, and yet such a scenario seldom meets our eye when it comes to the state of education in India. It is undeniable that education plays a crucial role in improving the welfare of a society. Society blocks to female education must be understood as part of a much larger social place which has pawned, numerous institutions of gender equality. Traditionally, a boy's education has been seen as an investment, increasing the earning and social statues of the family, however different standards apply for the girls. However, In India, dividing the two broad groups with the southern and western states being for ahead in education than the northern and eastern states. It may observe that than with the strongest anti-female bias include rich states, such as Punjab and Haryana, as well as poor ones, such as Bihar and Uttar Pradesh. While it would be incorrect to conclude that financial factors play no role in Suring additional access, it is safe to say that they are by no means a conclusive indicator of any likelihood of gender parity.

Act of 2002 promising free and compulsory primary education to all children, and the ever increasing budgetary allocations for primary education that followed. A study by the world institute for Development Economics Research at United states University noted that through greater financial capacity in the family had a significantly positive effect on attendance for both genders, its effected girls education rate almost as much as that of boys. Given, slightly more comfortable financial conditions, the rate change in the number of girls getting education almost double in comparison to the rate of boys. It is difficult to dispute that girls education occupies a significantly lower social, as well as financial preference that boy's education. The government has not been unresponsive to such findings. However, WIDER research warns that unless education. While in India is committed to a qualitative assurance, it is difficult to see current situation SSA has put India firmly on path of Universal education and gender parity and there is no looking back.

LITERATURE REVIEW

Gender inequality in India refers to health, education, economic and political inequalities between men and women in India. Various international gender inequality indices India rank differently on each these factors, as well as on a composite basis, and these indices are controversial. In rural India girls continue to be less educated than the boys. In the current generation of youth, the gap seems to be closing at the primary level and increasing in the secondary level. The school enrolment ratio and literacy rates that are divided along gender lines. In the developing world, in Latin America and the Caribbean, enrolment ratios of girls lag behind those for boys at all levels of education. The social benefits for women education range

bring up economic growth to extending the average life expectancy in the population, In 1990, enrolment ratios of girls aged 6 to 11 years was estimated to be 12 percent lower than the enrolment ratios for boys at the same age (Hill -1990). The young female teachers experienced significantly higher levels of occupational stress, especially with regard to interaction with students and colleagues, work load, students' progress and emotional exhaustion, while old teachers experienced higher levels of stress in terms of the support they receive from the government (Antonious, Polychroni and Vlachakis-2006). The girls student perform better in comparison than the boys. In recent years in many countries increasing under achievement of boys in comparison with the girls.(Mack Van Houtte- 2004).Primary Education is a key to the economic development of a country. Most of the studies emphasize the final output (such as literacy, enrolment etc) rather than the delivery of the entire primary education system. Several attempts have been made in the past to assess the accessibility, enrolment and learners' achievements; little information is available on the internal efficiency of primary schools in the country. The primary education system in India at the district level require immediate policy action for is inequalities. (AtanuSengupta and NaibedyaPrasun Pal, January, 2010).Successive efforts initiated by the West Bengal government have played a positive role in the expansion of primary education in West Bengal. However, as the certain problems still prevail. Poor attendance, perceived class differences, poverty and gender discrimination prevent socially underprivileged groups from accessing education opportunities. On the other hand, the success of the government's experiment in providing cost-effective primary education, particularly to the most underprivileged sections of society must be recognized. (Kumar Rana, Samantak Das, withAmritaSengupta, AbdurRafique 2003).The gender disparity makes the gap between boys and girls in the rural India and reducing the number of rural child population. In India many are4as girls education areas diminished because of gender discrimination. They are concluded that, that all the children to have access to complete education.(Dr.Sing, Dr.Kaur-2013).Early marriage, social prejudices and absence of educational infrastructure have led to 60 million girl children lacking access to primary education and the gender gap remains problems with the country. The imbalance of relationship in a male centered and dominated society, education and economic dependence is necessary. (Dinesh Das and MinakshiPathak- 2012).Gender gaps are systematically larger in poor countries than in rich countries (Seema and Jayanchandra November -2014).

In India, elementary education is neither compulsory nor free for all. Though considerable gains in literacy and education have been achieved since independence yet we still have a long way to go as far as achieving the goal of universal elementary education. Elementary education is a key ingredient in human resource development in so far as its significant effect on quality of human life is concerned by way of its effect on life expectancy, infant mortality, nutritional status and environmental awareness among several other indices. It can thus be identified as one of the essential pre-requisites for economic development. (Ausmita Ghosh 2006).

OBJECTIVES OF THE STUDY

To show the gender discrimination at the enrolment in the primary education in India.

To analyze the inter-State discrimination about the gender discrimination at the enrolment in the primary education.

SOURCES OF DATA

The present study is based on secondary data. The secondary data is collected by Department of School Education & Literacy Ministry of Education Government of India. Data that has been circumspect here is of the duration 2018-2019 to 2021-2022.

METHODOLOGY

This paper is about an inter-state analysis of gender disparity in primary education of last four years in India. I have taken all States (Andhra Pradesh, Assam...etc.) in my consideration for this assessment. I have collected the secondary data from Department of School Education & Literacy Ministry of Education Government of India Ministry of Education Government of India in order to analyze gender disparity in primary education in India. The data are collected between the years starting from 2018-2019, 2019-2020, 2020-2021 and 2021-2022. In my present study I have analyze the gender disparity in the field of primary education in India here, I explain the last four years situations of Gender Disparity in Primary Education in all over India. The next section of the study is deal to compare the inter-State discrimination in gender in primary education in India. For this purpose here we apply basic statistical tools to comparing different states on the basis of gender disparity in primary education. Various tools like bar diagram, line diagram have been used for analytical purposes. Analyzing inter-State disparity in enrolment in primary education boys to girls we use Arithmetic Mean (A.M.).

DATA ANALYSIS

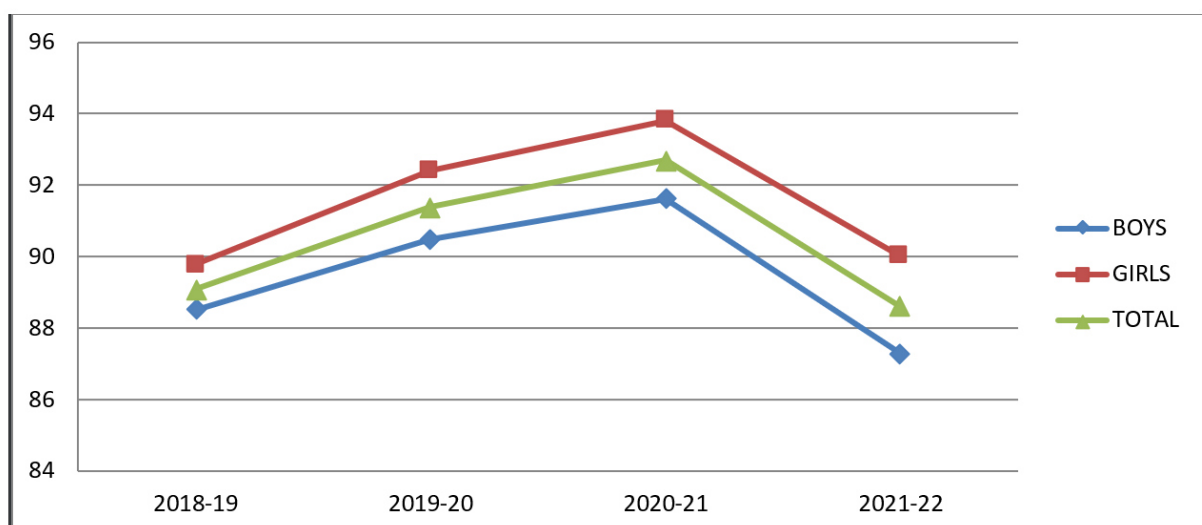
From the above table, we see that the net enrolment rate by gender in India during 2018-2019 total is 89.1 among which on average 88.5 are boys and 89.8 are girls. In the year 2019-2020 we see that total average net enrolment rate in India by gender has slightly increase 91.4 in which on average 90.5 are boys and 92.4 are girls. In the year 2020-2021 we see that total average net enrolment rate in India by gender has slightly increase 92.7 in which on average 91.6 are boys and 93.8 are girls. In the year 2021-2022 we see that total average net enrolment rate in India by gender has decrease 88.6 , that boys average are 87.3 and girls average are 90. The net enrolment of boys on average are comparatively low during this four years.

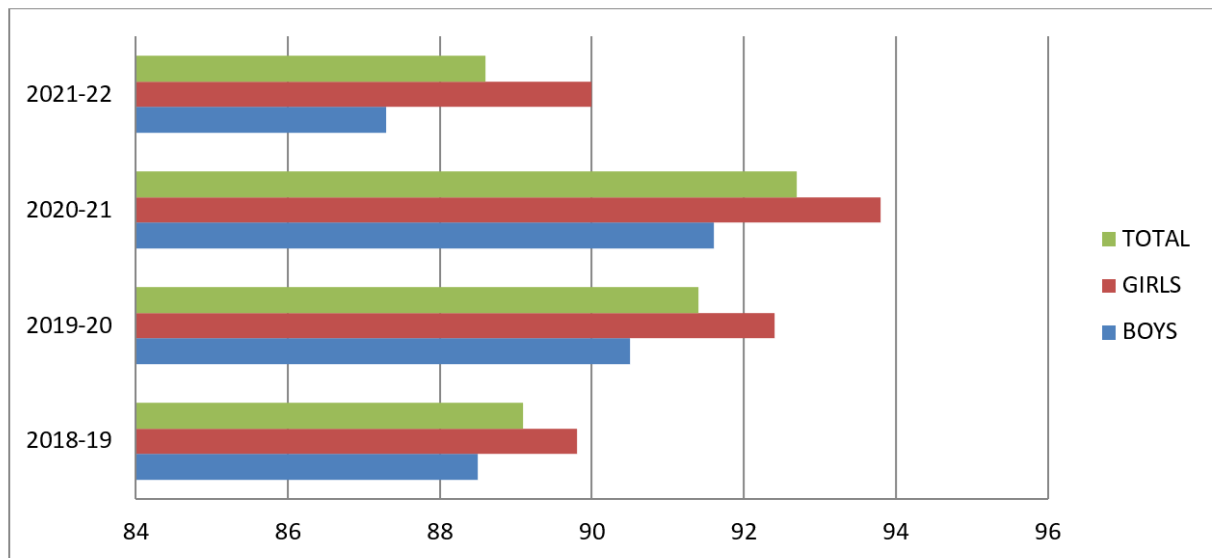
Net Enrolment Rate (NER) by Gender In India:

YEAR	BOYS	GIRLS	TOTAL
2018-2019	88.5	89.8	89.1
2019-2020	90.5	92.4	91.4
2020-2021	91.6	93.8	92.7
2021-2022	87.3	90	88.6

*source: UDISE+

This fact is explain the following line diagram and bar diagram:





From this above diagram we see that in the year 2018-2019 the ratio girls and boys enrolment is lower, again the year 2019-20 the ratio of girls and boys enrolment is upward rising the case of primary education. Year 2020-21 enrolment ratio is high and next year enrolment ratio fall down.

From the above tables and diagram explain above here we try to show the all Indian scenario on the basis of the ratio of girls enrolment to boys in primary education. From this explanation it is not clear that there exist any interstate difference. To show the interstate analysis here we calculate the year to year change rate of ratio of girls enrolment to boys all the states in India for last four years. To show this we calculate the following table.

State wise Boys Net Enrolment Rate (NER):

STATE	2018-19	2019-20	2020-21	2021-22
ANDAMAN AND NICOBAR ISLAND	71.4	69.6	64.3	59.8
ANDHRA PRADESH	82.7	88.8	84.6	83.7
ARUNACHAL PRADESH	86.3	92.4	98.6	98.6
ASSAM	100	100	100	100
BIHAR	86.7	86.6	92.9	91.7
CHANDIGARH	74.1	73.4	68.9	70.3
CHHATTISGARH	89.2	89.4	90.3	85.7
DAMAN AND DIU	88.9	74	75.2	77.4
DELHI	100	100	97.9	97.5
GOA	88.7	89.2	86.1	77.7
GUJRAT	80.8	82.7	81.1	75.1
HARYANA	84.7	85.6	82.1	881.7
HIMACHAL PRADESH	89.8	91.4	91.3	86.9
JAMMU AND KASHMIR	67.4	73.2	80.8	85.7
JHARKHAND	95.1	92.7	93.2	89.3
KARNATAKA	98.3	100	97.5	95.7

KERALA	88.3	90.7	90.8	96.8
MADHYA PRADESH	79.3	80.8	79.2	70
MAHARASHTRA	94.2	97.1	94.5	94.3
MANIPUR	100	100	100	100
MEGHALAYA	100	100	100	100
MIZORAM	100	100	100	100
NAGALAND	73.5	76.9	80.5	80.4
ODISHA	76	77.2	87.9	82.5
PUDUCHERY	73.6	72	71	61.4
PUNJAB	76.9	100	100	89.5
RAJASTHAN	85.7	86.2	88.1	82.9
SIKIM	78.3	81.6	87.6	85.9
TAMIL NADU	89.2	84.6	84.7	84.4
TELANGANA	91.7	94.8	94.2	92.4
TRIPURA	100	100	100	100
UTTAR PRADESH	88.3	89.4	89.7	83
UTTARAKHAND	94.6	95.6	89.1	94.8
WEST BENGAL	100	100	100	100

*source: UDISE+

State wise Girls Net Enrolment Rate (NER) :

STATE	2018-19	2019-20	2020-21	2021-22
ANDAMAN AND NICOBAR ISLAND	74.4	73.1	68.3	63
ANDHRA PRADESH	77.4	85.7	82.4	83.9
ARUNACHAL PRADESH	86.6	94.6	100	100
ASSAM	100	100	100	100
BIHAR	89.8	89.9	95.1	94.4
CHANDIGARH	82	82.1	77.9	78.9
CHHATTISGARH	89.2	89.7	90.6	86.9
DAMAN AND DIU	92.3	78.5	80.6	82.6
DELHI	100	100	100	100
GOA	93.5	93.5	90.3	81.9
GUJRAT	82.9	85.8	84.9	79.4
HARYANA	83.2	84.5	81.7	82.2
HIMACHAL PRADESH	91.5	93	92.5	87.8
JAMMU AND KASHMIR	70.5	75.4	82.7	86.5
JHARKHAND	93.9	93.2	94.1	91.1
KARNATAKA	96.2	100	97.8	96.1
KERALA	88.1	90.5	90.7	86.5
MADHYA PRADESH	78.6	80.7	79.3	75.5
MAHARASHTRA	94.3	98.7	98	99.3

MANIPUR	100	100	100	100
MEGHALAYA	100	100	100	100
MIZORAM	100	100	100	100
NAGALAND	75.5	79.9	83.9	84.3
ODISHA	76.1	76.3	87.6	82.4
PUDUCHERY	75.7	73.6	72.4	62.8
PUNJAB	80.9	100	100	90
RAJASTHAN	85.7	87.5	89.7	85.5
SIKIM	75.9	78.6	89.7	83.5
TAMIL NADU	89.9	84.7	85.4	85.7
TELANGANA	91.1	95	95.6	94
TRIPURA	100	100	100	100
UTTAR PRADESH	92.3	94.1	94.4	87.1
UTTARAKHAND	95.9	98.3	100	99.5
WEST BENGAL	100	100	100	100

*source: UDISE+

State wise Total Net Enrolment Rate (NER) :

STATE	2018-19	2019-20	2020-21	2021-22
ANDAMAN AND NICOBAR ISLAND	72.8	71.3	66.2	61.4
ANDHRA PRADESH	80.1	87.3	83.6	83.8
ARUNACHAL PRADESH	86.5	93.5	100	99.2
ASSAM	100	100	100	100
BIHAR	88.2	88.2	93.9	93
CHANDIGARH	77.6	77.3	72.9	74.1
CHHATTISGARH	89.2	89.5	90.4	85.9
DAMAN AND DIU	90.5	76.1	77.7	79.8
DELHI	100	100	100	100
GOA	91	91.2	88.1	79.7
GUJRAT	81.8	84.1	82.9	77.1
HARYANA	84.1	85.2	82	82
HIMACHAL PRADESH	90.6	92	91.6	87
JAMMU AND KASHMIR	68.8	74.2	81.7	86.2
JHARKHAND	94.5	92.9	93.6	90.1
KARNATAKA	97.3	100	97.6	95.9
KERALA	88.2	90.6	90.7	86.7
MADHYA PRADESH	79	80.7	79.3	70.3
MAHARASHTRA	94.2	97.8	96.1	96.6
MANIPUR	100	100	100	100
MEGHALAYA	100	100	100	100

MIZORAM	100	100	100	100
NAGALAND	74.4	78.3	82.1	82.2
ODISHA	76.1	76.8	87.8	82.5
PUDUCHERY	74.6	72.8	71.7	62.1
PUNJAB	78.8	100	100	89.7
RAJASTHAN	85.7	86.8	88.9	84.1
SIKIM	77.1	80.1	85.9	84.8
TAMIL NADU	89.6	84.6	85.1	85
TELANGANA	91.4	94.8	94.8	93.1
TRIPURA	100	100	100	100
UTTAR PRADESH	90.2	91.6	91.9	84.9
UTTARAKHAND	95.3	96.9	99.8	97.1
WEST BENGAL	100	100	100	100

*source: UDISE+

Relative situation of different states with respect to ratio of girls to boy's enrolment in primary education in India:

Measures	Highest	Above Average	Average	Below Average	Lowest
A.M	100 ASSAM, DELHI, MANIPUR, MEGHALAYA, MIZORAM, TRIPURA WEST BENGAL	ARUNACHAL PRADESH, BIHAR, CHHATTISGARH, HIMACHAL PRADESH, JHARKHAND, KARNATAKA, KERALA, MAHARASHTRA, PUNJAB, TELANGANA, UTTAR PRADESH, UTTARAKHAND	88.62	TAMIL NADU, SIKIM, RAJASTHAN, PUDUCHERY, ODISHA, NAGALAND, MADHYA PRADESH, JAMMU AND KASHMIR, HARYANA, GUJRAT, GOA, DAMAN AND DIU, CHANDIGARH ,ANDHRA PRADESH	67.925 ANDAMA N AND NICOBAR ISLAND

FINDINGS

Calculating average during four years in all state in India. From this above table we show that the above average is good performing state and below average is bad performing state. From this above table we show that the above average states are ARUNACHAL PRADESH, BIHAR, CHHATTISGARH, HIMACHAL PRADESH, JHARKHAND, KARNATAKA, KERALA, MAHARASHTRA, PUNJAB, TELANGANA, UTTAR PRADESH, UTTARAKHAND. The highest average states are ASSAM, DELHI, MANIPUR, MEGHALAYA, MIZORAM, TRIPURA WEST BENGAL. And in this case the lowest performance state is ANDAMAN AND NICOBAR ISLAND. And the below average states are TAMIL NADU, SIKIM, RAJASTHAN, PUDUCHERY, ODISHA, NAGALAND, MADHYA PRADESH, JAMMU AND KASHMIR, HARYANA, GUJRAT, GOA, DAMAN AND DIU, CHANDIGARH, ANDHRA PRADESH. We see that CHHATTISGARH is good performance state in the case of year to year change in ratio of girls to boys enrolment in all over state. So, we showing in this table the relative situation of different states with respect to ratio of girls to boys enrolment in primary education in India in Primary.

The gender gap in primary school enrollment has narrowed, with more girls now attending school compared to previous years.

Girls' retention rates have improved, meaning they are staying in school for longer durations.

The dropout rates among girls have declined, indicating better opportunities for them to complete their primary education.

Schools have been working on providing gender-sensitive infrastructure and facilities to create a more inclusive and safe learning environment for girls.

Increased awareness about the importance of girls' education and advocacy efforts have contributed to changing societal attitudes and norms surrounding education for girls.

CONCLUSION

The GER of girls to boys have been show steady increase at the primary levels. The analysis in this paper also through some light on considerable variations in the growth of girls to boys enrolment ratio across the states. In many states there has been a significant improvement in girls to boys enrolment during last four years. Rajasthan, U.P, M.P, Andhra Pradesh and Bihar specially increase. States such as Goa, Odisha had not made satisfactory improvement of girls to boy's enrolment at elementary education level. However, it is not sufficient to make girls education more affordable, it also must be made more important as a social preference. Government schemes now provide for early childhood care centers in or near schools to free girls from the burden sibling care responsibility. Additionally specific schemes have been introduced in depressed areas focusing on girls disadvantage sections of the society, predominantly this belonging to SC, ST and religious minorities. The depressed north and west state are also showing very promising indicators with innovative programmes, such as that Haryana state, which provides free bicycles to girls joining sixth grade or Uttar Pradesh enthusiastic campaign school related sports and cultural programmes.

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