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GENDER INEQUALITY IN EDUCATION: A CRITICAL ANALYSIS OF POLICIES IN INDIA**Dr Tanuja Bhatt**

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Abstract

In educational institutions, gender disparity is prevalent. Compared to their male counterparts, girls have been subjected to a number of different types of discrimination. Participants have been most affected by gender inequality. Students in educational institutions are expected to participate in a variety of activities. Girls were given less opportunity to participate than their male peers, which contributed to gender inequity. Compared to urban populations, this problem has been more acute in rural areas. As far as the general growth of the educational system is concerned, gender disparity in education is considered to be a key obstacle. For this reason, it is essential to develop policies and programmes that provide females equal rights and opportunities, not just in the context of their educational pursuits but also in the context of their other work obligations. Female engagement in society must be promoted by both parents and teachers at home and school. Education disparities, educational attainment issues, and women's education programmes are the primary areas that have been considered.

Keywords: Gender Inequality, Education System, School, Educational Disparities, Educational Attainment.

Introduction

Gender Inequality is a chronic issue in Indian society, especially for girls from economically disadvantaged backgrounds. There are several elements to gender disparities, including schooling, healthcare, job and compensation (Klasen, & Lamanna, 2008). During the past few decades, progress has been achieved in achieving universal school enrollment. In addition, policies and processes have been implemented to combat gender disparity in education. But even in the contemporary day, there are still educational inequalities. Socioeconomic circumstances, access to learning materials and resources, and cultural attitudes on females' education are important contributors to educational disparities (White, Ruther, & Kahn, 2016). It is common for people to believe that girls are only suited for home tasks and should not attend school in rural regions. They will ultimately have to get married, and in their married houses, they will not be able to utilise their educational abilities but will be responsible for domestic duties. The tide is turning, and females are now encouraged to pursue education. Girls' rights and prospects have been improved via the implementation of policies and initiatives in recent years. Many individuals believed that only male family members should receive an education. The goodwill and well-being of their families will be much enhanced if guys get an education and are able to find a job. But, Women are being encouraged to pursue education, both in urban and rural settings. Girls and women, too, may make a significant contribution to the well-being of their families and communities by taking on leadership roles. As long as their parents provide them with assistance, they will be able to get a high-quality education.

Objectives of study

The study is based on the following objectives.

- To explore various aspects of gender inequality in the education system in India.
- To find out various factors influencing gender inequality in education in India.

Methodology of study

An intensive search was done based on keywords in different academic journal databases and different reports published in the recent past in order to achieve an analytical study based on the title of the paper; after conducting intensive research on various secondary source data, the researcher has given a clear view on gender disparity in the education system in India.