

Literacy and Regional Gender Disparity of Rohilkhand Region in Uttar Pradesh

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ABSTRACT

The role of education has been considered as the single most important means for the individuals for bringing about socio-economic advancement through enlarging their available set of opportunities and choices, which provides sustained improvement in well being. Education is indispensable to the economic health of a good society. This is the most essential prerequisite for individual empowerment as well as the socio-economic and cultural development of the nation. It cannot be denied that education is the best way to improve the health condition and the changes in mental status of women as well as for the social and economic advancement of the society. Education can improve the female condition and helpful for them to realize that they are an active and equal member of the society. They can play an important role in decision making and development process for nation building. Without gender development and their active role in the society the nation cannot achieve true, realistic and faster development. Historically the education system was male mould and female should be treated inferior than male in developing society. And this disparity between sexes has therefore its origin from a very long past. The main aim of the present paper is to examine the gender differentials in education in Rohilkhand Region, of Uttar Pradesh state. The study is a descriptive survey based on both primary and secondary data.

Key Words: Gender differential, Regional disparity, Educational progress, Health

I INTRODUCTION

Education is the most essential prerequisite for individual empowerment as well as the socio-economic and cultural development of the nation. Education in India was basically exclusive. It is evident from the post sanskritic education which was the main prerogative of male members (Keay, 1938 & Nurrullah et.al 1951) and pre-independent western educational system which was cast in a male mould (Ghosh). Educational disparity between sexes has therefore its origin from a very long past. Since then efforts are being made to provide education for all irrespective of sex and any other denomination, more so for different disadvantaged sections of society who have been denied equality so far on the educational front. Gender disparities means the biasness against females in terms of unequal treatment, their rights, opportunities and choices of work and any types of biological suppression, harassment and physical violence etc. These are mostly inherent in a developing society. In a developing nation social customs, early marriages, religious beliefs, poverty, races, caste and culture and most strongly the ignorance of knowledge, due to the backwardness of quality education are the main reasons for the gender discrimination and gender bias. The term gender bias carries different misconceptions for applied researchers. Gender bias is taken as synonymous with gender inequality. There is nothing wrong with it. The problem arises when gender inequality is just taken as a special case of inequality. The members have identities only in terms of the groups that they belong to, that is, male or female groups. To make it more clear let us first understand what we mean by inequality. Inequality arises because of deprivation. Two persons will be said to be unequal if one is

deprived of a given facility with respect to the other. A. Sen has stated different kinds of inequality between male and female that exist in most of the world. These are mortality inequality, natality inequality, basic facility inequality, special opportunity inequality, ownership inequality, household inequality and professional inequality. Mortality inequality may be ascribed to differential treatments by the society to females starting from childhood. In many countries, females get less opportunities than males, for example opportunity of schooling or participating in social functions etc. Females also miss special opportunities like those for higher education, professional training etc. Job prospects for women in many countries are less bright than those for men. Achievement of gender equality requires the full participation of all segments of the society in the decision-making processes and in the allocation of resources. And for this literacy can play a very impressive role in removal of gender disparity because education is the most important for human life and is essential component for human resource development as well as gender development and empowerment. This is also associated with a wide spectrum of benefits. It enhances the social, economic cultural and political development of a nation. Therefore, Universal Declaration of Human Rights, 1948, has recognized literacy as the basic human right and committed to education for all.

II AIMS AND DESIGN OF THE STUDY

In this context of above discussion, the main aim of the present study is to examine the gender differentials in education in Rohilkhand Region, of Uttar Pradesh state. The study pursue some other important objectives which are following-

- To evaluate the present status of educational accomplishment of both male and female both rural and urban area. And to find out the impact of disparity in education, both positive and negative on gender well being as well as national development.
- To arrive at some appropriate policy measures and suggestions for the development of education system and for the removal of disparity.

The present study is a survey based on primary level and secondary data are obtained from survey, questionnaire and different censuses, literary survey, scholarly articles, government's publications and statistical reports etc.

III SELECTION OF THE STUDY AREA

The area of research is the Rohilkhand Region of Uttar Pradesh, which is one of the less developed part among 18 division of the state on the basis of various socio-economic parameters including education and profound disparities. The region is the combination of two division Moradabad and Bareilly. It consists 8 districts (Table-1). These are Bareilly, Budaun, Shahjahanpur, Pilibhit, Moradabad, Bijnor, Jyotiba Phule Nagar, and Rampur (Fig: 1).

Table 1
Administrative Setup of Rohilkhand Region (2019)

District/Region	No. of Tehsils	No. of Towns	No. of Development Blocks	No. of Villages
Bareilly	6	31	15	2051
Budaun	6	23	18	2061
Pilibhit	3	11	7	1435
Shahjahanpur	4	11	15	2328
Moradabad	6	17	13	1793
Bijnor	5	26	11	2984
J.P.Nagar	3	9	6	1123
Rampur	6	10	6	1163
Rohilkhand Region	39	138	91	14938



IV MEASURING GENDER GAPS IN DEVELOPMENT INDICATORS: A LITERATURE REVIEW

This section consists of the review of some existing literature pertaining to the impact of education on removal of gender disparities and gender role in the progress at the national level. This section has reviewed various aspects of gender development indicators which is shown in (table 2). The role of education, worldwide has been considered as the single most important means for the individuals for bringing about socio-economic advancement through enlarging their available set of opportunities and choices, which provides sustained improvement in well being. The level and spread of education is not

only an important precondition for economic development but also playing a critical facilitative role in demographic, social and political transition in the society. The main purpose of gender equality through education was not to make them more efficient and active units in the process of socio-economic and political development but to make them more capable of fulfilling their traditional roles in society as wives and mothers. In other words, female education is regarded as a means to improve their status within the family, and not to equip them to play any role in the wider social context. The absence of any economic compulsion was in fact one of the main reason for the slow progress of women's education in the country during the pre-independence period.

Table 2
Gender Development Indicators

S.No.	Economic Indicators	Social, Cultural & Political Indicators
1	Income	Poverty
2	Employment and Earnings	Education /Literacy, Training & Skills
3	Equal Job Opportunities	Health Status and Health Care services
4	Labour Force participation	Nutrition /Balanced Diet and Child Care
5	Work Participation Rate	Living Standard
6	Skilled Labour/ Own Business/ Self Employed / Entrepreneur	Equal Treatment
7	Population composition/ Sex Ratio	Crime/ Harassment and Violence
8	Life Expectancy / Longevity	Social Justice, Freedom& Legal Rights
9	Fertility/ No. of Children	Facilities of schools or Colleges or Higher Institutions and Infrastructure Facilities in institutions.
10	Infant Mortality Rate	Enrolment Ratio and Drop-out
11	Own Land, Own Pucca House or Residence	Sanitation Facilities etc.
12	Knowledge level of Development Programmes and Schemes	Political Participation and Empowerment

Source: Survey based Own Activity.

It is widely accepted that education and good health go together. Health is a function, not only of medical care but of the overall integrated development of society-cultural, economic, social and political. Each of these aspects has a deep influence on health, which in turn influences all these aspects. Hence, it is not possible to raise the health status and quality of life unless such efforts are integrated with the wider efforts to bring about the overall transformation of a society. Among the potential determinants of child health, the mother's education has been the focus of decision makers, more educated mother's may have healthier children because they have better knowledge about health care and nutrition, have healthier behavior, and more sanitary and safer environment for their children. Kunwar and Pillai(2002), studied on the health of primary school children and took 2585 school children, including 1253 boys and 1332 girls, aged between 5 to 15 years were correlated with the level of literacy of their mother. The study showed a direct relationship between the levels of literacy of parents and the

nutritional level of children. When they tested samples for mother and father in relation to the sex to the child, it was noted that nutritional status of boys and girls was not different irrespective of mother's literacy level. Sushma (1998)observed that female education leads to later age of marriage and smaller desired family size by enabling women to take decisions to control their fertility. Education can enhance their knowledge about contraception thus giving them choice in spacing and number of children and release them from continuous child-rearing and child bearing. Infant mortality is also less among children of educated women and their surviving children are healthier and better educated. She further says that literacy among women leads to better hygiene improved nutrition practices and greater effectiveness in caring for family health and seeking timely medical intervention. Education has also more high economic value, many educationists and economists have argued that a considerable part of the community's wealth must be invested in education. Marshall said that "Knowledge is our most

powerful engine of production; it enables us to subdue Nature and force her to satisfy our wants..." M. Visvesvarayya, highlighted the pivotal role of education in economic welfare of the country and cautioned: "the economic future of India is placed in grave peril by the slow progress which mass education is making..." While there is a long tradition of economists that recognised the value of education in development, the World Bank recognised, "Poverty is not only a problem of low incomes; rather, it is a multi-dimensional problem that includes low access to opportunities for developing human capital and to education..." The World Summit for Social Development met in 1995 also opted for a broader definition of poverty and correspondingly for a broader integrated strategy for its eradication (Drèze and Sen, 1989, as quoted Tilak). Education poverty and income poverty are also closely related. Poverty of education is a principal factor responsible for income poverty; and income poverty does not allow the people to overcome poverty of education. Income poverty forces children to be out of school for various reasons, and thus they are denied the opportunity of participating in schooling. Thus the relationship between income poverty and education poverty is mutually reinforcing.

V GROWTH OF EDUCATION: THE EXISTING SCENARIO

The role of education in development has been recognised ever since the days of Plato, who believes that education, is indispensable to the economic health of a good society. Literacy and education makes citizens 'reasonable men'. This section deals with the defining the concept and the trend of education in Uttar Pradesh and the study area. The term literacy is defined by census of India that a person is identify as literate, who can both read and write with understanding in any language. A person who can only read but cannot write, is not treated as literate. In the census prior to 1991, all children below the age of five years are necessarily treated as illiterate. The age limit was raised to 7 years based on the advice of experts that the ability to read and write with understanding is not ordinarily achieved until that age. Thus, definition of literate is limited to person of age seven and above. These persons are classified as literate and illiterate, while all the children below age seven are classified as illiterate. Literacy rate as the proportion of literates to total population in the age group of 7 years and above. The following tables shows that there are large inter district variation in literacy rate in the study area. District Bijnor has the highest literacy among other districts, where male literacy is (76.6%) and female literacy is (59.7 %)

Table 3
Literacy Trend in India and Uttar Pradesh (%)

Year	India			Uttar Pradesh		
	Total	Male	Female	Total	Male	Female
1951	18.33	27.16	8.86	12.02	19.17	4.07
1961	28.3	40.4	15.35	20.87	32.08	8.36
1971	34.43	45.96	21.97	23.99	35.01	11.23
1981	43.57	56.38	29.76	32.65	46.65	16.74
1991	52.21	64.13	39.29	40.71	54.82	24.37
2001	64.83	75.26	53.67	56.27	68.82	42.22
2011	74.04	82.14	65.46	69.72	79.24	59.26

Source: Census of India, 2011.

Table 4
Sector wise Literacy Trend in Rohilkhand Region (%)

Districts/ Region	Literacy			Male Literacy			Female Literacy		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
Bareilly	58.5	58.08	64.81	67.5	68.94	70.42	48.3	45.71	58.48
Budaun	51.3	51.06	61.40	61	61.27	67.72	40.1	38.89	54.42
Pilibhit	61.5	62.90	66.67	71.7	73.70	72.38	50	50.69	60.27
Shahjahanpur	54.3	60.39	66.33	63.6	69.77	71.34	43.5	49.33	60.71
Moradabad	56.8	55.47	64.91	64.8	65.74	68.98	47.9	44.04	60.43
Bijnor	68.5	70.63	69.84	76.6	80.25	74.12	59.7	60.19	65.18
J.P.Nagar	63.8	65.36	66.70	74.5	77.84	72.65	52.1	51.59	60.19
Rampur	53.3	54.33	57.21	61.4	63.69	61.39	44.4	43.91	52.63
Rohilkhand Region	58.5	59.77	64.73	67.64	70.15	69.87	48.25	48.01	59.03

Source: Census of India, District Census Hand Book Part (II), 2011

Table 5
Male Female Literacy Gap in Rohilkhand Region (%)

Districts/ Region	Rural	Urban
Bareilly	23.2	11.94
Budaun	22.38	13.30
Pilibhit	23.00	12.12
Shahjahanpur	20.43	10.63
Moradabad	21.70	8.55
Bijnor	20.06	8.94
J.P.Nagar	26.25	12.46
Rampur	19.78	8.76
Rohilkhand Region	22.1	10.83

Source: Census of India, District Census Hand Book Part (II), 2011

Table 6
Educational Facilities in Rohilkhand Region

District/ Region	Primary Level	Secondary Level	Higher Secondary Level	State University	Post Graduate Colleges	Under Graduate Colleges	Private Univesity
Bareilly	1495	126	72	1	20	85	2
Budaun	1661	170	131		12	38	
Pilibhit	1172	94	47		10	31	
Shahjahanpur	1727	127	72		10	53	
Moradabad	1795	365	178		37	111	2
Bijnor	1953	235	126		31	106	
J.P.Nagar	939	131	85		12	63	1
Rampur	1233	103	47		8	32	1
Rohilkhand Region	11975	1351	758	1	140	519	6

Source: Census of India, District Census Hand Book Part (II), 2011.

Table 7
Economic Participation in Rohilkhand Region (%)

Districts/ Region	Total	Male	Female
Bareilly	31.5	48.9	11.9
Budaun	30.1	47.8	9.8
Pilibhit	30.5	49.9	8.7
Shahjahanpur	29.7	48.8	7.8
Moradabad	29.7	47.7	9.9
Bijnor	29.5	48	9.5
J.P.Nagar	32.6	47.6	16
Rampur	31.6	49.8	11.5
Rohilkhand Region	30.65	48.56	10.63

Source: Census of India, District Census Hand Book Part (II), 2011

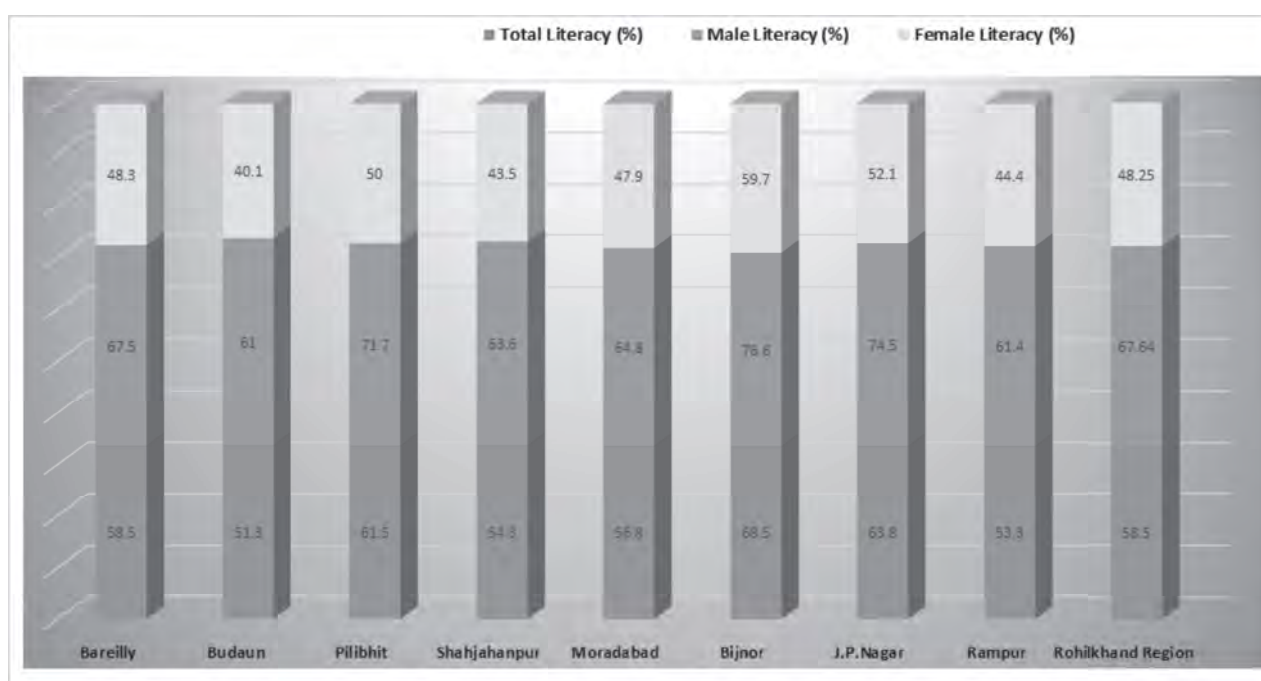
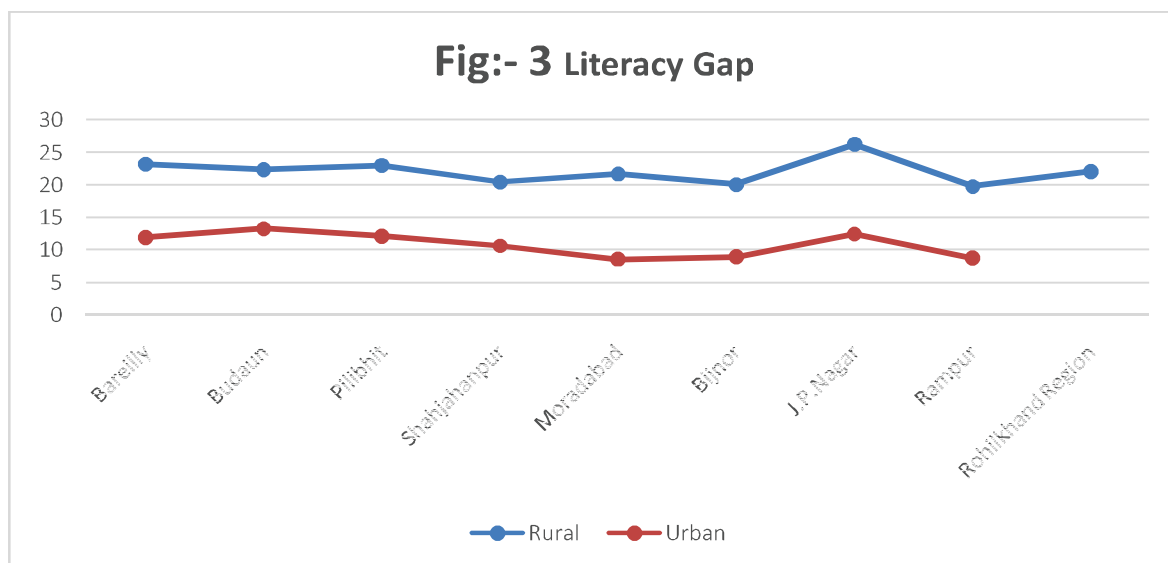


Fig:- 2 Literacy Rate in the Study Area



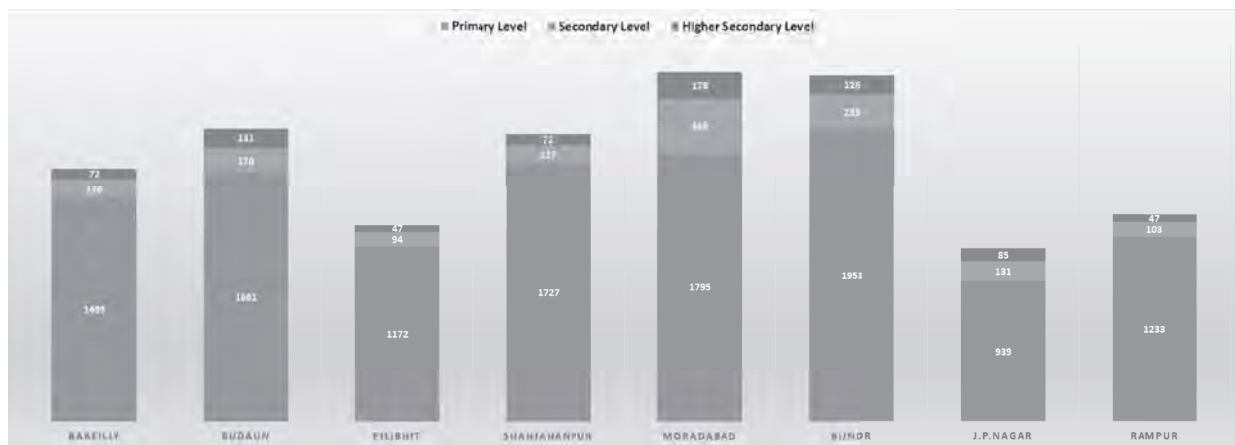


Fig: 4 School Facilities in the Study Area

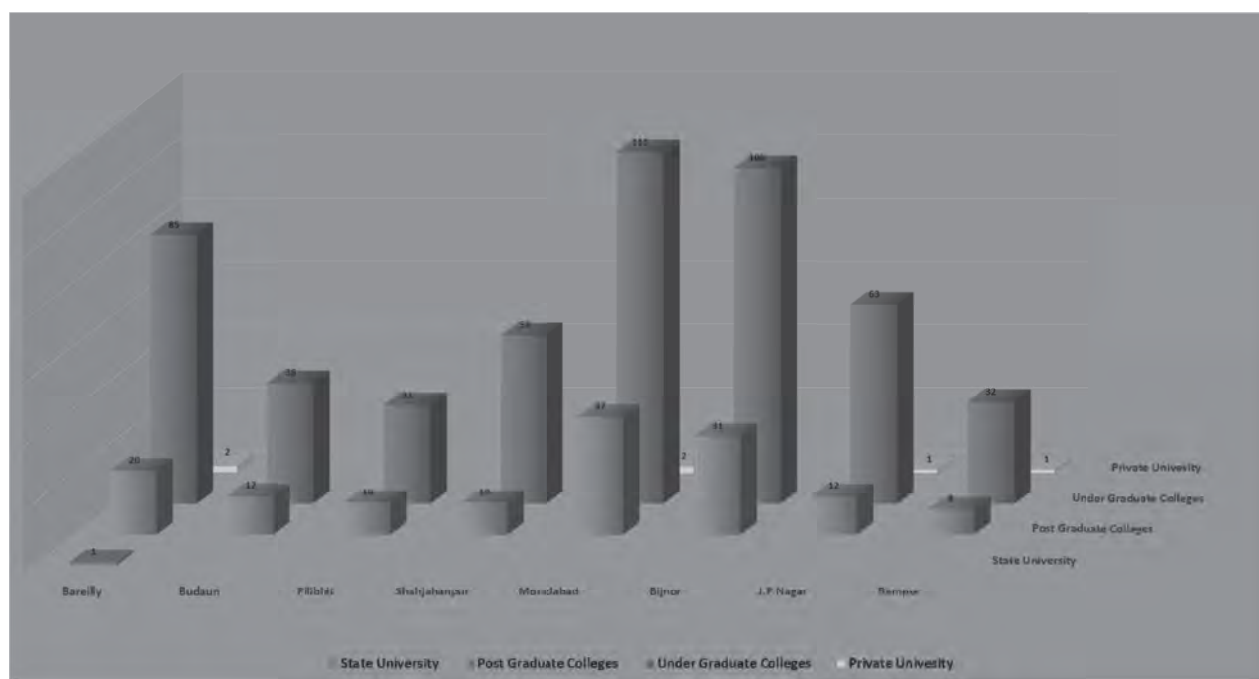


Fig:-5 Higher Educational Institute in the Region

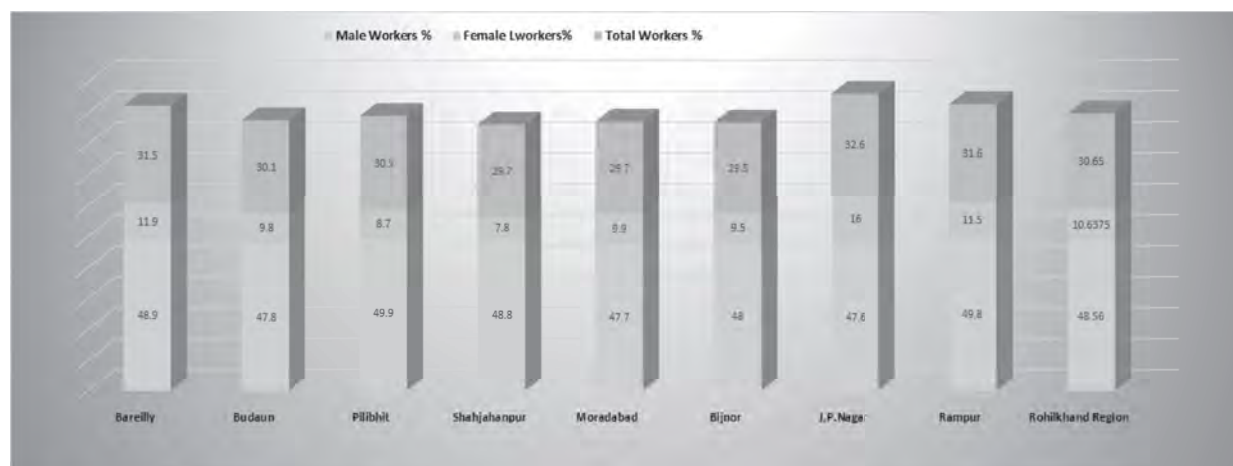


Fig:- 6 Participation in Economic Activity

VI FINDINGS AND SUGGESTIONS

The study aims to analyse that there are many dimensions of development such as education, health, nutrition and child care facilities; income, earnings and employment of their inhabitants, human resources, demographic trend, culture and youth and gender empowerment, which reflect the progress of any developing area or society. Women constitute almost half of the population of the country, and it must be admitted that they play a central role in overall development process and they are in no way lesser than their male counterparts. The study observes that the poverty and backwardness acts as a push factor for the female education and disparities in the study area. The study also shows an appreciable improvement in female literacy but the performance is still unsatisfactory. It is also observed that lack of adequate school facilities and infrastructure is another barrier for girls to attend the school in many districts of the region. Many blocks of the region do not have enough class rooms and the basic necessities such safe drinking water and sanitary facilities for girls.

It cannot be denied that education is the best way to improve the health condition and brings the changes in mental status of women as well as for the social and economic advancement of the society. After receiving education women get employment and ready to work for uplift their standard, to raise their income and to reduce the poverty for their families. Following are some useful suggestions which are emerged from the findings of the present study:

(a) It is well recognized that an uneducated female population can be an impediment to the national development. Hence, for the socio-economic development female education is an essential and compulsory element for overall development and well being of any nation. The study shows that after independence there has been a positive significant change in the rate of female education in Uttar Pradesh but in case of the some regions and districts it is lagging behind to achieve the

national average. Rohilkhand Region is one of them which belong to educationally backward area. There are several reasons behind this such as ignorance of importance about education, inadequate infrastructure facilities, house hold chores, negative parental attitude, gender bias pattern in families and curriculum, lack of qualified female teachers, poverty and low income etc. especially in rural areas compared to urban.

- (b) There are several centrally sponsored schemes which are also running in the state of Uttar Pradesh, for promoting girls education, increasing enrolment ratio in school and stopping drop-out. But unfortunately due to the insufficient knowledge and proper campaign, a large number of the females lived in backward areas are not aware to get a proper benefit.
- (c) The study shows that there are numerous researches demonstrating a link between the education and various gender development indicators (i.e. fertility, work force participation employment opportunity, status of women and child health etc.) and finds that education or literacy is a strong parameter which influences the status and position of female in the society. In modern age it is not a easy task to transform the female specially in the deprived sections or groups, as an active member of modern sector of economy on the basis of traditional courses and general education. For promoting gender participation in economic sector the government should adopt an education and skill oriented gender development programmes and provide them equal opportunity for work.
- (d) Above all, a clear and close relationship between literacy and child health, infant mortality rate and population control has also emerged from the study. It indicates that female education is highly associated with the decline of fertility level and they are more aware about their children health.

VII SUMMARY AND CONCLUDING OBSERVATION

In nutshell, the study shows that the need of education is a prerequisite for the development of any society and it brings the changes in the personalities and conditions of the population of the country, both male and females. Factually said education enhances the social, economic and political transformation. Equal treatment for the women in all sphere of life is also an important index and key dimension of social development as well as economic growth of any nation. Despite this the direct benefit of gender education is not only the eradication of poverty but it helps the fulfillment of basic needs of them such as to maintain their families. Education also changes the attitude and behavior of female and they are more aware and capable about to utilize more health facilities, about sanitation, family welfare and decision making process. To conclude, above study has depicted that for civil and equitable society and gender development there are many areas which require more attention such as educational reforms, raising social and physical infrastructure, civic facilities and increasing employment opportunities for economic empowerment etc. A strong and effective policy are needed in this direction. Education can improve the female condition and helpful for them to realize that they are an active and equal member of the society and play her an important role in decision making and development process for nation's building. Without gender development and their active role in the society the nation cannot achieve true, realistic and faster development.

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