

# Gender Equity in Education

**S. Sathya**

*Ph.D. Scholar of Economics*

*Sarah Tucker College, Tirunelveli*

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## Introduction

Gender Equity is means both man and women together. But in the developing countries gender bias are against for women. Gender disparity in education is critical problem in many developing countries. In realization of the importance of education in general and the need for equality in opportunities for the intellectual development of men and women, successive Five Year Plans have consistently placed special emphasis on the acceleration of women's education. The emphasis with regards to women's education has along been to equip her for multiple roles as citizens, house-wives, mothers, contributors to family income and builders of the new society. Efforts have been made during the past two decades of planned development to enrol more girls in school; to encourage girls to stay in schools; to continue their education as long as possible; and to provide non-formal education opportunities for women.

In many countries, girls and women have low literacy compare to boys and men. There are many reasons for this lower participation of females in schooling. Some are restrictions associated with socio-cultural matters, which prevent the enrolment of girls in the formal primary school systems.

## Objectives

To understand the Gender Equity in Education.

## Important Objectives of Women's Education

It should recognised here that the general objective of any policy towards women's education cannot be different from those relating to men. However, given the social and cultural handicaps that have operated against women in general and given the multiple roles that women are required to play, the need for a set of objectives specific to women's education is imperative. The following are the importance of women's education:

- a) Prepare women to fully participate in socially productive work, fully aware of family planning needs with a view to achieving her full integration with the democratic and developmental efforts of the country.
- b) Help break down over convert biases against women.

- c) Make women aware of the various, legal, social and economic rights, provisions and privileges available to them and the way they can take advantage of them, for their advancement.
- d) The equality between the sexes and participation by women in development through the educational system.
- e) In above all points shows that the full expression for her talent, capacity, ability, quality and personality and this purpose, enable her to adopt a discriminating attitude so that she can escape the bonds of superstition and obscurantism.

### **Education for Girls at the Higher Education Stage**

Action plans in this area should aim at:

- a) Making the curriculum more relevant and occupational needs of women.
- b) We are making higher education available to the less privileged sections of the society, particularly girls from rural areas.

The following action plans may be taken up for considerations:

### **Administrative and Structural Measures**

- i. The general policy here should be to discourages separate institutions for women and to promote coeducational. However, in this area need isolate institutions for women to promote education; they may be permitted on the merits of such cases.
- ii. Vocational counselling and guidance services should be organised in a more meaningful way to help girls-in college and universities-opt for suitable courses relevant to their talent, interest, and needs.

### **Promotional and Motivational Measures**

- i. Incentives like scholarships, freeships, etc., should be provided to enable girls from rural areas to pursue higher education.
- ii. The self-cooking facilities should be provided for girls in hostels.
- iii. For girls belonging to weaker sections, in-addition to freeships and scholarships, bursaries should also be provided to meet their expenses on food and lodging
- iv. In the higher education provide easy way to learning process for women with books and other reference material through book-bank facilities.
- v. Girls should be encouraged to enter professional courses.

### **Pedagogical Measures**

- i. Diversification of courses at the junior college level and undergraduate level should undertake on a priority basis to prepare the girls for the various employment opportunities open to them.

### **Education and Training**

Education is a double-edged instrument: it can contribute to and be an ally of structural changes in society by training people in required skills-old, newly emerging and anticipated. It is also a value-generating process influencing the behaviour, norms and cultural attitudes of people, particularly younger ones. From the beginning of the movement for the equality of women in recent history, great emphasis is placed on education as instrument for the elimination of gender inequality. Developing countries have viewed education as an instrument to stimulate development in all fields, and to reduce their dependence on external advisers. The fundamental problems were to promote a rapid expansion of development and cultural structures to meet the man-power requirement of development and cultural progress in general. Scarcity of resources and the shifting priorities of development have constrained the balanced pursuit of these aims.

Illiteracy remains a crucial problem in most developing countries and women constitute a large proportion of the illiterates. About 60 percent of the approximately 800 million adult illiterates in developing countries are women. Although the ratio of illiterates in the total adult population has decreased, the results are still unsatisfactory. The absolute number of illiterates in these countries is still increasing. Gender differences persist among illiterate, particularly because the lower enrolment ratios for girls at the elementary level increase the number of illiterate women. The gender gap among illiterates is more in developing countries.

Trends in the process of equalising the access of men and women to different levels of the educational systems, as measured through enrolment ratios, show some graceful results. Over two decades, the gender gap in enrolment ratios for the age group 6-11 and 12-17 has remained virtually constant in developing countries, although there is an overall improvement in enrolment for both sexes. At this level, the gender gap has shrunk in the developed countries during the last decade, and it has slightly widened in the group of developing countries.

The persistence of these gaps prevents the equalisation of educational opportunities with consequent effects on employment, skill acquisition and participatory in all fields. The widening of the difference in higher education is seriously concerned, because this sector is the training ground for entry into many areas development, e.g. science and technology, communication industries utilizing high-level technology, professions such as law, medicine, etc..It is also the training ground for most managerial and decision-making occupations.

The women in decision-making positions, which are already limited, could shrink further if this gap were to expand. In addition to resource constraints, an educational progress in developing countries has been impeded by many other problems. Lack of harmony and other developmental activities, which is often a consequence of borrowed models of educational systems, imposed the need to reform and adapt educational systems and intuitions, to turn increasingly to the informal aspects of education and to introduce mass media and other modern devices as useful means of spreading educational programmes and contents in an effort to reach as many social groups as possible.

### **Conclusion**

Education is the most powerful known catalytic agent for social change. All out efforts should, therefore, be made to achieve the goal of universal primary school as early as possible. The ideas of equality between the sexes and participation by women in development should be women into the fabric of the educational system.

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