

A comparative study in gender disparity Madhya Pradesh

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Abstract

Men and women are the two wheels of the society. If one of the two falls defective, the society cannot make progress. Women constitute almost half of the population in the world. Access to education has been one of the most pressing demands of these women's rights movements. In India, women education has also been a major duty of both the government and public as educated women can play a vital role in the development of the country. The education of women plays a significant role in improving living standards in the country as well as to know their rights. The present scenario has been changed and women have entered into every field and they are walking with man. But gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male female literacy rate is just a simple indicator, while the male literacy rate is more than 2.14% according to the 2011 census, the female literacy rate much lower than men. During 2001-2011, literacy rates improved impressively from 54.16% in 2001 to 65.46% in 2011. Thus showing an increase in literacy rates is the significant increase of 11.30% in case of female literacy rate. According to the census of 1951, the average general literacy rate was 10.33% with male 27.16% and female 8.86%. The gap between male and female literacy rate is 18.33%. As per census report 2011, the average literacy rate is 74.04% where as the male literacy rate is only 82.14% and the female literacy rate is at an average of 65.4% nationwide. This shows that there are 16.68% gaps in male and female literacy rate. This achievement in terms of general literacy growth is quite impressive, but when we compare the gap between male and female, it is contrary to the progress made in general literacy.

Key Words: Gender Disparity, Census, Female Literacy, (Vital Role and Significant etc).

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INTRODUCTION

Education brings a paradigm shift in the Psychological, economical and sociological status of humanity. Education induces the power of reasoning, clarity between good and bad and enhances decision making power including awareness. Thus, influences the all-round development of a man into an exemplary human being. The need of the hour is to exercise the opportunities that exist in the constitution for the development and growth of the human beings. The

induction of one million women by amending 73rd and 74th amendments in the constitution through "Silent Revolution" on 24th April, 1993 made a historical event and opened access for a number of streams to strengthen the women status and the above said date is celebrated as "Women Political Empowerment Day" is a well established event. The 73rd amendment in the constitution ensured reservation for not less than 1/3rd of the total seats in all three areas of Panchayati Raj system. The ramification of the above said amendment strengthens democracy at the grass root level to bring gender justice and equity between men and women and further to bring 50% participation of women in all political institutions, decision making bodies and other sectors of the society. For not availing the opportunity, the illiteracy is the main hurdle. Though free and compulsory education for the age group 6 to 14 was introduced to achieve 100% literacy as an innovative step in a span of ten years was due to a number of identified and unidentified hurdles. The present literacy rate among U.P., Bihar, M.P., Rajasthan and Andhra Pradesh contributes more than 50%. The

tribal belt among the above said states accounts less than 5% literacy. A comparison of literacy rate from 1951 to 2011 enlightens further about the literacy rate. In 1951 the male literacy rate was 27.16 and in 2011 it was 82.14% whereas the female literacy rate in 1951 was 8.86% and in 2011 it was 65.46%. Keeping the literacy rates of women from 1951 to 2011 in mind, an attempt was made to update the literacy rate among urban and semi urban through educational, economical, sociological and psychological indicators and to understand the better areas and to recommend further for their improvement and participation in

YEAR PLAN AND WOMEN DEVELOPMENT

Development of women has been receiving attention of the government right from the very first five year plan (1951-1956). But the same has been treated as a subject of welfare. From second (1956-1961) to fifth five year (1974-1979) plans continued to reflect the every approach of welfare. We find a shift in the approach of Government from 'Welfare to Development' from sixth five year plan (1980-1985). It adopted a multi disciplinary approach with special thrust on health, education and employment of women. In seventh plan (1985-1990) it was tried at the best to bring the women into national stream during these plans with human development as major component played an important role in the development of women. It was in ninth plan (1997-2002), national streams helped to bring the concept of equity and justice (the constitutional obligations) on every citizen of this great country. Hence the present proposal is undertaken and this study would help the education the planners, the administrators, the society and the govt. on a large scale. Which started the word 'Empowerment' of women and in tenth plan (2002-2007) and in eleventh (2007-2012), plans also its focus area, remained on empowerment of women.

Savitri Bai Phule: (08-01-1831 to 10-03-1893), was a social reformer who along with her husband Mahatma Jyotirao Phule, played an important role in improving women's rights in India during the British rule. He is most known for his efforts to educate women and the lower castes. He was a Savitri Bai's mentor and supporter. Savitri Bai was the first female teacher of the first women's school in India. In 1852, she opened a school for untouchable girls. She worked towards taking some of the then major social problems, including women's liberation, widow re-marriages and removal of untouchability.

Efforts Made For Women Empowerment At International Level: The first world conference on women held in Mexico City in 1979. The international women's year identified three key objectives that formed the basis of United Nation work on women issues. These are

1. Gender equality and elimination of gender discrimination.
2. Integration and participation of women in development and increase contribution of women to world peace. Then, the year '1976 – 1985' was declared the 'United Nations Decades for Women'.

The convention on the elimination of all forms of discrimination against women (CEDAW) held in 1979 articulated the 'Bill of Rights of Women'. The Second World Conference at Copenhagen in 1980 identified equal access to education, employment opportunities and health care services to be the basic factors. The Third World Conference at Nairobi in 1985 revealed the limited impact that the strategies followed during the United Nations decade for women have had in improving the status of women and reducing gender discrimination. A new approach was called for in Nairobi forward looking strategies to the year 2000. Women participation in decision-making was recognized not only as their legitimate right but also as a social and political necessary that would have to be incorporated in all institutions of society. The Fourth World Conference in Beijing in 1995 marked a shift of focus from women to the concept of gender. For women to be fully empowered to take their rightful place as equal partners with men in all respects of life, the entire structure of the society and all relations between men and women within it had to be re-evaluated. Gender Equality must be recognized as an issue of universal concern benefiting all. The Beijing declaration and platform for Action (PFA-1995) was an agenda for women's empowerment by adopting Beijing Platform for Action. Our government is committed to it that promotes effective inclusion of a gender dimension throughout the institutions, policies, planning and decision-making. The last United Nations World Conference on Women (2005) was organized in New York and this was resulted into a landmark document making the transition from the concept of the advancement of women to that of promoting equality between the sexes. The issues that were not covered in 1995 by ignorance/not able to realize was given due place and importance to women issue in 2005 conference.

Table 2: Literacy Rate, (Madhya Pradesh)

All M.P.			Rural			Urban		
Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
64.09	76.8	50.3	58.1	72.1	43	79.7	87.8	70.6

Sources: Census, 1951, 1961, 1971, 1981, 1991, 2001, 2011.

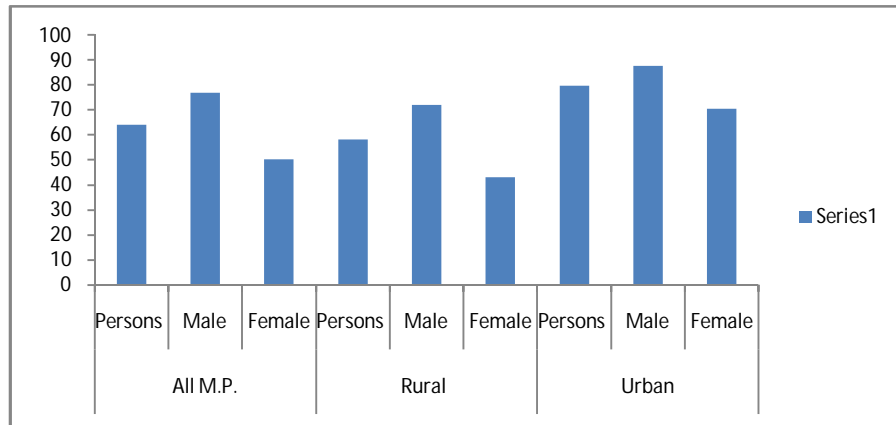


Figure 1:

According to the census of 2011, every person above the age of 7 years who can read and write in any language is said to effectively combat such challenges like rise in violence, harassment, exploitation against women, deadly transmission of the HIV/AIDS, epidemic to women and girls need a global approach followed by political impetus to bring out a total protection for fairer sex in the Universe. According to this criterion, the 2011 survey holds the literacy rate to be around 64.09 percent. Female literacy was at a 50.3 percent whereas the male literacy was 76.8% in Madhya Pradesh.

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