

A Review on Gender Discrimination in Indian Education System

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Abstract: Modern Indian education has been started following to the British education system after the fourth decade of 18th century. Today schools are categorized according to the gender like, girls' school, boys' school, and co-educational school. It is difficult to calculate the number of female administered schools. According to the conventional concept, boys make noise than the girls in the class room. Teacher expects girls' should always show modesty unlike the boys'. So, uneasy behavior from girls' is unacceptable. Seating arrangement of primary school divided into two rows, one side is allotted for boys' and the other side is for girls'. It creates a division among the children without the awareness of gender. Opinion of educators and teachers make everything to select experiences in curriculum. Due to the importance of theoretical concept, they don't give any consideration regarding gender problem. Teachers' deep-rooted the concept of social difference regarding profession of men and women is unknowingly to the girls'. This is hidden in the language of teaching. In school, boys' and girls' performed different type of co-curricular activities. Sewing and other similar type of work is not allotted for boys'. It is clear that teachers and the parents have to perform major roles together; they need to be more aware to remove the discrimination in education system of our country.

Keywords: Gender discrimination, School management, Curriculum.

1. INTRODUCTION

Modern Indian education has been started following to the British education system after the fourth decade of 18th century. According to the Adams report, Paathshala, Madrasha etc were the main educational organization before the era of British influenced Indian education system and girls were allowed to receive education from these institutions, but the number of girls' students was not large. His report also depicted about a school, named home school. These schools were for those girls who were not allowed to go out from their house. Females of Tagore family use to be educated this way. In the year of independence total literacy rate of India was eighteen percent where only nine percent was the literacy rate of girls'. At that time only one child of every eight children and one girl child of every twenty children was enrolled in school [2].

Today schools are categorized according to the gender like, girls' school, boys' school, and co-educational school. Briefly most private educational institutions and some government high schools are co-educational. Most of these co-educational government high schools are setup in village and there are no girls' schools. Except these schools, all educational institutions are either for girls' or for boys' students. Generally girls have limited opportunity to study high secondary education.

2. LITERATURE REVIEW

Present study is based on the previous literatures which are sorted according to the year.

Kilavuz and Karaboğa (2021) found primary school education maintains gender discrimination and creates gendered prejudices in the minds of students by the processes and practices of primary school.

Onyedikachi and Grace (2021) revealed gender stereotype influences student academic achievement. It should be discouraged on senior secondary school students by the School Management Board and society.

SteelFisher, Findling, Bleich, Casey, Blendon, Benson, Sayde and Miller (2019) showed racial/ethnic minority women are widely experienced discrimination and harassment across multiple domains of their lives.

Sipe, Larson, McKay and Moss (2016) found students are not only aware of gender discrimination, but it has expanded to include increased concern over gender discrimination against men as well.

Matope (2012) revealed gender discrimination is manifested in the appointments, promotion and assignment of duties and responsibilities of learning institutions.

Nakpodia and James (2012) showed discrimination of women exists in education due to most of illiterate parents believe female child can survive without formal education, because eventually she gets married and the husband is expected to provide her needs.

Tuwor and Sossou (2008) found adult girls who completed even primary education are healthier, more economically productive, and raise children who tend to stay longer in school.

Objective

According to the review of related literature, there was a paucity of research on gender discrimination in school education and this study has been planned with the following objectives-

- To find out the issues of gender discrimination in school management.
- To find out the issues of gender discrimination in curriculum.

Data of review

In this study published papers from the year 2008 to 2021 are included and scholar.google.com, base-search.net, and semanticscholar.org are used as search engines in online searching method to collect data.

School management

In our country Mahatma Jyotiba Phule and his wife Savitribai Phule had established first girls' school at Pune in 1848[3]. In Kolkata Drinkwater Bethune and his wife had established Bethune College. Begum Rokeya Sakhawat had established memorial school for Muslim community girls' however girls of every community can take education from this school. But these are small initiatives, which can't provide the real picture of discrimination regarding girls' education. It is difficult to calculate the number of female administered schools. Though, it can be generalized that the number of male administered school is higher than that of female administered schools.

Gender discrimination in school administration is a part of discrimination in education system. Females may be selected as a member in school managing committee but it is limited to the city. In very few managing committee of girls' school, female member is selected as guardian representative.

Class room management

In a class room, teacher makes some arrangements to maintain easy environment for teaching and learning, which called classroom management. Good management maintains teaching and learning speed. Classroom management has two dimensions and these are control in indiscipline, and uses of quality teaching techniques. Monotonous, inactive and dominated teaching increases indiscipline. Here success of excellent teaching techniques is embedded. According to the conventional concept, boys make noise than the girls in the class room. However it is not generalized. Usually teacher expects that the girls' should always show modesty unlike the boys'. In our country calmed means acceptance of teachers' word without any objection. So, any type of uneasy behavior from girls' is unacceptable but for the boys situation is different and this makes gender discrimination.

Organization of classroom

Primary schools are co-educational. Seating arrangement of this school divided into two rows, one side is allotted for boys' and the other side is for girls'. This system is followed from class one and it creates a division among the children without the awareness of gender. As a result some distance occurs in friendship and it grows gradually according to their age. But in adolescent this distance disappeared, though severity of gender is stayed. It is observed that the friendship among the same gender is more firm than the different gender.

Curriculum

Curriculum has two aspects; these are ethical aspect and subjective aspect. Specifically opinion of educators and teachers make everything to select experiences in curriculum. Due to the importance of theoretical concept, they don't give any consideration regarding gender problem. As a result sufficient biasness is presents in every subject matter. Gender in textbook is stereotypical. There women are reflected as weak, warm-hearted and caring person; they sacrificed their happiness for the family [5]. Therefore experiences of workers on social, financial and family problem of women is more important than the educational theory and analysis of psychology and sociology. It may solve the gender biasness of curriculum.

Impact of gender on curriculum

In our education system gender inequality problem grows with time. Sarva Shiksha Abhiyan, District Primary Education Programme was launched to prevent this problem. As a result some positive changes take place but the main problem remains. One Girl from every ten girls' of the poor families of villages completes her primary education and one girl from every one hundred girls' reaches in high secondary education level [3]. It is also noticed that the educational quality till the last class of dropout girls is not up to the mark. Even they forget their learning in small time span. In most of the cases parents compel them to shun their education. Girls' loses their honor from the attitude of teachers', comments and behavior of male friends. Quality of education in primary school is going downwards. Learning has become paralyzed without private tuition. Therefore parents of girls' don't spend money for the private tuition. They think boys can earn money for the future. Several studies find most the families allocate resources for education of boys than girls [4], [6], [13]. These are the bare cause of negligence of girls' in curriculum and learning.

Language

Teachers' deep-rooted the concept of social difference regarding profession of men and women is unknowingly to the girls'. This is hidden in the language of teaching. Such as, Doctor and farmer represents to the male gender. It is observed language of teaching denotes boys than girls to present any content in classroom. Especially masculine nouns and pronouns are used where gender of any context is unclear [1]. Most of the time, 'a person' word is used to present a problem in arithmetic class. 'Person' word belongs to the common gender but it represents male gender in daily conversation. If context of an arithmetic problem belongs to the male, then the word 'person' is specifying the male gender. It is clear that not only language of a context, contextual meaning also signify gender discrimination.

Co-curricular activities

In school, boys' and girls' performed different type of co-curricular activities. That means sewing and other similar type of work is not allotted for boys' as co-curricular activities. If school selects this type of work for them then it will create social objection and also boys' will not accept this type of activities. In annual sports this segregation has also crept into by allotting the different sport event. It is observed that text books also present gender discriminated images regarding games. Boys perform outdoor games and girls play indoor activities like drawing [1]. Since childhood students get gender discrimination in co-curricular activities.

3. SUMMARY OF FINDINGS

Gender discrimination in behavior of teachers is also observed in classroom. Teachers give more attention either to the boys or to the girls. Maximum time boys get more attention than the girls'. Teacher says, boys create disturbance, so they need more attention. At the time of teaching sometimes teacher comments girls' are talkative, they quarrelling every time. These comments indicate gender discrimination. In this study researcher gave emphasis on school management, curriculum and behavior of teachers but other component of education such as aim, attitude of family member and other educational institutions (i.e. informal educational institution) are not analyzed.

However, it is concluded that gender discrimination exists in Indian education system, especially in school management, curriculum and in behavior of teachers. Every stake holder like administrators, teachers and the parents must be aware about their attitude and have to perform major roles together to remove the discrimination in education system of our country.

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