

Research Article

Women Education in Gujarat: Problem and Prospect

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Abstract

After establishment of Gujarat as the separate state on 1st May 1960, Gujarat state has earned well progress economic condition, but in the uneconomic matters (issues) Gujarat could not get expected success. In the various developmental aspects such as population, Health, Education, Industry, Agriculture, Poverty, Employment, Fundamental structural facilities at there can be brought the change in right direction than it can be called as the development in right meaning. In Present study we try to examine the change in literacy rate, besides we try to examine the gender discrimination in Gujarat since 1951 and last two decades of all the districts. The study has used exploratory research methodology and based on secondary data. During 1951 to 2011; literacy rate of male and female is continuously increased in the Gujarat state. As far as concern of male literacy rate the female literacy rate is growing faster during the study period. Gender gap result shows that between the male and female literacy gap is decline through the 1961. As long as the literacy rate of the state observation one can find that Ahmadabad, Surat, Anand and Gandhinagar district where the literacy rate is more than 85% which shows the well grown up social and economic development that has been design out during 2001 to 2011. 2001 and 2011 census data clear cut indicate that there is gender discrimination found in literacy rate in all the district of Gujarat.

Key words: Literacy, Women (female) Literacy Rate, Gujarat, Rural, Urban

JEL Classification: I20, I24 **Women Education in Gujarat: Problem and Prospect**

Introduction

Education plays a major role in the economic growth and the social development among the state or nation. Education is very important among all of us; Expansion of education enlightens the people and helps to remove many religious beliefs, which hinder the process of growth. Education also helps in increasing health awareness and in turn it increases return on education. Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. Agricultural growth also is found to be affected by the level of education. Educated farmers tend to adopt new technology more easily compared to illiterate farmer, at least in initial phase of technological change. The benefits of education are numerous and therefore its importance in economic development is enhanced.

By study of the all nation of the world, we come across the knowledge that there isn't any equal regional development in any state. In India too such state like Orissa, Bihar, Zarkhand the

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lest development states at one site and on the other sight Punjab, Hariyana and Gujarat the progressive states we can find but still the regional inequality. We find in those developed and progressive states, by observing the uneconomic aspects. In the presence time, to examine the true direction of the development is there, as per the views of the learned, and through the various area of knowledge it has proved. The world famous philosophers also give more importance to education. In India there is no high development of education except in Kerala which shows the exceeding rate of the human enhancement. On the other side Orissa, Assam, Bihar the less developed states where the rate of the education is low. Where we can find the social evils like poverty, unequal capitalism, starvation, filth, joblessness in a big quantity. In developing progressive states such questions still remain stands due to the regional inequality.

After establishment of Gujarat as the separate state on 1st May 1960, Gujarat state has earned well progress economic condition, but in the uneconomic matters (issues) Gujarat could not get expected success. In the various developmental aspects such as population, Health, Education, Industry, Agriculture, Poverty, Employment, Fundamental structural facilities at there can be brought the change in right direction than it can be called as the development in right meaning.

Review of Literature

Mary Bowman said that education and training is the engine at economic development Thus, she has focused attention on education and has said that in the future, education will take lead as an indicator of development. According to **J.B.G.Tilak** the chances of educated person falling victims of poverty and unemployment are less. Education which transforms a person to live a better life and more importantly in a socially wellbeing.

Haveman, R.H and B.L.Wolf² also says that Schooling can raise welfare not only by aiding towards increasing income but also through its 'non-market' effects, such as improvements in health, nutrition, family size, development of individual capabilities, upbringing of children and opportunities for self-employment and enjoyment.

Francisco Parro³ presents in his paper that worldwide evidence on the evolution of the gender gap in education over the past six decades. In every region of the world, Parro's fond that the gender gap increases from 1950 to 1975 and its decreases from 1975 to 2005 time period.

Rashmi Umesh Arora⁴ study using access to education and health as the indicators of gender inequality gender inequality and state level openness in the different states of India. Arora's research paper findings show that at the sub-national level in India higher per capita income is accompanied lower gender inequality. Result also shows that improved access to education and better health facilities may still not facilitate women's contribution to economic growth and lead to reduction in gender inequality unless accompanied with women's increased participation in the labour force and change in overall mind set and attitudes.

² Haveman, R.H and B.L.Wolf (1984). "Schooling and economic Well-being: The Role of Non-market Effects", *Journal of Human Resources*, XIX, page.377-407.

³ Parro, F. (2012). International Evidence on the Gender Gap in Education over the Past Six Decades: A Puzzle and an Answer to It. *Journal of Human Capital*, 6(2), 150-185. doi:10.1086/666849

⁴ Arora, R. (2012). GENDER INEQUALITY, ECONOMIC DEVELOPMENT, AND GLOBALIZATION: A STATE LEVEL ANALYSIS OF INDIA. *The Journal of Developing Areas*, 46(1), 147-164. Retrieved from <http://www.jstor.org/stable/23215428>

Ching-Yuan Lin and Chun-Hung A. Lin⁵ paper investigates the effects of higher education expansion on phenomena of credentialism and gender discrimination in education in Taiwan. Research result shows that the higher education expansion does change parents' attitude on female children's education and increase possibility for female children to attain higher.

Martin Carnoy & Rafiq Dossani⁶ research paper found that higher education governance came to be exercised in different ways between the centre and the states. They explain in their paper that in later phases, particularly in the third phase that began in 1984 and continues to the present, the disagreements intensified because educational priorities started changing due to the changes in the relative influence of stakeholder groups and new forces such as globalization.

Annemie Maertens⁷ study conducted on subjective expectations that parents have about the cost and returns to education. The study is on primary survey and done by using a detailed child-level dataset from three villages of Andhra Pradesh state. Research shows that the respondents who have some idea of the returns to education, researcher find that the respondents expectations with regards to his children's return to education differ by region, gender and cast, with girl and members of SC/ST expected to earn less. Researcher also focuses various issues of education in present area of Andhra Pradesh.

Zakir Husain⁸ present study find that gender disparities are higher in northern states in rural areas. In urban areas, however, eastern states display greater disparities. This is also confirmed if we control for household traits, community characteristics and the regional context. However, when we decompose the differences in probability of completing school education across gender, the contribution of the control variables is found to be insignificant, relative to that of the coefficient effect in both rural and urban areas of Eastern India.

Isaac M. Mbiti⁹ says in his paper that past two decade's developing countries able and rising portion of their GDP on education. In South Asia also find that patterns of education expenditure grown. **Muralidharan Das, Holla and Mophal**¹⁰ study shows that Indian total education budget is doubled between 2004 and 2009

⁵ Lin, C., & Lin, C. (2012). Does Higher Education Expansion Reduce Credentialism and Gender Discrimination in Education? *Social Indicators Research*, 109(2), 279-293. Retrieved from <http://www.jstor.org/stable/23325427>

⁶ Carnoy, M., & Dossani, R. (2013). Goals and governance of higher education in India. *Higher Education*, 65(5), 595-612. Retrieved from <http://www.jstor.org/stable/23473514>

⁷ MAERTENS, A. (2011). Does Education Pay Off? Subjective Expectations on Education in Rural India. *Economic and Political Weekly*, 46(9), 58-63. Retrieved from <http://www.jstor.org/stable/41151840>

⁸ Husain, Z. (2011). Gender disparities in completing school education in India: Explaining geographical variations. *Journal of Population Research*, 28(4), 325-352. Retrieved from <http://www.jstor.org/stable/41289122>

⁹ Mbiti, I. (2016). The Need for Accountability in Education in Developing Countries. *The Journal of Economic Perspectives*, 30(3), 109-132. Retrieved from <http://www.jstor.org/stable/43855703>

¹⁰ Muralidharan, Karthik, Jishnu Das, Alaka Holla, and Aakash Mohpal. (2016). The Fiscal Cost of Weak Governance: Evidence from Teacher Absence in India. World Bank Policy Research Working Paper 7579. February.

Rohini Sahni and V. Kalyan Shankar¹¹ present paper spans from macro-level national and inter-state comparisons to more micro-level intra-state scrutiny of systemic fault-lines shaping the contours of girls' education in India. Through a study of these multi-layered hurdles, this paper brings forth the systemic side of impediments that have remained less explored in comparison with the cultural-attitudinal biases that have plagued girls' participation to higher education.

Zakir Husain and Swagata Sarkar¹² Studies on educational attainments have tended to focus on attainments at a specific level of education in India. This paper uses unit level National Sample Survey data (2004-2005) to examine gender disparities at different educational levels up to the high school level. Bivariate analysis of gender disparities computed using the Sopher-Kundu index indicates that although there are substantial gender disparities at lower levels of education, this gets reversed at higher levels in several states. Research found that disparity decreases steadily and becomes negative from the primary level onwards in urban areas. This implies that a female child is more likely to qualify to the next stage than a male child from the primary level onwards. In rural areas, however, gender disparities remain at all levels. Children from households headed by a female or where the head is more educated have higher transition probabilities, though the effects decline at higher levels of education of the respondent.

Objective of the Study

In Present study we try to examine the change in literacy rate¹³ not in Gujarat only but also as largest as India and besides we try to examine the gender discrimination. The objectives of the study are as follows:

1. To examine male and female literacy rate in various district of Gujarat.
2. To examine literacy rate in rural - urban area and evaluation literacy rate among the gender of various district of Gujarat.
3. To analysis male and female literacy growth rate from last Decades (etc.. from 2001 to 2011 Census).
4. To analysis category wise gender discrimination of literacy rate in various district of Gujarat.

Methodology and Collection of Data

In this study, an attempt has been evaluation of literacy rate of Gujarat since 1951 and present paper also evaluation district level literacy as well as rural urban literacy rate. We have tried to examine the objectives with secondary data. We prepared statistical tables using computer Software like Micro soft Office and tried to get some results about literacy conditions of selected district. Some information collected through Internet and used in the study. Most of

¹¹ Sahni, R., & Shankar, V. (2012). Girls' higher education in India on the road to inclusiveness: On track but heading where? *Higher Education*, 63(2), 237-256. Retrieved from <http://www.jstor.org/stable/41343620>

¹² Husain, Z., & Sarkar, S. (2011). Gender Disparities in Educational Trajectories in India: Do Females Become More Robust at Higher Levels? *Social Indicators Research*, 101(1), 37-56. Retrieved from <http://www.jstor.org/stable/41476418>

¹³ In Census concept, a person is treated as literate if one can read and write with understanding in any language. However, the children below the age of 7 years have not been treated as literate, even if they may be able to read and write with understand. Thus, the literacy rate can be derived by using the following formula. Literacy Rate = Number of Literates/Population of 7 years age group X 100

the data we had collected in various censuses of India and Gujarat. To examine the paper objective, there has been used of the various years' census figures

Educational Development in Gujarat

Education is important indicators that have direct or indirect bearing on economic and social development. In this particular paper we have tried to evaluate that “how much Gujarat has achieved development in concern of education” Where is its stand point? besides the inequality of regional in the state too. Due to this the district inequality can be known. Through the provided result it can be moved on the finest educational policy enhancement Gandhaji in his book “Harijan” in 1936- declared that “ India is made of village , if the villages get destroy then the whole Nation will be destroyed”. Moreover he said, “the illiteracy of the strength of Hindustan is the sin & shame of it”. It is strongly needed to remove it and the basic term too. By keeping this aspect in to the mind there has been tried to focus on the voyage of Gujarat Educational Development.

Education plays very valuable role in creation of Human capital. Education has straight fair relation with the earning and professional. And for the regional development too it performs the prior. Education not only cultivates the mental status but also reforms the quality of work. We can see in the following table the literacy rate year from 1951 to 2011.

| Literacy Rate in Gujarat (1951-2011) | | | |
|---|----------------|--------------|----------------|
| Year | Persons | Males | Females |
| 1951 | 21.82 | 30.32 | 12.87 |
| 1961 | 31.47 | 42.49 | 19.74 |
| 1971 | 36.95 | 47.60 | 25.56 |
| 1981 | 44.92 | 55.95 | 33.20 |
| 1991 | 61.29 | 73.13 | 48.64 |
| 2001 | 69.14 | 79.66 | 57.80 |
| 2011 | 79.31 | 87.23 | 70.73 |

Sources: Various Census of India
Note: Literacy rates for 1951, 1961 and 1971 related to population aged five years and above. The rates for the years 1981 to 2011 related to the population aged seven years and above.

Data shows that in Gujarat state literacy rate by gender from 1951 to 2011. The literacy rate can be observed that male and female literacy rate is continuously going up since 1951 in the Gujarat state. And by gender its shows that as compare to male literacy rate the female literacy rate is growing fast since 1951 to 2011. If we analysis last decades literacy rate than we found that male literacy rate is increase 8 % and where female is 13 % literacy are found respectively.

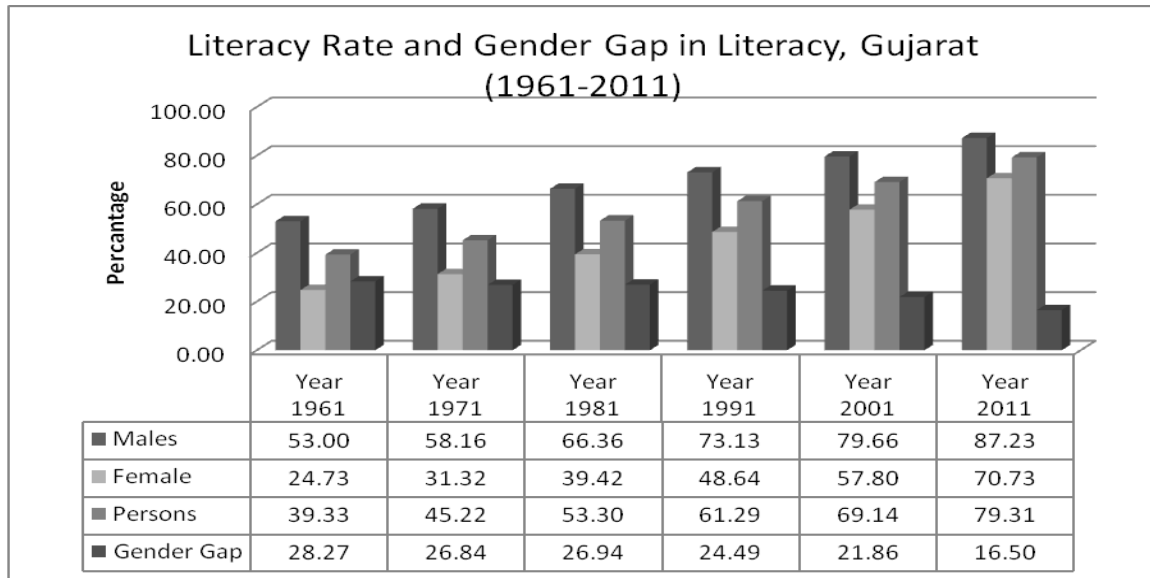
After the educational policy planning there is rapid growth of literacy we can find in India where women education ratio growing high than man. And for women development the Government has applied so many projects and schemes like ‘kanya- kelvani’, ‘subsidi’, in women education, reforms in educational instrument, and structural comforts for education, appropriate education policy can be responsible. The given figures present the growth ratio of literacy during 1981 to 1991 which clears the huge change in policy terms. Level of education is directly associated with poverty and living condition. Good education facility provides good

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scope for employment. Literacy and level of education are basic indicators of the level of development achieved by a society.

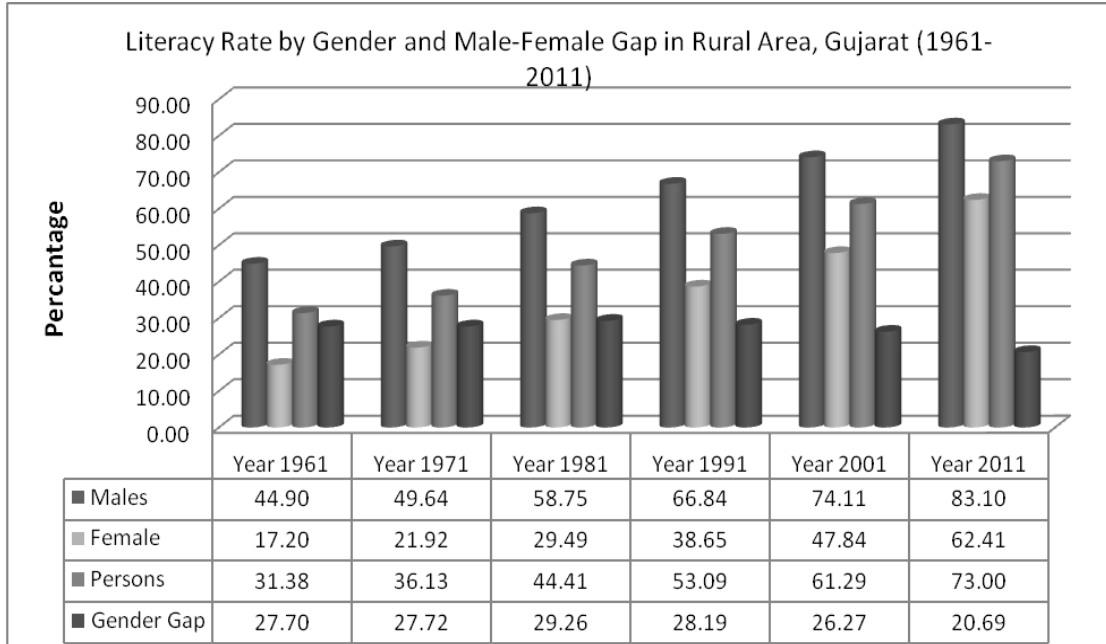
Literacy Rate and Gender Gap in Literacy in Gujarat

Below chart indicate the literacy rate since 1961 and the gender gap, the chart result shows that between the male and female literacy gap is decline through the 1961. Data also shows that last 10 years gender gap is rapidly decline, it is because of government initiative as well as people awareness.

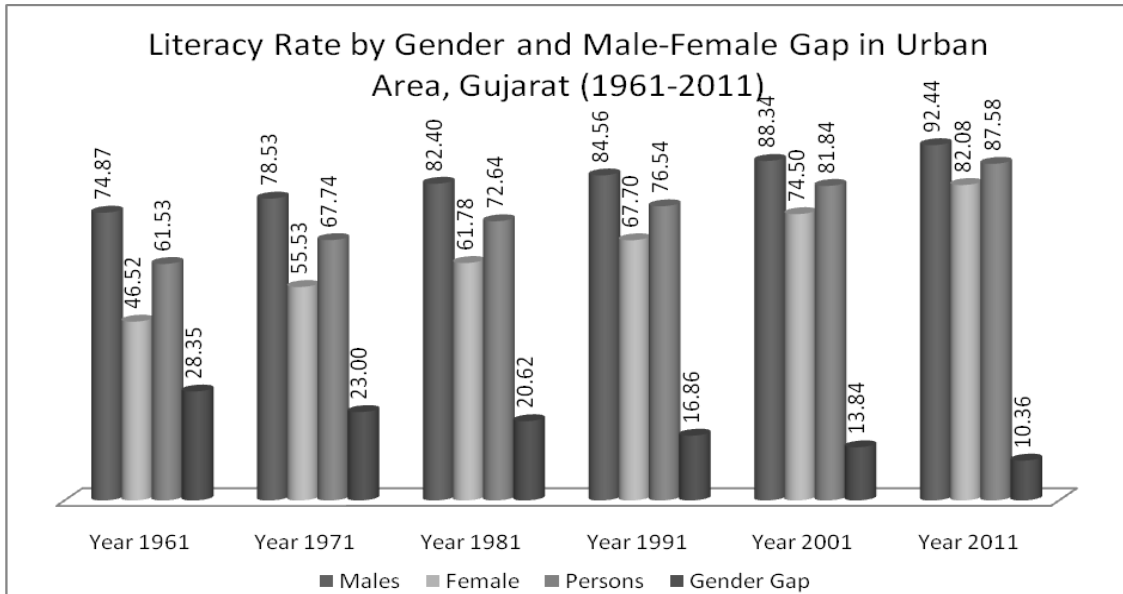


Increase in female literacy rate is associated with reduction in fertility rate. The researches have shown that the life expectancy rises by as much as 2 years for every 1 percent increases in literacy¹⁴. Female education is expected to reduce desired family size for several reasons. Educated women are more likely to be aware of modern methods of contraceptives and use them for planning child birth. Because of this unplanned and unwanted pregnancies are avoided. Increase in literacy rate has also played crucial role in reducing child mortality rate. Reduction in fertility rate and mortality rate are expected to reduce the size of family. Below chart we tried to examine to gender gap of literacy rate in rural Gujarat since 1961.

¹⁴ <http://education.newkerala.com/india-education/Importance-of-Education.html>



Present data shows that since 1961 to 2011 if we show the literacy rate of male and female then we shows that male literacy rate is higher than female. But the gender gap is continues decline, this result indicate the awareness of female education is increase and we can also say that the society aware about education as well as female education in rural area. In present we also tried to evaluate the literacy rate of male and female in urban area of Gujarat, it is indicate in below chart



The data clearly shows that gender gap of literacy rate of urban area in Gujarat is decline very fast and its decline very fast than rural gender gap, it means that awareness of education in urban area is more than rural area, or we can say that development is centralised in urban area. In rural

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area supply of education very less so government should taken policy steps in rural area. The overall literacy rate arose through 1961, and female literacy is grown very fast than male literacy rate.

Gender Parity Index (GPI) measures the progress made towards gender parity in educational participation and learning opportunities available for women in relation to those available to men. GPI value is between 0 to 1, if GPI value is closer to one indicates gender parity (or equality) in imparting education to women. Below table indicate GPI of the Gujarat state and India.

| Gender parity index in higher education (18-23 years) (2011-12) | | | |
|--|-----------------------|--------------------|--------------------|
| | All Categories | SC Students | ST Students |
| Gujarat | 0.81 | 0.83 | 0.93 |
| India | 0.88 | 0.88 | 0.74 |

Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/AISHE2011-12P_1.pdf

In Gujarat Gender Parity Index value is found lower then India's GPI value. In SC student found same result, where as in ST student Gujarat value is much batter then India's GPI values. This result indicates that less inequality in imparting education to women in ST population. Means society and government is support to encourage girl child to study. Many surveys say that now a day's more girls go for education. In comparison of other state of India Gujarat performance is very week. Time of India survey says that Gujarat fares poorly, ranking 20th among 21 states in girl child education. Survey also says that only 7.3% girls in Gujarat complete graduation¹⁵

District wise Development of Education in Gujarat

According to the famous educationists and economist like Enderson, Mery Baumen, Marklog also Prof. T .W. Shulz give more significance of education for the Economic development. While studying they noted down he hugeransformaion in comparing of the tradition and now due to the changing scenario of educational comforts, its beginning brought the high economic growth which is acceptable.

The developing country like India has the basic means of education for the economic development. In India, in 2001 the literacy rate was 64.83% which grew and convert in to 74.04%. In comparison of male from 2001 to 2011 male got 53.67% to 65.46% while female got 75.25% to 82.14% which shows high growth of human enhancement. Present study we try to analysis of male and female literacy rte within the state in Gujarat, as per the 2001 and 2011 census result indicate in below table

| Literacy Rates by Sex for State and District : 2001 and 2011 | | | | | | | |
|---|-----------------------|-----------------------|--------------|--------------|--------------|----------------|--------------|
| District Code | State/District | Literacy rate* | | | | | |
| | | Persons | | Males | | Females | |
| | | 2001 | 2011 | 2001 | 2011 | 2001 | 2011 |
| 24 | Gujarat | 69.14 | 79.31 | 79.66 | 87.23 | 57.80 | 70.73 |
| 01 | Kutch | 59.79 | 71.58 | 70.39 | 80.60 | 48.59 | 61.62 |
| 02 | Banaskantha | 50.97 | 66.39 | 66.47 | 79.45 | 34.40 | 52.58 |

¹⁵ <http://timesofindia.indiatimes.com/home/education/news/Gujarat-ranks-20th-among-21-states-in-girl-child-education/articleshow/53089287.cms>

| Literacy Rates by Sex for State and District : 2001 and 2011 | | | | | | | |
|--|-----------------------|-----------------------|--------------|--------------|--------------|----------------|--------------|
| District Code | State/District | Literacy rate* | | | | | |
| | | Persons | | Males | | Females | |
| | | 2001 | 2011 | 2001 | 2011 | 2001 | 2011 |
| 24 | Gujarat | 69.14 | 79.31 | 79.66 | 87.23 | 57.80 | 70.73 |
| 03 | Patan | 60.36 | 73.47 | 73.63 | 84.28 | 46.33 | 62.01 |
| 04 | Mahesana | 75.24 | 84.26 | 86.21 | 91.88 | 63.69 | 76.12 |
| 05 | Sabarkantha | 66.65 | 76.60 | 80.42 | 87.45 | 52.30 | 65.29 |
| 06 | Gandhinagar | 75.93 | 85.78 | 87.35 | 93.59 | 63.65 | 77.37 |
| 07 | Ahmadabad | 79.62 | 86.65 | 87.40 | 92.44 | 70.98 | 80.29 |
| 08 | Surendranagar | 61.61 | 73.19 | 74.19 | 83.47 | 48.10 | 62.20 |
| 09 | Rajkot | 74.16 | 82.20 | 82.61 | 88.67 | 65.20 | 75.26 |
| 10 | Jamnagar | 66.48 | 74.40 | 76.25 | 82.35 | 56.18 | 65.97 |
| 11 | Porbandar | 68.62 | 76.63 | 78.36 | 84.56 | 58.42 | 68.32 |
| 12 | Junagadh | 67.78 | 76.88 | 78.74 | 85.80 | 56.43 | 67.59 |
| 13 | Amreli | 66.09 | 74.49 | 76.44 | 81.82 | 55.78 | 66.97 |
| 14 | Bhavnagar | 66.20 | 76.84 | 78.02 | 86.15 | 53.73 | 66.92 |
| 15 | Anand | 74.51 | 85.79 | 86.09 | 93.23 | 61.94 | 77.76 |
| 16 | Kheda | 71.90 | 84.31 | 85.97 | 93.40 | 56.80 | 74.67 |
| 17 | PanchMahals | 60.92 | 72.32 | 75.91 | 84.07 | 44.94 | 59.95 |
| 18 | Dahod | 45.15 | 60.60 | 58.88 | 72.14 | 31.28 | 49.02 |
| 19 | Vadodara | 70.76 | 81.21 | 80.04 | 87.59 | 60.73 | 74.40 |
| 20 | Narmada | 59.86 | 73.29 | 72.44 | 82.60 | 46.61 | 63.62 |
| 21 | Bharuch | 74.41 | 83.03 | 82.98 | 88.80 | 65.11 | 76.79 |
| 22 | The Dangs | 59.65 | 76.80 | 70.68 | 84.98 | 48.51 | 68.75 |
| 23 | Navsari | 75.83 | 84.78 | 82.77 | 90.06 | 68.61 | 79.30 |
| 24 | Valsad | 69.15 | 80.94 | 77.90 | 86.48 | 59.62 | 74.96 |
| 25 | Surat | 77.62 | 86.65 | 83.83 | 91.05 | 69.87 | 81.02 |
| 26 | Tapi | 57.05 | 69.23 | 66.23 | 76.86 | 47.91 | 61.69 |
| Sources: Census of India, 2011 | | | | | | | |
| <i>Note- * Literacy rate is the percentage of literates to population aged 7 years and above</i> | | | | | | | |

Presented figures show the inequality in the state. As long as the literacy rate of the state observation we can find that Ahmadabad, Surat, Anand and Gandhinagar district where the literacy rate is more than 85% which shows the well grown up social and economical development that has been design out during the last 10 years. In comparison of India, nearby 18 districts of Gujarat we find the finest literacy rate than the whole Nation. Moreover 11 figures of the districts makes that clear that average of Gujarat's percentage, there literacy rate is high. This result shows that in tribal and rural district has less literacy rate as compare to others district in state. Census data shows that all most same result found in all state of India too.

On the other side year2011, according to census, 15 districts were found in such conditions where the literacy rate was low in comparison of average ratio of Gujarat, besides 8 districts has

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the less literary rate averagely which shows the regional inequality breaks the development standard. As per 2011 census above data shows that amongst all the districts, Ahemdabad stand first rank with 86.65 % followed by Surat district (86.65%) and the Dahod is last 26th with 60.60 % Literacy rate. By gender data shows that in male literacy rate the Gandhinagar district is first and Dahod is Last, where in female the Surat district is stand first and the Dahod is last. Even after 60 years too, these types of regions don't get the advantages of the development of the literary development planning.

In accordance with census 2011, there is inequality in concern of gender discrimination; in context of the women literacy 17 district have high literacy rate in comparison of the average of the Indian ratio. And 11 districts have high literacy ratio then Gujarat average districts. Among them Surat gets the highest rate of all in Gujarat in concern of women literacy ratio which shows high gender unification figure. In comparison of the average of India, in 21 districts of Gujarat, has high literacy rate of male. While in Gujarat we could find 11 districts have high ratio than that of male. Ghandhinagar, Anand, Kheda has the highest ratio of that. While comes at the 6th place in concern of women education standard.

Census 2001 & 2011 figures shows that in Gujarat the male literacy growth is only of 7.57% which is average lest and its annual rate is 0.76% which is extremely low. In contest of women education the literacy rate 12.93% during the 10 years which is annually 1.3 % which is better than male education rate.

2001 and 2011 census data shows the different between male and female literacy rate. In present research paper researcher tries to find out the different between male and female literacy rate of the various district of the Gujarat. The result given below table

| Decadal Growth rate of Male and Female Literacy Rate of the Various district of Gujarat (2011-2001) | | | |
|--|---|--|--|
| State/District | Decadal Growth rate of Literacy Rate (2011-2001) | Decadal Growth rate of Male Literacy Rate (2011-2001) | Decadal Growth rate of Female Literacy Rate (2011-2001) |
| Gujarat | 10.17 | 7.57 | 12.93 |
| Kutch | 11.79 | 10.21 | 13.03 |
| Banaskantha | 15.42 | 12.98 | 18.18 |
| Patan | 13.11 | 10.65 | 15.68 |
| Mahesana | 9.02 | 5.67 | 12.43 |
| Sabarkantha | 9.95 | 7.03 | 12.99 |
| Gandhinagar | 9.85 | 6.24 | 13.72 |
| Ahmadabad | 7.03 | 5.04 | 9.31 |
| Surendranagar | 11.58 | 9.28 | 14.1 |
| Rajkot | 8.04 | 6.06 | 10.06 |
| Jamnagar | 7.92 | 6.1 | 9.79 |
| Porbandar | 8.01 | 6.2 | 9.9 |
| Junagadh | 9.1 | 7.06 | 11.16 |
| Amreli | 8.4 | 5.38 | 11.19 |

| Decadal Growth rate of Male and Female Literacy Rate of the Various district of Gujarat (2011-2001) | | | |
|--|---|--|--|
| State/District | Decadal Growth rate of Literacy Rate (2011-2001) | Decadal Growth rate of Male Literacy Rate (2011-2001) | Decadal Growth rate of Female Literacy Rate (2011-2001) |
| Bhavnagar | 10.64 | 8.13 | 13.19 |
| Anand | 11.28 | 7.14 | 15.82 |
| Kheda | 12.41 | 7.43 | 17.87 |
| PanchMahals | 11.4 | 8.16 | 15.01 |
| Dahod | 15.45 | 13.26 | 17.74 |
| Vadodara | 10.45 | 7.55 | 13.67 |
| Narmada | 13.43 | 10.16 | 17.01 |
| Bharuch | 8.62 | 5.82 | 11.68 |
| The Dangs | 17.15 | 14.3 | 20.24 |
| Navsari | 8.95 | 7.29 | 10.69 |
| Valsad | 11.79 | 8.58 | 15.34 |
| Surat | 9.03 | 7.22 | 11.15 |
| Tapi | 12.18 | 10.63 | 13.78 |
| Sources: Census of India, 2011 | | | |
| Note: decadal growth rate of literacy rate calculated from 2011 and 2001 Census data | | | |

Gujarat decadal growth rate of literacy rate is found 10.17 %, in male it's found 7.57% and in female it's found 12.93% respectively. Highest literacy rate is improve in Dang district from 2001 to 2011, where lowest found in Ahmadabad. More than ten percent literacy growth rate found in Kutch, Banaskhatha, Patan, Surendrnagar, Bhavnagar, Anand, Kheda, Panchmahal, Dahod, Vadodra, Narmada, Dangs, Valsad and Tapi district respectively. If we focus on female literacy growth rate from last decades, then we found highest in Dang district and lowest in Ahmedabad district. Except Ahmedabad, Jamnagar and Porbandar district each districts have growth rate are found more than 10 %. The Dang, Valsad, Narmada, Dahod, Panchmahal, Kheda, Anand, Patan and Banaskhatha district found more than 15 % growth rate of literacy rate. 2001 and 2011 census data shows that in this decade literacy rate is improve fast than previous decade. In 2001 to 2011 the growth rate of literacy rate found highest of five district of the Gujarat found below result.

| Top Five District of the Growth Rate of the Literacy rate in Gujarat of last decades (2001 to 2011) | | |
|--|----------------------------------|------------------------------------|
| Total Literacy Growth rate | Male Literacy Growth rate | Female Literacy Growth rate |
| The Dangs (17.15) | The Dangs (14.3) | Tha Dangs (20.24) |
| Dahod (15.45) | Dahod (13.26) | Banaskhatha (18.18) |
| Banaskhatha (15.42) | Banaskhatha (12.98) | Kheda (17.87) |
| Narmada (13.43) | Patan (10.65) | Dahod (17.74) |

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| | | |
|--|--------------|-----------------|
| Kheda (12.41) | Tapi (10.63) | Narmada (17.01) |
| Sources: Census of India, 2011 | | |
| Note: decadal growth rate of literacy rate calculated from 2011 and 2001 Census data | | |

Data shows that in tribal area literacy rate growth found faster than other area of Gujarat. In female literacy rate growth is found very positive than male growth literacy rate. Dang district found 20.24 % decadal growth rate, almost 2 % per year, it's found very significant. Even Banasktha, Kheda, Dahod and Narmada found more than 1.7% per year growth rate of literacy. Present result indicates that government initiative of tribal area shown good result. It is also reflecting that State Policy for Gender Equity (GEP) and society awareness is improving from last few years. Because of GEP and many of the Government initiative wellbeing and security of women in Gujarat if improve.

Other handsome of district has improved their literacy rate but not up to the marks. Below table indicate five lowest literacy growth rate districts.

| Last Five District of the Growth Rate of the Literacy rate in Gujarat of last decades (2001 to 2011) | | |
|---|---------------------------|-----------------------------|
| Total Literacy Growth rate | Male Literacy Growth rate | Female Literacy Growth rate |
| Ahmedabad (7.03) | Ahmedabad (5.04) | Ahmedabad (9.31) |
| Jamnagar (7.92) | Amreli (5.38) | Jamnagar (9.79) |
| Porbandar (8.01) | Mahesana (5.69) | Porbandar (9.9) |
| Rajkot (8.04) | Bharuch (5.89) | Rajkot (10.06) |
| Amreli (8.4) | Rajkot (6.06) | Navsari (10.69) |
| Sources: Census of India, 2011 | | |
| Note: decadal growth rate of literacy rate calculated from 2011 and 2001 Census data | | |

Data shows that west part of Gujarat literacy growth rate found very low than other part of Gujarat. In total, male and female literacy growth rate Ahmedabad and in female literacy growth rate Navsari these two districts found other part of Gujarat otherwise the entire district found in the western part of Gujarat.

Present study tries to analysis of gender discrimination of literacy rate with various category of the entire respective district of Gujarat.

| Category Wise Gender Discrimination of Literacy Rate in Various District of Gujarat (year 2001 to 2011) | | | | | | |
|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Year | Less than 50 % Literacy Rate | 50 to 60 % literacy Rate | 60 to 70 % Literacy Rate | 70 to 80 % Literacy Rate | 80 to 90 % Literacy rate | More than 90 % Literacy Rate |
| | | | | | | |

| Category Wise Gender Discrimination of Literacy Rate in Various District of Gujarat (year 2001 to 2011) | | | | | | |
|--|--|---|--|--|---|--|
| Year | Less than 50 % Literacy Rate | 50 to 60 % literacy Rate | 60 to 70 % Literacy Rate | 70 to 80 % Literacy Rate | 80 to 90 % Literacy rate | More than 90 % Literacy Rate |
| 2001 Male | - | Dahod | Banaskhatha, Tapi | Gujarat, Kutch, Patan, Surendrnagar, Jamnagar, Porbandar, Junaghadh, Amreli, Bhavnagar, Panchmahal, Narmada, The Dangs, Valsad | Mahesana, Sabarkhatha, Gandhinagar, Ahmadabad, Rajkot, Anand, Kheda, Vadodra, Bharuch, Navsari, Surat | - |
| 2001 Female | Kutch, Banashkatha, Patan, Surendrnagar, Panchmahal, Dahod, Narmada, The Dangs, Tapi | Gujarat, Sabarkatha, Jamanagar, Porbandar, Junaghadh, Amreli, Bhavanagar, Kheda, Valsad | Mahesana, Gandhinagar, Rajkot, Anand, Vadodra, Bharuch, Navsari, Surat | Ahmadabad | - | - |
| 2011 Male | - | - | - | Banaskhatha, Dahod, Tapi | Gujarat, Kutch, Patan, Sabarkhatha, Surendrnagar, Rajkot, Jamnagar, Porbandar, Junaghadh, Amreli, Bhavnagar, Panchmaahal, vadodra, Narmada, | Mahesana, Ahmabad, Anand, Kheda, Navsar, Surat |

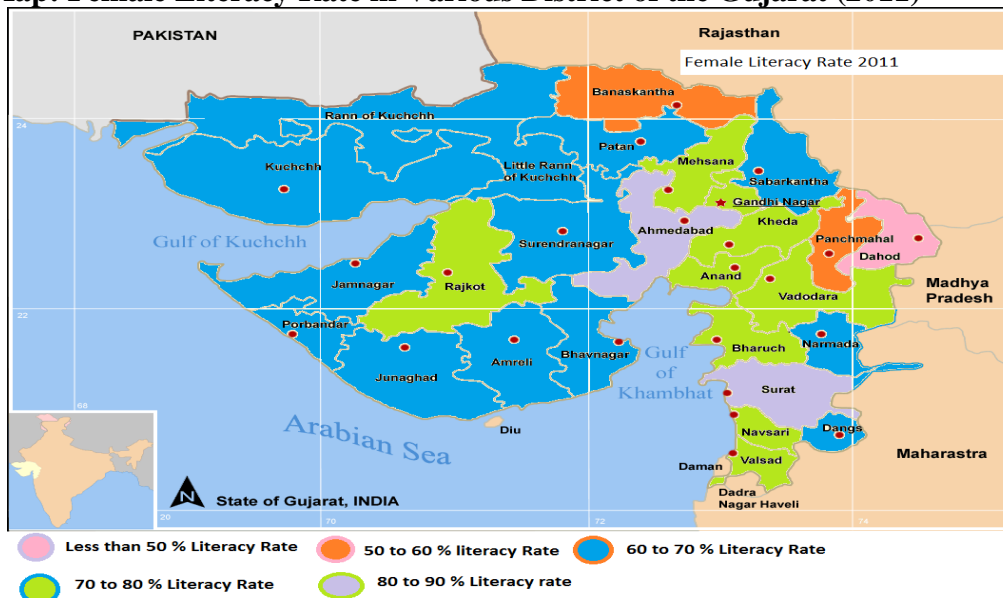
Women Education in Gujarat: Problem and Prospect

| Category Wise Gender Discrimination of Literacy Rate in Various District of Gujarat (year 2001 to 2011) | | | | | | |
|--|-------------------------------------|---------------------------------|---|---|---------------------------------|-------------------------------------|
| Year | Less than 50 % Literacy Rate | 50 to 60 % literacy Rate | 60 to 70 % Literacy Rate | 70 to 80 % Literacy Rate | 80 to 90 % Literacy rate | More than 90 % Literacy Rate |
| | | | | | Bharuch, Tha Dangh, valsad | |
| 2011 Female | Dahod | Banaskhat ha, Panchmah al | Kutch, Patan, Sabarkhatha, Surendrnagar, Jamnagar, Porbandar, Junaghadh, Amreli, Bhavnagar, Narmada, The Dang, Tapi | Gujarat, Mahesana, Gandhinaga r, Rajkot, Anand, Kheda, Vadodra, Bharuch, Navasari, Valsad | Ahmadabad, Surat | - |

2001 and 2011 census data clear cut indicate that there is gender discrimination found in literacy rate in all the district of Gujarat. 2001 census data shows that most of the district has less than 70% female literacy rate except Ahmadabad district. In 2011 census data shows that Mahesana, Gandhinagar, Rajkot, Anand, Kheda, Vadodra, Bharuch, Navsari and Valsad found in 70 to 80 % female literacy Rate category, where Ahadabad ane Surat district found 80 to 90 % female Literacy Rate category. Data shows that steel female literacy rate in all district is very less as compare the male literacy rate.

Present study analysed map analysis of the female literacy rate in various district of Gujarat as per 2011 Census.

Map: Female Literacy Rate in Various District of the Gujarat (2011)



As per 2011 census data indicate that Mahesana, Ahmadabad, Anand, Kheda, Navsari and Rajkot district found More than 90 % male literacy Rate, where no one district has found More than 90 % female literacy Rate. Data itself indicate that most of the district found gender gap between male and female literacy rate in 2001 and 2011 census respectively.

Government initiative¹⁶

There are a number of initiatives taken up by government for education development in Gujarat state, which were implemented in order to increase the literacy rate. 'Smart Goals' with a future vision 'Education for All' is a major Project of the Education Department with its Continuous Education and Literacy Policies geared to promote Literacy, reduce dropout rates, Focus on Girl Education, Teachers' Training and a series of other Initiatives being implemented Girl Education, Infrastructure, Health and Sanitation are the many areas in the process of continuous Education, Literacy, and Education Awareness and on path to enhancement in quality implementation. The Government vision is for SEE (Socio-Economic-Education) growth with primary education, secondary education, higher education, continuous education, literacy education, technical education, pharmacy education etc.

The focus is on Concentration of plan and non-plan provisions and best use of investments made in education sector and the purpose of development. It aims for UEE (universalisation of primary education) for children in age group 6 to 14 years with specific planning, target setting and power initiative key role to 100% male and female literacy by 2010. The Campaign for 'Education for All' is implemented with Literacy initiatives like Training to 9000 teachers, covering all the students of Standards 4 and 7 under student Achievement profile, Extra coaching to girls studying in standards 2,3,4 and 5 in 12,500 schools to upgrade level by 10 to 15% in Gujarati and Arithmetic. It aims for increase in capability by 5 to 10% in writing, reading and calculating by students of standard-3.

Financial Aid schemes like Viidhyalaxmi Bond Yojna and Insurance schemes like Vidhyadeep Yojna are implemented by the Government to provide facilities to children and families to support Education. Health of School children is a prime concern for the Government and hence, with co-operation of WHO (World Health Organization, UNICEF, UNESCO) and World Bank "Health Developing School-Programme" pilot project pioneer in Gujarat. Computer Training is enhanced for Primary Level Education. The Government adopt Technology by promoting Computer aided Learning, which is expected to benefit around 8,50,000 students of government run schools of Gujarat. It also aims for education in rural places to set path of development with continuous power supply and broadband connectivity.

The Government has also initiated the SCOPE program to sharpen English language skills among Gujarati learners. Desirous Schools to set up Language Laboratory are supported by learning software for improving pronunciation, vocabulary and grammar. The software includes self-learning program for improving pronunciation, vocabulary and grammar. The students can master the English language skills and gain confidence. The Education Department's 'Sarva Shikshan Abhiyaan' (National Program) and other promotional schemes are managed by Gujarat Council of Elementary Education (GCEE) which has grown from an agency implementing a project in just three districts to an organization implementing several different projects in primary education sector in the state, viz. DPEP (Distant Primary Education Program) II & IV.

¹⁶ <http://www.gujaratindia.com>

National Project Implementation, like Sarva Shiksha Abhiyan Mission (SSAM), Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV) KGBV.

Gujarat Government Initiatives, like 25 districts and Municipal Corporations in Gujarat are being covered under the umbrella of SSAM, it is implementing National Programme for Education of Girls at Elementary Level (NPEGEL) in 1093 clusters of 78 rural Educationally Backward Blocks (EBBs) and 39 clusters of 13 urban slums in 21 districts (excluding Bharuch, Dang, Porbandar and Valsad) in the state. The Department execute Kasturba Gandhi Balika Vidyalaya (KGBV) Yojana, under which, 30 residential elementary schools with boarding facilities are being set up for girls belonging to the disadvantaged groups of SC/ST/ OBC/ Minority and BPL in difficult areas. Government also very much focus on **Kanya Kelavani**, Hon'ble CM joined hands with all Government officers – IAS, IPS and other beauracrats, in a massive 'Kanya Kelavani Rath' and turned into a massive movement to face the challenge in 2009. Government schemes like **Bal Pravesh** and **Nirogi Bal** is also made a part of the **Kanya Kelavani** campaign.

Major problem and challenges for education in Gujarat

- Absence of good education policy
- In secondary and higher education drop out ratio state is steel high
- In secondary and higher education privatization policy is adopted and because of that education is become a trade or business
- Quality and Quantity of education supply is very low (teacher)
- In state total expenditure of education is very small
- Un equality of education infrastructure development in various districts

There is no any single solution to improve education in right way. There has been many basic steps should be taken by government and society too. In tribal are education should be in local languages (particularly primary education). Government should expanse more for education supply. Teaching system should be change and it is important for regional cultural.

Conclusion

Literacy rate of male and female is continuously increased in the Gujarat state. As far as concern of male literacy rate the female literacy rate is growing faster during the study period. Gender gap result shows that between the male and female literacy gap is decline through the 1961. As long as the literacy rate of the state observation one can find that Ahmadabad, Surat, Anand and Gandhinagar district where the literacy rate is more than 85% which shows the well grown up social and economic development that has been design out during 2001 to 2011.

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