

A Study of Gender Inequality in Haryana

Abstract

This paper studies the gender inequality that exists among regions, social classes and prevents the growth of India socially, economically and as a nation. Inequality between genders promotes negative attitudes and feelings and is the root cause of many evils in our society. The problem of gender inequality in the Haryana state is very complex and diversified. This paper attempts to study the causes responsible for gender inequality in India. Further, the paper also attempts to infer the extent of inequality in education, employment, health, social relations and economic status in Haryana. It is assumed that the paper will draw attention to the problem of inequality among teachers, students and the society in general.

Keywords: Gender Inequality, Sex Ratio

Introduction

After the achievement of Independence, in the post modernization era, one of the major issues which was before the Government and society was that of gender inequality. Gender equality issues mean the problems faced by either sex, although women suffer more from gender inequality. Consideration for gender inequality is now common in Government, Non-Government organizations and other social organizations. The policy makers strongly believe that a commitment to gender equality and equity will strengthen every area of action to reduce poverty because the strength of the whole populace can be utilized.

Gender Inequality

Gender Inequality means disparity between men and women in different social, economical, cultural and legal aspects. This problem is simply known as gender bias, which in simple term means the gender stratification or making difference between male or female. According to the United Nations Development Program's Human Development Report (2013), India ranks 132 out of 187 countries on the gender inequality index-lower than Pakistan (123). The report states that all countries in South Asia, with the exception of Afghanistan, were at better place for women than India, with Sri Lanka (75) topping them all.

Types of Gender Inequality

According to Nobel Laureate Prof. Amartya Sen (2001), there are seven types of gender inequalities in India:

Mortality Inequality

Many times, the inequality between women and men involves poor health care and/or neglect for health and cleanliness for them which results in lower percentage of women to men.

Natality Inequality

In this kind of inequality, a preference is given to boys over girls. It is ardent in many of the male dominated societies and these manifest in the form of parents wanting their newborn to be a boy rather than a girl. With the availability of modern techniques to determine the gender of fetus, sex selective abortions has become common in India.

Career Inequality

Firstly, girls are given lesser preference in educations; secondly their role is delegated to homemaker, thus curtailing their career. Thirdly, in many jobs, preference is given to males due to longer working hours, less holidays or risky jobs.

Inheritance Inequality

In our country, transfer of a ancestral property is male biased and this is reflected in many laws and customs. The absence of claims to property and wealth deprives women from the power to make their own decisions as well as start any entrepreneurial and business activity.

Household Inequality

Many basic inequalities within the family, which can take different forms such as inheritance rights, education or employment opportunities



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as well the role and work framed for women.

Review of Literature

Jayachandran (2014) presented the roots of gender inequality in developing countries. He also discussed the several ways through which the economic development could improve and the inequality of women & gender gaps can be reduced as country grows. Dunn (1998) focused on the situation of women in scheduled castes and tribes who are considered as weaker section of people. His study represented an account of scheduled caste and tribe women’s status in Indian society and suggested that socio-economic development plays a vital role to reduce the disadvantage to scheduled group women. Thomas (2013) emphasized in his work the state of gender based inequality in the modern India. He has shown the inequality practiced in India & its comparison with other Asian & Western countries.

Chaudhary & Sarkar (2012) attempted to show the various factors i.e. educational status, work participation, level of gender inequality of Cooch Behar, West-Bengal, India and suggested relevant strategies for reducing gender inequality to promote the deprived women of this district. Raju, E. (2014), studied the gender discrimination on the basis of demographic, social, economic and political context. He broadly studied the issue of gender inequality, women empowerment & reproductive health among women of India. Some measures under

taken by the international and national organizations were also discussed in his study.

Rastogi, (2005) concluded that the real potential of economic growth and increasing women participation in the economy is towards eliminating gender inequalities in income & wages, and by making efforts at altering attitudes towards women’s role that are in the labor market.

Above studies clearly indicate that education, work and political participation are the responsible factors to make women more empowered. Haryana is a state of miserable sex ratio. Therefore, there is a need to explore the exact condition of gender inequality in Haryana.

Objectives of the Study

Objectives of the study are as follows:

1. To identify the extent of gender inequality.
2. To identify the factors responsible for gender inequality.

Data Sources and Analysis

To analyze the objectives of the study data were collected from various secondary sources. Firstly, census data were used to analyze the sex ratio across Indian states. Secondly, the sex ratios in different years in the state of Haryana were used. Lastly, researcher used the literacy rate from 1971 to 2011. An attempt has been made to compare the rise of population to the change in literacy rate in Haryana.

Table-1: Ranking of States and Union Territories - Population Census 2011 & 2001 (In India, the Child Sex Ratio is Defined As The Number of Females Per Thousand Males in The Age Group 0–6 Years In A Human Population)

Rank	State	2011 Census		2001 Census	
		Sex Ratio	Child Sex Ratio	Sex Ratio	Child Sex Ratio
1	Kerala	1084	964	1058	960
3	Tamil Nadu	996	943	987	942
4	Andhra Pradesh	993	939	978	961
10	Goa	973	942	961	938
11	Karnataka	973	948	965	946
12	Himachal Pradesh	972	909	968	896
13	Uttarakhand	963	890	962	908
15	Assam	958	962	935	965
16	West Bengal	934	956	934	960
22	Maharashtra	929	894	922	913
23	Rajasthan	928	888	921	909
24	Gujarat	919	890	920	883
25	Bihar	918	935	919	942
26	Uttar Pradesh	912	902	898	916
27	Punjab	895	846	876	798
30	Haryana	879	834	861	819
32	Delhi	868	871	821	868
33	Chandigarh	818	880	777	845

Source: "Sex Ratio in India". www.census2011.co.in.

Data presented in Table 1 clearly indicate that in terms of “sex ratio” Haryana occupies the 30th position amongst all the states and union territories of

India, both in adult sex ratio and the child sex ratio. This is mainly due to old beliefs and customs which are still prevalent in Haryana. Even hill states where

education has not percolated well enough are ahead of Haryana.

Table-2: Sex Ratio 1951-2011, Haryana

Year	1951	1961	1971	1981	1991	2001	2011
Sex Ratio	871	868	867	870	865	861	877

Source: http://planningcommission.gov.in/data/datatable/1203/table_221.pdf

Table 2 clearly indicates that the sex ratio has not improved much from 1951 to year 2011 as per census report that is over a period of 60 years.

Table-3: Literacy Rate in Haryana (1971 to 2011)

Year	1971	1981	1991	2001	2011
Persons	25.71	37.13	55.85	67.91	75.6
Males	38.9	51.86	69.1	78.5	84.1
Females	10.32	20.04	40.5	45.7	65.9

Source: http://www.mospi.gov.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/Chapter_3.pdf & (Census of India, Series 7, Haryana, 2001)

From table 3, it is seen that there has been a marked increase in the literacy rate in the state, the increase has been much higher of females than of males, almost 10 percent, i.e., from 56.31% to 66.80%. Also, this rate has steadily increased from 10% in 1971 to 66.80% in 2011, a 50% increase in over 5 years.

Table-4: Trends of Working Status of Female under the Different Categories By their Place of Residence in Haryana

Census Year	LFPR*		% Main Worker ¹		% Main Worker ²		Unemployment Rate	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
1991	22.4	9.1	51.2	91.8	11.4	7.8	0.2	0.6
2001	58.6	23.7	47.9	73.4	26.7	12.0	0.1	0.1
2011	38.4	25.2	47.7	80.1	15.0	13.6	11.4	9.7

Note: ¹Main Worker out of total working population

²Main Worker out of total working population (*Labour Force Participation Rate (LFPR), LFPR is defined as the proportion of the total economically active population to the total population of 15-59 of age group).

Table 4, reflects that there is a variation in the employment rates of women in Haryana, with their being no clear cut indication as to the improvement or decline of working status of women in Haryana.

Discussion

Sex ratio, literacy rate and workforce participation rate are considered as main indicators for women empowerment and progress. Normally, these represent the social and economic importance of women in any society. In the present paper, the interrelationship among the status of sex ratio, the level of educational attainment and womens' employment in the state of Haryana has been clearly identified. It does not mean that there is a straight forward relation between the sex ratio and women's labour force; but it is too complex. In such kind of social setup of patriarchal society, the male is considered as epicenter for all cultural and social activities. Moreover, he is also understood as a sole source economic security and caretaker of the family and family lineage.

Conclusion

It is very true that women are indicator of the nation progress. This situation can be improved by enhancing the participation of women in the mainstream society, through providing education and opportunity to women for a higher involvement in workforce, this situation can be improved. After 2001 census, central government of India and Haryana state government took many initiative like "Beti Bachao Beti Padhao" (save your daughter and educate your daughter); "the Ladly Scheme" (scheme for daughters); "Sukanya Dev Yojna"(monetary scheme for daughters); "Kanya Kosh" (monetary

funds for females); and "Apni Beti Apna Dhan" (our daughter is our wealth). The government of India also launched the National Mission for Empowerment of Women on International Women's day in 2010.

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