

Gender-Participation in School Education during 2012-13 to 2019-20 in West Bengal

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Abstract : *Gender-disparity in general society is an issue of major concern in a developing country like India, where such biasness is also reflected in the education-system. Therefore, the Governments have been taking various measures and actions towards annihilation of gender-discrimination in the nation-society as a whole, and formal education-system in particular. Again, owing to limitations in financial solvency, infrastructural facilities etc., male and female-participations are not pragmatic with equal opportunity at all levels of education. Hence, out of the entire education-hierarchy, special emphasis was given in school-level education, it being the most significant stratum for attaining overall betterment of the whole nation in embryonic India. And significant favourable home coming is witnessed in the rostrum all over the country in the recent years including the state of West Bengal. To study comparative gender-participation in school education in West Bengal during 2012-13 to 2019-20, the data and reports published by Unified District Information System for Education on school-education and National Statistical Office on Household Social Consumption on Education have particularly been used. The available data and figures of enrolment, promotion, retention, transition, dropout rates etc. in all and individual grade have been graphically presented to compare the associated parameters among the boys and girls in various levels of school education in the state.*

The results show that total absolute number of enrolled girl-students overtakes that of the boys in 2012-13 in Upper Primary and Secondary levels, though the boys outnumber in Pre-Primary, Primary and Higher Secondary. In 2019-20 the girl-students also overtook the boys in totality, and in addition they crossed the boys in Higher Secondary. The girls crossed the 50 per cent figure in gross enrolment ratio in 2018-19. The study also revealed that the gender parity index is more or less comparable in Primary level and comforting in Upper Primary to Higher Secondary levels over the entire period except in Higher Secondary during 2012-13 to 2014-15. Gender parity index of net enrolment ratio was also ascending in Higher Secondary, though descending in Upper Primary level. Rates of promotion of both girls and boys were descending in Primary level, though ascending in Upper Primary and Secondary levels over the entire study period. The boys overrode the girls in Upper Primary level while repetition and dropout rates are concerned and the girls got worse in Secondary level, though the girls performed better in overall. Thus, the results revealed that the gender-parity has, in the recent years, conquered equipollent figures in all the criteria in school-level education in the state.

Key Words: *Gender, parity, school-education, comparable.*

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