

A
PROJECT WORK ON
***GENDER DISPARITY IN INDIA: A CASE STUDY OF
KENDRAPARA DISTRICT***

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REPORT

A project on **“Gender Disparity in Literacy rate: A case study of Kendrapara District”**, prepared by the students of Economics Department during the month of February- 2020. Total 25 numbers of students participated in the project work. They collected the data from various articles and Census-2011. In this project work they used the Sopher’s disparity index to measure disparity in literacy rate in Kendrapara district. It is found from the study that there exist gender disparities in rural, urban areas of Kendrapara district. Gender disparity also exists among SCs & STs and other (General/OBC) in the district. Highest gender disparity is observed in both Rajnagar and Mahakalapara block (0.50) and lowest in Kendrapara block (0.40). Aali has a negative gender disparity (-0.02). Highest gender disparity is observed in Aali, Pattamundai and Marshaghai for SCs, STs and Others (General/OBC) respectively and In terms of ST literacy Kendrapara block has negative gender disparity. The departmental faculties guided the students to conduct this project and the project is original.

Signature of the Guide

CONTENT

CHAPTER-1

INTRODUCTION
HISTORY OF WOMEN EDUCATION IN INDIA
THEORETICAL BACKGROUND
BRIEF HISTORY OF THE DISTRICT
STATEMENT OF THE PROBLEM
OBJECTIVE OF THE STUDY
METHODOLOGY

CHAPTER-2

REVIEW OF LITERATURE

CHAPTER-3

ANALYSIS AND EXPLANATION

CHAPTER-4

CONCLUSION

REFERENCES

CHAPTER-1

INTRODUCTION

Education is a process of cognitive cartography mapping experiences for finding various reliable routes from non-optimal states of mind. Rabindranath Tagore analyses education as 'a right which enables individuals and communities to act on reflection' Women education has remained a matter of prime concern in the present days and a special emphasis should be given from the all round development of female folk . It has been observed that education brings to reduction in inequality and improving the status of female within the family (Suguna,2011). In the post-independence period; various institutional efforts have been taken to and remove disparity in education. The University Education Commission (1948-49) had made various recommendations regarding women education. National Committee on Women education was set up in 1958 chaired by Smt. Durgabai Deshmukh. The resolution On the National Policy of Education (1968) has also emphasized on Women education. Article 15 of India Constitution prohibits any discrimination based on sex including education. Recently the India government has launched Saakshar Bharat Mission for female Literacy. It aims to bring down female illiteracy by half of its present level. The National policy on Education (NPE) has sketched views to remove inequalities and disparities.

In many part of India, Women's education levels remain persistently low in spite of long-term effort to increase participation. Secondly, it is well known that the returns from women's education are exceptionally high. Women's education is instrumental in reducing fertility and infant and child mortality rates; in improving the nutritional status of children and health care practices; and in improving children's school enrolment and performance. All of these have significant spillover benefits, as well. The lower fertility and infant mortality rates, and better health care practices reduce suffering, improve maternal health, and increase female labor force participation rates. Thirdly, women's (girl's) capabilities need to be increased for their own sake.

History of Women Education in India

Women's Education in Ancient India

Women had not good access to education in ancient India because of various social norms. During the Vedic period, however women was better placed but the right to access to education had lost gradually over passage of time. However, some of the eminent women like Gargi, Maitrei, Apala, Lopamudra, etc. had proved that women education prevailed during the early Vedic period. The Indian scriptures like Rig Veda and Upanishads also mentioned about many sages and seers of women. In the early Vedic era, they enjoyed equivalent position and rights, however after 500B.C; the position was started to decline. The Islamic invasion has also restricted freedom of the women.

Women's Education in Medieval Colonial Indian

After the introduction of Purdah system Women education in medieval India was weakened and declined. Various customs and conventions of diverse religions have further deteriorated and depreciated the condition of women. Luckily, an array of socio religious movements has aided to the development of the women literacy. India Women education has revived with the invasion of the British and with the advent of Bhakti movement in the early centuries of the Christian era, the ordered form of Women education was incorporated. Essential, Essential expansion was seen, various movements were launched aiming to literate women .

Women's Education in Modern India

After post independent, Government of India was more aware of women education . Which can be easily verified by the seemingly rise in literacy rate. Women education has become a compulsory concern resulting in the soar of female literacy rate. The 86th constitutional amendment has made elementary education is a fundamental of children between 6-14 years. The Right to free and Compulsory Education was incorporated in the constitution of India which guarantees free primary school education for both boys and girls up to age 14. The Saakhar Bharat Mission launched by the Government of India for Female Literacy also aims at to reduce

female illiteracy and to spread education and awareness even in the most remote and rural parts of the nation

THEORETICAL BACKGROUND

WHO-Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviors – including how they should interact with others of the same or opposite sex within households, communities and work places.

OXFORD –Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.

Gender disparity means not having equality in terms of gender, either in language use, equal participation in educational program or in the form of tax book or curriculum etc.

Definition of literacy

The United Nations Educational Scientific and cultural organization (UNESCO) have drafted a definition of literacy as the “ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”.

The National Literacy Mission defines as acquiring the skills of reading, Writing and arithmetic and the ability to apply them to one's day-to-day life. The achievement of functional literacy implies (i) self-reliance in 3 R's (ii) awareness of the causes of deprivation and the ability to move towards amelioration of their condition by participating in the process of development, (iii) acquiring skills to improve economic status and general wellbeing, and (iv) imbibing values such as national integration, conservation of environment, women's equality observance of small family norms.

- Literacy rate: the total percentage of the population of an area at a particular time aged seven years or above who can read and write with understanding. Here the denominator is the population aged seven years or more.
- Crude literacy the: the total percentage of the people of an area at a particular time who can read and write with understanding, taking the total population of the area (including below seven years of age) as the denominator. Crude literacy rate = number of literate person divided by total population multiplied by 100 Effective literacy rate (or literacy rate) = number of literate person aged 7 or above divided by population aged 7 and above multiplied by 100.

Gender Inequality:-

'Gender' is social-cultural term referring socially defended roles and behaviors assigned to 'males' and 'females' in a given society; whereas, the term 'sex' is a biological and physiological phenomenon which defines man and woman. in its social, historical and cultural aspects, gender is a function of power relationship between man and woman where men are considered superior to power relationship between men and women men are considered superior to woman. Therefore, gender may be understood as a man-made concept, with 'sex' is natural or biological characteristics of human beings.

Gender inequality, in simple words, may be defined as discrimination against women based their sex. Women are traditionally considered by the society as weaker women sex. She has been accorded a subordinate position to men. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

Brief History of the District

Carved out of the erstwhile Cuttack district, Kendrapara district was formed on 01.04.1993 vide notification No.DRC-44/93-14218 dated 27.03.1993 of Govt.of Odisha. The district was formerly a sub-division of the undivided Cuttack district. Kendrapara district holds many historical events in its lap. The district is a land rich with cultural heritage. It reveals from the history that kendrapara has got many names from its origin. It is known as 'Tulasikhetra', 'Guptakhetra', 'Bramhakhetra' and 'Kendrapali' in the pages of the mythological texts and puranas.

Epics unveil the fact that, the district owes its name from the death of one mythical demon 'Kandarasura' who was killed by lord Baladev, the elder brother of lord Jagannath in this place. Then he married his daughter Tulasi and settled here, since then the place is known as Kendrapara as well as Tulasikhetra. The presiding deity, lord Baladevji is being worshipped in a picturesque temple at kendrapara. History says that, once upon a time kendrapara was the trade hub of the ancient Kalinga. Kendrapara is the first municipality of Odisha during British raj.

Kendrapara is surrounded by Bhadrak district at north, Jagatsinghpur district at south, Cuttack district at west and Bay of Bengal at its East. Kendrapara district has a moderate climate. The maximum mean temperature of the region can go up to 37⁰ Celsius in summer where as in winter it can drop to 13⁰ Celsius. The average normal rainfall measured in the district is about 1510MM. Besides, the temple of lord Baladevji there are many other historical places and monuments like Kanika palace at Rajkanika, Jagannath temple at Pentha etc. in the district.

Administrative set up

Location and size

The Kendrapara district is surrounded by the Bay of Bengal in the east, Cuttack district in the west, Jagatsinghpur district in the south and Jajpur and Bhadrak districts in the north. The geographical area of the district is 2644sq.kms. The distance of the state headquarter from the district headquarter is 93km.

Administrative set up

The collector and district magistrate is the administrative head the district. For the smooth running of administration, he is assisted by additional district magistrate, sub-collector, Block development officers, Tahasildars, deputy collectors, and the other officers. The district kendrapara is constituted of one sub-division with the same name. A sub-collector is in charge of the sub-division. For the convenience of revenue administration, the district is divided into 9 tahasils namely Kanika, Aul, Rajnagar, kendrapara, Marasaghai, Mahakalpada, Derabis and Garadpur, with one tahasildar in charge of each tahasil. For development of rural areas consisting of 1547 villages in 230 Gram panchayats, the district is divided into 9 community development blocks with one block development officer in charge of each block. The community development block wise number of panchayats and villages is given below

Table No-1.1

District profile

Sl. No.	Block	No Gram panchayat	No of Villages
1	Rajkanika	29	168
2	Rajnagar	18	309
3	Aali	32	132
4	Pattamundai	30	148
5	Kendrapara	27	139
6	Derabis	26	189
7	Gardapur	18	138
8	Marshaghai	23	109
9	Mahakalapara	27	223
Total		230	1547

Table No.-1.2

Demography of Kendrapara District

Description	2011	2001
Population	1,440,361	1,302,005
Male	717,814	646,438
Female	722,547	655,567
Population growth rate	10.63%	13.27%
Area sq Km	2,644	2,644
Density/km	545	492
Proportion to Odisha population	3.43%	3.54%
Sex ratio	1007	1014
Child sex ratio(0-6)	926	940
Average literacy	85.15	76.81
Male literacy	91.45	87.11
Female literacy	78.96	66.76
Total child population (0-6) age	161,159	174,956
Male population (0-6 age)	83,654	90,173
Female population (0-6 age)	77,505	84,783
Literates	1,089,265	865,643
Male literates	579,970	484,580
Female literates	509,295	381,063
Child proportion(0-6)age	11.19%	13.44%
Boys proportion(0-6)age	11.65%	13.95%
Girls proportion(0-6) age	10.73%	12.93%

STATEMENT OF THE PROBLEM

Education is the prime concern of economic development. Our constitution provides Right to Education as fundamental right under article 21A. Women as a part of this society face discrimination in education even they occupy half of our population. Though India is a Developing country having a high growth rate but the position of India in Human Development Index is very poor. As education (literacy Rate) is a component of human development index, it is necessary to improve educational standard by eradicating disparity in education.

Kendrapara district is the third highest literate (83.93%) district of Odisha and its sex ratio is quite good i.e. 1000. It is my curiosity to know whether gender disparity prevails in Kendrapara district or not.

OBJECTIVE OF THE STUDY

To find out gender disparity in literacy rate of Kendrapara district.

RESEARCH QUESTION

Dose there exist any gender disparity in literacy rate in Kendrapara district?

METHODOLOGY

The sopher's disparity index is used to measure disparity in literacy rate in Kendrapara district.

The formula of the index is as follows

$$D = \text{Log}(X_2/X_1) + \text{Log} [(Q-X_1)/(Q-X_2)]$$

X1- Female literacy, X2- male literacy.

Where, $X_2 > \text{or} = X_1$ (that X2 should have higher value than X1) and $Q = 100$.

X1 and X2 represent the respective percentage of value of variables of group 1 and 2. It can only be used when the values of variables are in terms of percentage. In case of perfect equality i.e. no disparity, the value of D will be 0.9

LAYOUT OF THE STUDY

This project work consists of four chapters. In the first chapter, the problem of the study is introduced along with the major objective and methodology. The second chapter presents Review of relevant literatures on gender disparity in literacy. The third chapter analyses the gender disparity in literacy rate in Kendrapara district. In the last chapter findings of the study is presented with limitation.

Chapter-2

Review of literature

- Afzal(2013),using primary data from MICS 2007-2008,assessed the gender disparity at middle and high school levels in Punjab province Pakistan.Though various specials measures have been implemented to alleviate gender disparity in social and cultural contexts,gender equality remains.However,the disparity is due to differential treatment of parents with boys and girls under normal routine and social aspiration reflected the preference for males over females,specifically in rural areas.In urban areas ,the importance of education proved dominating factor for eliminating distinction between male and female enrolment.They observed that the disparity level is so strong in rural areas and on overall basis and thus there existed gender disparity in Punjab province of Pakistan.
- Bhat,khurshid,andHussai(year 2011)got that at all the levels of education the gender disparity in number of institutions,enrolment,teachers and teachers student ratio has improved gradually. The efforts made by the govt.through legislative,constitutional and legal measures have not totally succeeded in fulfilling the cherished expectations and aspirations of women in the state because there is shortages of teachers,infrastructural gaps and several habitations continue to lack schools altogether.
- Chakraborty,june ,(2013),has investigated gender disparity in education sector in india.By using sopher's disparity index on male female literacy state-wise, age-wise in terms of levels of education,social groups and residence has found that lower educational levels of women do adversely affect the health and living conditions of children.Further,educated women can also help in the lessening of child death rate and expansion of population. There is a correlation between women education and their economic growth.
- Ghose(2011) by taking the NSS 62 round data observed that social norms in india,income inequality and low income,together,are responsible for gender bias against female. Gender bias education against female is well established in India. He reveals that gender bias against female is higher in rural areas compared to the urban areas. Parents spend lesser amount for education on their female child. Both dropout and non enrolment are higher for female due to parental non interest in study.

- Husain ,(2010) by using sopher (1980), and modified by kundu and rao (1986).A legit model is used for econometric analysis . He shown that research on demographic indicators have shown that gender disparities are more accentuated in Northern states of India, like Rajastan , Uttar Pradesh , Bihar and Madhya Pradesh . Surprisingly , this finding is not replicated in urban India – where gender disparities are found to be relatively more marked in Easter India
- Sengupta and Guha , (2002) , by using multivariate regression analyses has found that the schooling level of both parents had a strong , positive influence , mother's education emerged as a particularly significant enabling factor . Policy should , therefore, be directed at raising not only the level of adult literacy (particularly female literacy) , but also at raising enrolment and retention levels among girls, for this would be instrumental in raising the school participation levels of future generations of children .
- Dandpat and sengupta (2012) observed enrolment of women in higher education in India is still lagged behind of their male counterparts. They also found that there is demand side of the problem lies in women's own inability and lack of will self confidence,self awareness and assertiveness. They suggested that gender inequality exists because of discrimination in the family and societal institutions and social cultural and religious norms that perpetuate stereotypes practices and beliefs that are deter mental to women.
- Amartya sen (1999) argues for understanding development as freedom. He suggests that GDP in itself is not the ultimate goal but rather the freedoms associated with it: freedom to exchange goods and labor,freedom to make choices and influence one's life,freedom to live longer , freedom to choose to get education. We can easily understand that slavery, restrictions on owning property, saving or borrowing, or making labor contracts would qualify as disincentives to growth, while freedom to exercise these activities would be associated with economic growth.
- Galor and Weil (1996)point out, that men have lost some of the rewards for their comparative advantage in physical strength As the societies have grown to be more capital and knowledge based since the 19th century .They explain the increase in women's relative wages by developing a model where women and men have equal quantities of brains, but men have more brawn. In a more developed economy the rewards of brains, relative to brawn are higher.

- Rao and Kelleher (2003) assert that development organization cannot achieve gender equality unless they negotiate with the very institutions and social groups that sustain gender disparities and bring change. Institutions are the rules that define social and economic behavior; they frame the decisions regarding individual's lives; women's conditions are deeply subject to those rules. Organizations play an important role in changing institutions. Whenever organizations raise an issue about institutions, they can either choose to change or support it. There are still reluctances about women holding certain positions in the decision-making instances; organizations too are subject to those bias, in a less apparent way though. So in order for organizations to change institutions that hinder gender equality, there must be some change within organizations. Women in organizations must be empowered and involved in the decisions making process.
- Sow(2003) states that in this era of globalization, modernity and human rights debates, there are constant conflicts between being a Muslim woman and being modern. Being Muslim or Christian does not prevent people from practicing traditional beliefs. Women used to play an important role in those practices as priestesses and healers. With the rapid rise of Muslim groups/brotherhoods and more radical Islamic ideologies, where men are always put of front, women started to lose their prestige as traditional leaders. The conditions of women in Senegal are not so crushed by Islam because there are policies that protect the rights of women and used to forbid polygamy. Polygamy has become legal because the government could not prevent the majority of the population to not fulfill their religious beliefs (Muslim men are allowed to marry up to four wives). Christian women in Senegal are still protected by the legislation in terms of marriage, child custody and other related family issues, but Muslim women even those who are educated are subject to the Quranic law (sow, 2003). When the quranic law falls into the narrow views of fundamental groups, and when religious and traditional beliefs create a critical environment for women's development it becomes detrimental to women and difficult for organizations to implement gender related programs (sow, 2003).

Chapter-3

GENDER DISPARITY IN LITERACY: A STUDY OF KENDRAPARA DISTRICT

Table-1.3

BLOCK WISE GENDER DISPARITY

Name	Literate	Male literate	Female literate	D
Rajkanika	86.13	91.98	80.85	0.43
Rajnagar	84.61	91.69	77.46	0.5
Pattamundai	85.1	91.65	78.98	0.46
Kendrapara	84.76	90.53	78.99	0.40
Derabish	86.60	92.43	80.59	0.46
Gardapur	86.24	92.13	80.26	0.45
Marshaghai	86.38	92.68	79.87	0.50
Mahakalapara	81.43	88.81	73.87	0.44
Aali	85.5	79.03	79.84	-0.02

Source- Census 2011

D= Gender disparity

The above table shows block wise gender disparity in kendrapara district. In this table block wise literacy rate, male literacy rate and female literacy is taken into Consideration. This table shows Gardapur has the highest literacy rate. Marshaghai has the second highest male literacy where as

Rajkanika has the female literacy. Gender disparity is highest in Marshaghai and Rajnagar Block that is 0.5 and there is a negative gender disparity in Aali Bloc that is -0.02.

Table 1.4

BLOCK WISE GENDER DISPARITY (SC)

Name	SC literacy rate	SC Male literacy rate	SC Female literacy rate	D
Rajkanika	75.18	84.65	66.20	0.45
Rajnagar	74.60	84.21	65.05	0.45
Pattamundai	72.37	82.61	62.48	0.45
Kendrapara	73.07	82.00	64.00	0.41
Derabish	75.79	84.86	66.74	0.44
Gardapur	78.1	85.62	70.41	0.39
Marshaghai	79.17	87.00	70.84	0.44
Mahakalapara	75.15	83.73	66.50	0.41
Aali	74.63	85.06	65.00	0.48

Source- census 2011

(SC- schedule caste, D- Gender disparity)

The above table draws a picture of block wise gender disparity among SC in Kendrapara District. In this table SC literacy rate, SC male literacy rate, SC female literacy rate is taken into consideration. The table shows Marshaghai has the highest SC literacy rate where as SC male literacy and female literacy is highest in Gardapur and Marshaghai Respectively. From the above table it is clear that gender disparity is highest in Aali Block and lowest in Gardapur block.

Table 1.5**BLOCK WISE GENDER DISPARITY (ST)**

Name	ST Literacy rate	Male ST literacy rate	Female ST Literacy rate	D
Rajkanika	45.00	52.63	38.09	0.25
Rajnagar	64.50	73.68	55.43	0.35
Pattamundai	84.72	92.1	76.47	0.55
Kendrapara	68.51	64.22	71.12	-0.13
Derabish	62.81	68.9	56.71	0.22
Gardapur	54.00	58.18	48.88	0.16
Marshaghai	65.96	74.90	56.04	0.36
Mahakalapara	56.66	68.1	44.50	0.42
Aali	87.24	91.74	82.25	0.37

Source- census 2011

(ST- Schedule Tribe, D- Gender Disparity)

The above table shows a picture of block wise gender disparity among schedule tribe in Kendrapara District. In this table ST literacy rate, ST male literacy rate, ST female literacy rate is taken into consideration. This table shows Aali has the highest ST literacy rate. Male ST Literacy rate is highest in Pattamundai and female ST literacy rate is highest in Kendrapara. If we look into the picture of gender disparity among STs in the district we can know that gender disparity is highest in Patamundai and Kendrapara block has a negative gender disparity due to more female literacy than the male.

Table 1.6**BLOCK WISE GENDER DISPARITY (GEN & OBC)**

Name	Literacy rate	Male literacy rate	Female Literacy rate	D
Rajkanika	89.30	94.18	85.00	0.45
Rajnagar	86.35	93.02	79.60	0.53
Pattamundai	89.95	95.16	85.10	0.53
Kendrapara	88.63	93.43	83.90	0.43
Derabish	90.32	95.07	85.30	0.52
Gardapur	88.50	93.95	83.00	0.50
Marshaghai	88.08	94.06	82.00	0.54
Mahakalapara	83.27	90.32	76.00	0.46
Aali	89.12	94.57	84.60	0.5

Source- Census-2011

(GEN- General and OBC- Other Backward Caste, D- gender disparity)

The above table shows block wise gender disparity among GEN/OBC in Kendrapara District. In this table block wise literacy rate, male literacy and female literacy is taken into consideration. In this table we can see that the literacy rate is highest in Derabis Block where as male and female literacy is highest in Pattamundai and Derabis block respectively. If we look into gender disparity, we can know that Marshaghai block has the highest gender disparity where as Kendrapara block has lowest gender disparity among General and OBC in the district.

Table-1.7**GENDER DISPARITY IN ODISHA**

Total literacy rate	Male literacy rate	Female literacy rate	Gender disparity (D)
72.87	81.59	64.01	0.4
Total literacy rate of SC	Male literacy rate of SC	Female literacy rate of SC	Gender disparity (D) of SC
69.02	79.21	58.76	0.43
Total literacy rate of ST	Male literacy rate of ST	Female literacy rate of ST	Gender disparity (D) Of ST
52.24	63.7	41.2	0.4

Source- census 2011

This table shows the picture of gender disparity in odisha. Over all gender disparity is 0.4 in Odisha where as gender disparity among SCs and STs are 0.43 and 0.4 respectively.

Table 1.8**GENDER DISPARITY IN KENDRAPARA DISTRICT**

Name	Total/Rural/Urban	Literacy Rate	Male literacy Rate	Female Literacy rate	D
Kendrapara	Total	85.15	91.45	78.95	0.45
	Rural	84.95	91.37	78.86	0.46

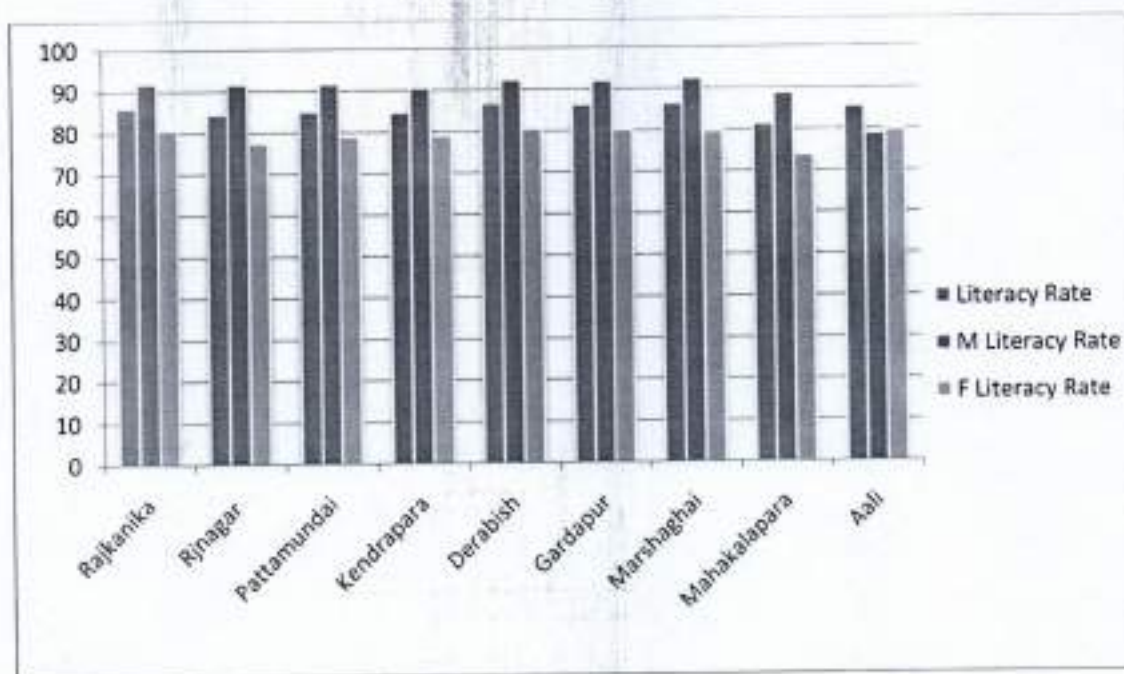
	Urban	88.27	92.64	83.73	0.38
		Total literacy rate(SC)	Male Literacy rate(SC)	Female literacy rate (SC)	D (SC)
Kendrapara	Total	75.16	84.34	65.98	0.44
	Rural	75.03	84.20	65.88	0.44
	Urban	77.49	86.87	67.86	0.49
		Total literacy rate(ST)	Male Literacy rate(ST)	Female literacy rate (ST)	D (ST)
Kendrapara	Total	62.39	70.70	54.01	0.31
	Rural	63.15	71.62	54.66	0.32
	Urban	51.87	58.48	44.74	0.24

Source-Census 2011

This table shows complete picture of gender disparity in Kendrapara district. In this table Gender disparity is shown in rural, urban and overall district as well as gender disparity among SCs, STs and total. If we compare gender disparity in rural, urban and total in Kendrapara district then we can see that gender disparity is highest in rural area that is 0.46 while gender disparity is very low in urban area that is 0.38. if we see gender disparity among SC, we can see that gender disparity is more among urban SCs that is 0.49. Gender disparity is more among rural STs that is 0.32

Graph-1.9

LITERACY RATE OF ALL BLOCKS

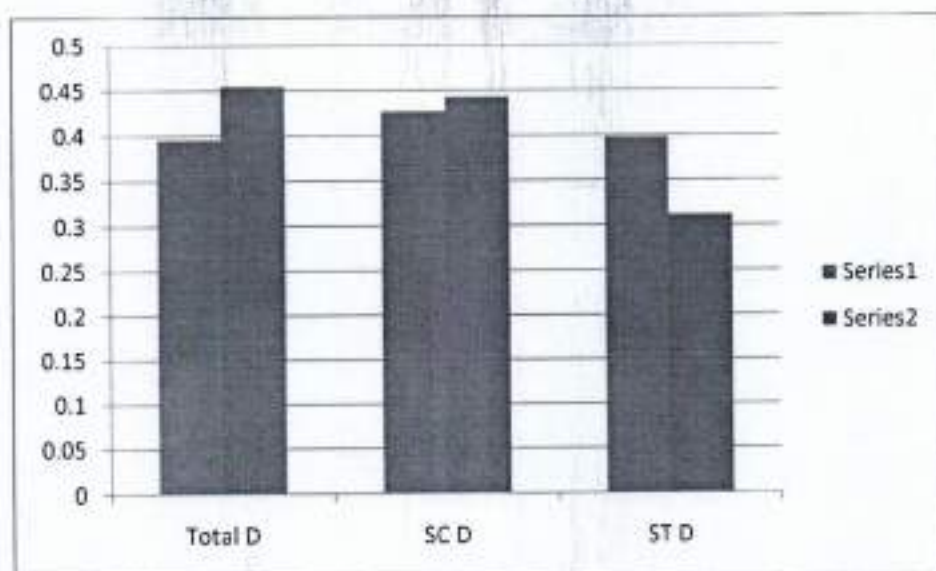


Source-Census 2011

The above diagram shows block wise gender disparity in Kendrapara District. In this diagram block wise literacy rate, male literacy rate and female literacy rate is taken into consideration. This table diagram shows Gardapur has the highest literacy rate, Marshaghai has the highest male literacy where as Rajkanika has highest female literacy.

Graph-2.0

COMPARISON OF DISPARITY



Source –Census 2011

Series1-ODISHA

Series2- KENDRAPARA

D- Gender Disparity

The above diagram shows that overall gender disparity is higher in Kendrapara than Odisha. In case of gender disparity among Schedule Caste, Kendrapara has more gender disparity than Odisha whereas gender disparity among Schedule tribe is more in Odisha than Kendrapara.

CONCLUDING OBSERVATIONS

- There exist gender disparities in rural, urban areas of Kendrapara district.
- Gender disparity also exists among SCs & STs and other (General/OBC) in the district.
- Highest gender disparity is observed in both Rajnagar and Mahakalapara block (0.50) and lowest in kendrapara block (0.40).
- Aali has a negative gender disparity (-0.02).
- Highest gender disparity is observed in Aali, Pattamundai and Marshaghai for SCs, STs and Others (General/OBC) respectively.
- In terms of ST literacy Kendrapara block has negative gender disparity.
- Overall ST disparity is more in rural area where as SC disparity is more in urban area.
- In case of Odisha gender disparity is highest among SCs followed by STs and overall population.

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Project on "Gender Disparity in India: A case study of Kendrapara District"

Department of Economics

PATTAMUNAI COLLEGE, PATTAMUNDAI, KENDRAPARA, ODISHA

Sl.No	Name of the Student	Roll No	Signature
1	Salini Parida	BA-17-10	Salini Parida
2	Abhinav Sengupta Padhi	BA17-61	Abhinav Sengupta Padhi
3	Neveda Tarai	BA-17-119	Neveda Tarai
4	Ambika Das	BA-17-143	Ambika Das
5	Sangeeta Behera	BA-17-161	sangeeta Behera
6	Amiya Kumar Das	BA-17-208	Amiya Kumar Das
7	Biswanarjan Sandh	BA-17-251	Biswanarjan Sandh
8	Smita Das	BA-17-192	Smita Das
9	Tapaswini Panda	BA-17-252	Tapaswini Panda
10	Bisay Laxmi Das	BA17-63	Bisay Laxmi Das
11	Anita Malik	BA-17-133	Anita Malik
12	Madhusmita Behera	BA-17-274	Madhusmita Behera
13	Bikram Prasad Pradhan	BA-17-233	Bikram Prasad Pradhan
14	Diptimayee Khuntia	BA-17-28	Diptimayee Khuntia
15	Minakshi Behera	BA-17-274	Minakshi Behera
16	Sudhansu Nalini Moharana	BA-17-152	Sudhansu Nalini Moharana
17	Baisakhi Dash	BA-17-201	Baisakhi Dash
18	Satyabrata Padhi	BA-17-104	Satyabrata Padhi
19	Sunila Pradhan	BA-17-230	Sunila Pradhan
20	Anita Tarai	BA-17-231	Anita Tarai
21	Sasmita Rout	BA-17-46	Sasmita Rout
22	Sanghamitra Khuntia	BA-17-130	Sanghamitra Khuntia
23	Manisha Priyadarshini Rout	BA-17-154	Manisha Priyadarshini Rout
24	Rajesh Tarai	BA-17-253	Rajesh Tarai
25	Sulochana Rout	BA-17-223	Sulochana Rout
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