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**EDUCATION FOR ALL - A GENDER PERSPECTIVE**  
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**Abstract**

Education is an important indicator of growth and development. It has always been considered to be a very important dimension of any agenda for developmental programmes in a society. With the socio-economic and political evolution of mankind and its growth in consciousness, education has been gradually recognized as a “human right”. The constitution of India, too acknowledges the right of all to education (Art.41) and set up the target of universal elementary education by 1960. “The state shall endeavour to provide, within a period of ten years...for all children until they complete the age of 14 years” (Art.45). In India the scenario of education is different genderwise due to its patriarchal nature. But in North East India we find a different picture, still some differences are there in the field of education genderwise. Here an attempt is made to study the educational scenario from gender perspective of the two villages of Dibrugarh district, Assam. The study is totally empirical one based on field study. It also discusses the factors affecting the educational scenario so that constitutional objectives for education could be fulfilled.

**Key words:-** Gender, Education, Dibrugarh , Assam.

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## **1. Introduction:-**

Education is the key to all round development of a society. The pace and shape of development depends heavily on the quality and quantity of education. It has always been considered to be a very important dimension of any agenda for development programmes in a society. With the socio-economic and the political evolution of mankind and its growth in consciousness, education has been gradually recognized as a “human right”.

True education aims at the formation of the human person with respect to his ultimate goal and simultaneously with respect to the good of the societies of which, as a man/woman he/she is a member and in whose responsibilities, as an adult, he/she will share.

### **1.1. Provisions of Constitution in the field of Education:-**

The Constitution of India, too, acknowledges the right of all to education (Art.41) and set up the target of universal elementary education by 1960. “The state shall endeavor to provide, within a period of ten years---, for free and compulsory education for all children until they complete the age of 14 years” (Art.45). The Constitution also desires the state to “promote with special care the educational and economic interests of the weaker section of the people, and, in particular, of the SCs and the STs” (Art. 46 and 15.4). (E. Kaniampady FMA, 2003).

Notwithstanding all these constitutional provisions, it seems, illiteracy is one of the most crucial problems of development faced by many developing countries including India. Asia has the largest number of illiterates. (cited in Digmurti and Digmurti, 1998). Man and woman are like two wings of a bird, which only in unison can take a lofty flight. Since India is a multi-ethnic country and most of the communities are patriarchal, patrilocal and patrilineal in nature and in this social base the authority of the male members prevails and therefore it becomes important to talk about development from genders perspective. But in north east India women don't face much discrimination.

### **1.2. Area of study:-**

The present work aims to study the educational scenario Gender wise among the Kaibarttas of Poharikhaniya and Natun Tekela Chiring gaon of Dibrugarh district. Both the villages comes under the Borboruah Development block of Dibrugarh district. Both of them are homogenous in nature. Natun Tekela Chiring gaon has more of urban influence than the Poharikhaniya.

### **1.3. The People:-**

The Kaibarttas are the aboriginal inhabitants of Assam. They are one of the sixteen schedule caste of the states as per Constitution (SC) order of 1950 (Das, 1986). They might have immigrated to Assam from neighboring states of Bengal and Bihar. In Assam, the term Kaibartta is used mainly to indicate the people whose main livelihood is fishing.

### **1.4. Methods used:-**

The study is truly empirical based on field work with exhaustive interview with the people of the villages. Data was collected from 500 households together from both the villages as 300 from Poharikhaniya and 200 from Natun Tekela Chiring Gaon. The study has also taken help from the secondary sources.

## **2. Educational scenario of the villages Poharikhaniya and Natun Tekela Chiring gaon of Dibrugarh district:-**

The people of both the villages consider education as a major social institution for transmitting knowledge and skills as well as cultural norms and values. Against this backdrop, an attempt has been made in this study, to have a brief understanding of the educational scenario of the people with special reference to the women under investigation. A survey was conducted on both the villages and it is summarized in the form of following tables:-

Sl. No.	Age groups	Population			L.P.(N to IV)			M.E.(V to VII)			H.S.(VII Ito X)			Others		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	0-4	53	77	130	0	0	0	0	0	0	0	0	0	0	0	0
2	5-9	57	62	119	48	55	103	07	07	14	0	0	0	0	0	0
3	10-14	58	85	143	10	06	16	26	52	78	19	23	42	0	0	0
4	15-19	73	68	141	05	05	10	10	11	21	46	37	83	11	10	21
5	20-24	64	74	138	03	10	13	12	12	24	16	30	46	24	17	41
6	25-29	76	63	139	05	06	11	07	11	18	23	35	64	24	12	36
7	30-34	52	50	102	0	05	05	06	09	15	22	19	41	22	08	30
8	35-39	54	60	114	09	03	18	08	10	18	14	16	30	14	08	22
9	40-44	47	44	91	05	07	12	06	05	11	21	11	32	11	06	17
10	45-49	39	34	73	07	04	11	07	06	13	15	07	22	09	05	14
11	50-54	34	26	60	01	03	04	05	03	08	11	04	15	07	04	11
12	55-59	27	24	51	05	04	09	04	04	08	07	04	11	07	04	11
13	60 & above	41	44	85	06	08	14	07	08	15	09	06	15	06	03	09
14	Total	675	711	1386	104	122	226	105	138	243	209	192	401	135	77	212

### 2.1. Table:- Distribution of Population by Age, Sex and Education (Poharikhaniya)

From the above table it is clearly visible that out of the total population which is 1386, 675 are males and 711 are females. In the lower primary the number of females are more than males. The maximum number of students i.e. 83 belongs to the age group 15-19 years where the percentage of male is more than female. In the middle elementary the number of females decreases. Again in the high school and in higher studies the number of females decreases as compared to men.

**2.2. Table:- Distribution of Population by Age, Sex and Education  
(Natun Tekela Chiring gaon)**

Sl. No.	Age groups	Population			L.P.(N to IV)			M.E.(V to VII)			H.S.(VIII to X)			Others		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	0-4	39	62	101	0	0	0	0	0	0	0	0	0	0	0	0
2	5-9	43	47	90	42	47	89	3	3	6	0	0	0	0	0	0
3	10-14	44	70	114	8	2	10	22	48	70	15	19	34	0	0	0
4	15-19	58	53	111	05	1	4	6	7	13	42	33	65	7	6	13
5	20-24	49	59	108	03	6	7	8	8	16	12	26	38	20	13	33
6	25-29	61	48	109	05	2	3	3	7	10	25	31	56	20	8	28
7	30-34	37	35	72	0	1	1	2	5	7	18	15	33	18	4	22
8	35-39	39	45	84	09	5	6	4	6	10	10	12	22	10	4	14
9	40-44	32	28	60	05	3	4	2	1	3	17	7	24	7	2	9
10	45-49	24	18	42	07	0	3	3	2	5	11	3	14	5	1	6
11	50-54	19	10	29	01	0	0	2	0	2	8	1	9	4	1	5
12	55-59	12	8	20	05	1	3	1	1	2	4	1	5	4	1	5
13	60 & above	26	28	54	06	5	8	4	1	5	6	3	9	3	0	3
14	Total	483	511	994	104	73	130	60	89	149	168	151	319	98	40	138

In this table also the total population is 994 out of which 483 are males and 511 are females. Here also the scenario as Poharikhaniya but here only in the M.E. level the no. of females are more than the male whereas in all other section the male dominates. In the higher school and other sections the female no. is low. Here also the maximum no. of students i.e. 65 is found among the age group of 15-19 years, the no. of male dominates.

### 2.3. Discussion:-

With regard to the observed difference in the level of literacy though much difference is not found, it seems that number of factors play their roles either independently or in collaboration with another. By comparing both the villages it is found that the picture is more or less same. One very important question arises in the mind is that though Natun Tekela Chiring gaon has more urban influence than also the educational scenario does not vary from the other village under study? Holistically it could be said that the level of literacy is not very satisfactory in both the villages and if we look specifically from the gender perspective than it is found that females have less enrollment than the males. There is always tendency among the

females to discontinue their studies. There are many reasons attached to it, some of them are as follows:- Firstly, the traditional attitude like “education is not very important for girls”, still exists. Though they allow their girls to go to school but still they are of the opinion that girls should learn their roles and domestic duties so as to get prepared for their future married life. Moreover, in the village Poharikhaniya means of communication is not available to commute with the Dibrugarh town. This is also one of the reason for less no. of girls in high school level. There are also many other dimensions like illiterate parents, home environment, poverty etc.

### **3. Conclusion:-**

Though the difference in literacy level between males and females is narrowing down in the country and especially north east India women have always avail a higher status and so much discrimination is not seen in the educational level but regional variation are always there therefore regional planning should be done.

An educated woman almost always has more value and status in the eyes of her family and her community. Education has to be developed properly keeping in mind all problems and their solution than only human development can take place in true sense. Finally, promotion of women’s education would be a step towards gender equity.

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