



Are we really moving towards a gender neutral elementary education system in the Indian Himalayan state of Uttarakhand? Some select evidences

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Abstract:

Gender equity which in turn leads to gender equality is the nucleus of development objective in its own capacity and also strongly associated to education objectives. The right to gender equality in education has been reasserted in the UNESCO Convention against Discrimination in Education, 1960, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979, the World Declaration on Education for All, 1990, the Beijing Declaration and Platform for Action, 1995, the UN Millennium Development Goals (MDGs), 2000 and more recently in Sustainable Development Goal 2030 agenda [Goal 4 Target 1]. Gender neutrality in most common language is treating both the gender equally despite their gender and in educational context it is giving equal access, opportunity, learning environment etc. without any form of discrimination It is expected that equal treatment of both male and female in education can be reflected in their enrollment, retention in school and achievement level .

Hence this paper firstly chooses three dimensions: equity, social justice and capacity building to measure gender neutrality in elementary education and its measurement indicators. In this paper equity has been measured **using genderwise out of school children as an indicator and availability of usable toilets for girls**. To gauge social justice **distribution of students of SC, ST, OBC and other category students** genderwise in private and government schools is considered here. Capacity building is measured through students learning **performance as assessed by different agencies like ASER, NCERT etc from time to time**. The assessment indicators are indicative and are based on secondary sources Data have been used from Annual Status of Education Report(ASER), National Council of Educational Research and Training(NCERT), District Information System for Education(DISE), Government of Uttarakhand-Department of School Education for the study. Secondly this paper confines itself to the study of a seventeen year old Himalayan state of India and tries to find the status of elementary education from the point of view of gender neutrality. Thirdly the paper makes some suggestions for policy interventions to help the Himalayan state move towards a more gender neutral development in elementary education. The findings show that the Himalayan State is not gender neutral as far as drop out rate, enrollment in private and government schools and achievement or learning outcome is concerned.

Key Words: Gender neutrality, Elementary education, Equity, Social justice, Capacity building



The Context

The concept of gender neutrality has its root in post-constructivist feminism, in norm critical pedagogy and in the principle of equality for all. It can be considered a certain 'gender blindness' policy, that implies treating everyone the same despite their gender. Making neither preferences nor assumptions about gender roles or gender norms is the essence of this policy. Gender neutrality challenges the idea of two opposite species: men and women, separated by an invisible wall. Gender neutrality admits there are differences between men and women but these differences exist on a scale and not as two bipolar extremes (Coates 2015). However, there are significant challenges to implementing a gender-neutral approach in educational facilities. The first challenge is that the decision-making professions are traditionally male dominated, and few women have a voice at the design or policy levels (OECD 2010). A perspective on gender equality emphasizes three main pillars (Booth & Bennett, 2002). First, equal treatment focuses on non-discriminatory practices, though ensures neither a shared starting point nor equal outcomes. Second, positive action involves initiatives and developments aimed at addressing disadvantages experienced by women, which will enable them to catch up with men. Finally, gender sensitive policy analysis or 'gender mainstreaming' refers to the consciously systematic attempt to embed gender equality in institutional governance and culture (Newbigging, 2002). Gender equity which leads to gender equality is the nucleus of development objective in its own capacity and also fundamentally associated to education objectives. The right to gender equality in education has been reasserted in the UNESCO Convention against Discrimination in Education, 1960, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979, the World Declaration on Education for All, 1990, the Beijing Declaration and Platform for Action, 1995, the UN Millennium Development Goals (MDGs), 2000 and more recently in Sustainable Development Goal 2030 agenda, Goal 4 Target 1.

The National Policy on Education (NPE) and the Programme of Action (POA) (1986, revised in 1992) marked a significant departure in India's educational history. The chapter titled 'Education for Women's Equality' states: Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well conceived edge in favour of women. The national education system will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority through provision of special support services, setting of time targets, and effective monitoring....' (GOI 1986, 1992). Thus NPE and POA put forward the agenda for gender equality in education for India and emphasized on certain way-outs with time based targets.

It is argued in literature that education expands the social opportunities available to people. Dreze and Sen (1996) argued that literacy is a basic tool of self defense in a society where social interaction often involves the written media. In their study (Bandopadhyay and Subramaniam 2008) argue that



gender inequalities intensify with poverty, caste inequalities and geographical location (particularly in underdeveloped rural areas), particular gender-differentiated ideologies cut across all social groups, explaining why in all social groups, girls lag behind boys in access to and participation in education. These include specific views on the appropriate roles to be played by women in family and society, and the underlying controls placed on female mobility and chastity.

Magno and Silova (2007) argue that there is a difference: 'gender equality' for them means the same, i.e. 'the assumption that all students should receive the same interventions, at the same time, in the same way' while their preferred option 'gender equity' implies the 'guarantee of fair educational outcomes, regardless of sex differences'. In the framework of development, Drez and Sen (1995) observes that education helps in five distinct ways to help to broaden the sphere of human choices. They say that the *fifth* role that education plays is of empowerment and distributive justice : Greater literacy and educational achievements of disadvantage groups can increase their ability to resist oppression to organize politically and to get a fair deal. The redistributive effects can be important not only between different social groups or households, but also 'within' the family since there is evidence that better education (particularly female education) contribute to reduction of gender based inequalities. The 2016 National Policy on Education, which is being formulated nearly three decades since the last Policy, recognizes the criticality of Education as the most important vehicle for social, economic and political transformation.

Statistics reveal that of the 80 million children in the 6–14 age group who are either out of school or enrolled but not attending school, about 60 per cent are girls. Of the 121.3 million adult illiterates in the age group 15–35, 62 per cent are women (Government of India, 2002). A primary outcome of this increased focus on education and learning has been a sizable increase in literacy rates among the Indian population from approximately 18% to 65% in the fifty years ending in 2001. However, a significant gender gap of nearly 22% still remained at the beginning of the 21st century (GOI 2000; GOI 2011). According to census estimates, the literacy rate has continued to climb to 73% in 2011 ; however, the gender gap has only narrowed slightly, with women still at literacy levels 16% below men (GOI 2011). The continued presence of educational gaps is perhaps unsurprising, given the historical prevalence of gender inequality in a patriarchal Indian society (Desai et al. 2010). Evidences show that lack of opportunity, social myth, burden of household chores, taking care of siblings have always resisted girl students to be at par with their male counterpart in Indian society.

School quality is important to consider. Research suggests that Indian girls may experience lower quality school environments than boys. In particular, girls are enrolled in private schools at somewhat lower rates than boys and are less engaged with private tutoring. Together these factors contribute to higher overall education expenditures for boys than for girls, even with the existence of special fee reduction policies for girls in some areas (Desai, Dubey, Vanneman, and Banerji 2009; Desai et al. 2010). Motiram and Osberg (2010) use the time available for learning in their analysis of the Central Statistical Organization of India's 1999 Indian Time Use Survey. Overall, they find that girls attending school shared a higher burden for performing household chores than did boys, regardless of age or urban/rural status. These authors also found that the overall time devoted to household chores for



both rural and urban girls increased with age; however, rural girls (ages 6-14 and who were attending school) devoted more time to household chores than their urban counterparts. Rural girls also experienced the lowest rates for both enrollment and school attendance, with higher percentages of rural girls missing from school as they got older. In addition, the percentage of all children who do any homework is lowest for rural girls. This provides evidence for the hypothesis that the opportunity cost of sending children to school (as opposed to engaging them in household activities) is higher for girls than for boys, and highest for rural girls.

MHRD, GOI Annual Report 2013 points out that the gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

While 'achieving Millennium Development Goals target Year Factsheet of India' by Central Statistical Organization(CSO) in 2017 July reveals "Gender parity is achieved and is now in favour of females in primary and secondary education and the disparity in higher secondary education is set to disappear soon". On the other hand Report of the Committee for National Policy document 2016, GOI reflects that the 'Sarva Shiksha Abhiyan(SSA) programme, operational since 2000-2001, aims at the universalization of elementary education in a time bound manner. Although the original targets of bridging all gender and social category gaps by 2007 and achieving universal retention at the elementary education level by 2010 have yet to be achieved, the programme remains in force as one of the largest education initiatives in the world'. As a party to the Millennium Development Goals (MDGs) adopted by the United Nations in 2000, India was committed, inter alia, to achieving universal primary education, in terms of both enrolment and completion of primary schooling for all girls and boys, by 2015. It was also committed to eliminating gender disparity in primary and secondary education, "preferably by 2005, and at all levels by 2015." Unfortunately, these goals remained unrealised. It is imperative now to work seriously to achieve Sustainable Development Goals (SDGs) by 2030.[NEP 2016 pp23]. Hence it is clear that in policy documents there are disagreement regarding what India has achieved and what it hasnot in the context of gender neutral elementary education .

Thus the main points that come out are firstly it is very clear that the general consensus is that education is an instrument of promoting equity, social justice as well as capacity building and gender neutral education system will help in reducing various distortions and inequalities in society. Secondly, as per policy documents there are still differences in opinion regarding whether India has achieved the target of eliminating gender disparity in primary and secondary education within 2015 i.e the MDG target year.

Under such a background, this paper seeks to address a very pertinent question for the seventeen years old Indian Himalayan state Uttarakhand --that whether education especially elementary education has been gender neutral to bring equity ,social justice and helped in capacity building.



Research Methodology and Broad Objectives

In this paper I measure equity **using genderwise out of school children as an indicator** and **availability of usable toilets** and girls toilet in school . To gauge social justice, I use **distribution of students of SC, ST, OBC and other category students** genderwise in private and government schools . Capacity building is measured through students learning **performance as assessed by different agencies like ASER, NCERT etc from time to time**. The assessment indicators are indicative and are based on secondary sources . I have used data from ASER, NCERT, DISE, Government of Uttarakhand-Department of School Education for the study.

The study is confined to a Himalayan state of Indian Union. Two main arguments for choosing the Himalayan state of Uttarakhand are : firstly this is the youngest Himalayan State of India and secondly Uttarakhand was born on November 2000 and Article 21A of Indian Constitution was introduced in 2002 . The purpose is to assess the impact of the historic amendment of education on this young state in the context of gender neutrality in elementary education.

The broad objectives of the study are firstly to link the association and understand the importance of gender neutrality in elementary education. Secondly the research attempts to find the status of gender neutrality from three different avenues: equity, social justice and capacity building for the Himalayan state of Uttarakhand. Thirdly the study suggests for some policy initiatives in the context of Uttarakhand- the Himalayan state of India.

Understanding Equity, Social Justice and Capacity building through some facts and figures

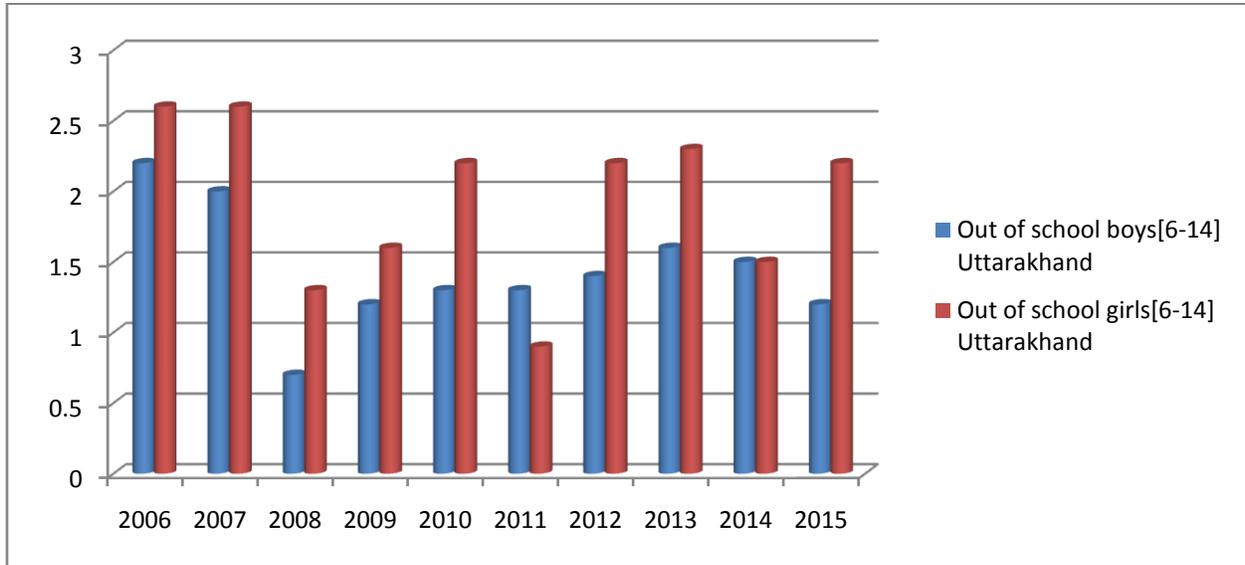
Equity

Gender equality in education ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds. Whereas **Gender equity** refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome[UNESCO 2015].

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities (UNESCO 2000, p. 5). However in this paper, the broad indicator in gender equity which can lead to gender equality. I argue that if the girl students and the boy students are given the same opportunity to attend the school then the drop out rates if any ; of both the gender should be at par. If there are significant differences, it will imply that there has not been gender equity in providing equal opportunities and hence the difference.



Fig 1: Out of school girls and boys:Himalayan State of Uttarakhand



Source: Data from ASER of different years. The data for 2015 has been extrapolated using least square method of time series as gender wise data for the indicator was not available for 2015 during the research.

It is very clear from Figure 1 that from 2006 to 2015 greater percentage of girl students have left school in the state compared to boys. Only in 2011 it is the other way round but the difference is not very significant. It is thus clear that a girl child and a boy child in rural Uttarakhand [70 percent population in the state reside in Rural Uttarakhand] doesnot get equal opportunity to continue education.

Availability of toilet especially usable toilet and availability of girls toilet has been considered as an indicator of girls retention in school (Mathew et al., 2009; Njuguna et al., 2008; Snel, 2003; UNICEF, 1999). A study by UNICEF (2005) clearly states that many girls drop out of school at the onset of menstruation, partly because there are no separate toilet facilities. Ray and Datta (2017) in their study finds that s a positive association between separate female toilets in schools and the gender parity indices of enrollment and participation at the upper primary levels of education for all castes combined.

Table 1: Percentage of toilets available

Indicator	All India					Mean	Uttarakhand					Mean
	2010	2011	2012	2013	2014		2010	2011	2012	2013	2014	
Percentage of School	47.2	49.0	56.4	62.6	65.2	56.08	53.4	59.7	64.4	69.1	69.2	63.16



where toilet are available and usable												
Percentage of schools where girls toilet are available and usable	32.9	43.7	48.1	53.3	55.7	46.74	24.0	53.3	52.9	60.9	53.7	48.96

Source: Compiled by the researcher from Reports of ASER 2010-2014

In Table 1, I have tried to present the availability of toilet in usable condition and also availability of separate girls toilet as we are discussing on elementary education which includes girls in their adolescence stage as well. It is very clear from Table 1 that the state is lagging behind in availability of usable toilet as well as availability of girls toilet compared to all India average figures. While all India figures show an increase in usable toilets but it is very disappointing that on an average in 2014, only 65.2 schools have usable toilet facilities and only 55.7 schools have usable girls' toilets. As far as the Himalayan state of Uttarakhand is concerned while 69.2 percent schools in rural areas have usable toilets, only 53.7 schools have girls usable toilets which clearly reveals that percentage of usable girls toilet is less than all India average as reported in 2014. Hence it is clear from the above two variables that Uttarakhand is presently not able to provide equity in terms of opportunities for continuing elementary education for the girls.

Capacity Building

Capacity means having the aptitudes, resources, relationships and facilitating conditions required to act effectively to achieve specified mandates. Capacity is conceptualized at three levels—individuals, work environment or organization, and institutions. Around the world, some 75 million children – more than half of them girls – have no opportunity to attend primary school [Malyan et al 2014]. The President's Emergency Plan for AIDS Relief (PEPFAR) 2012 defines 'Capacity' as, —the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably. Capacity building is an evidence-driven process of strengthening the abilities of individuals, organizations, and systems to perform core functions sustainably, and to continue to improve and develop over time.

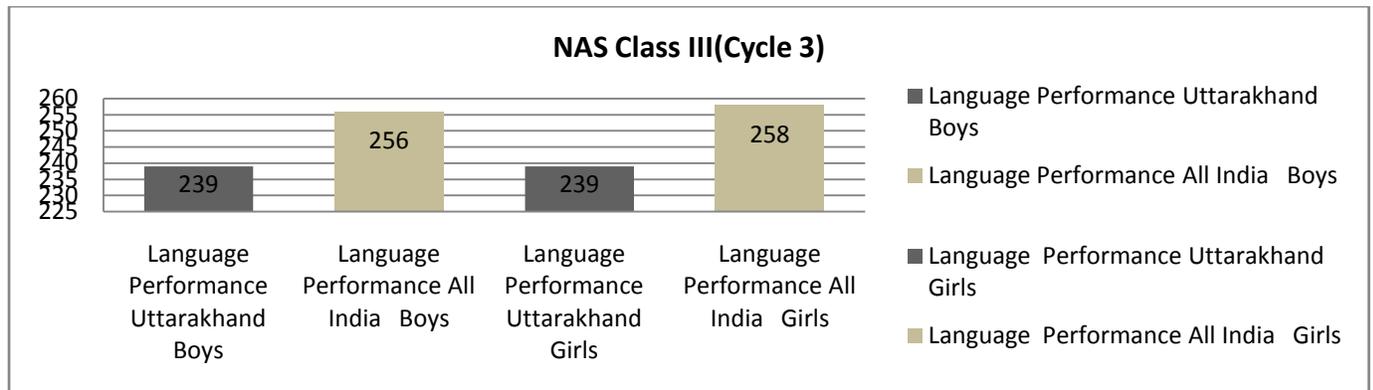
In this paper I consider the phase 'required to act effectively to achieve specified mandates' and 'evidence-driven process of strengthening the abilities of individuals' as capacity building and I consider the outcome of the elementary school students in language, mathematics, environmental science etc as an indicator to measure the same using secondary sources of data.

I argue that the level of application of knowledge of the students is their capacity and hence better the outcome of knowledge, it can be considered that capacity building in cognitive aspect has been better. Thus some variables like language performance of students, mathematics performance of students, environment science learning outcome of students have been assessed to understand



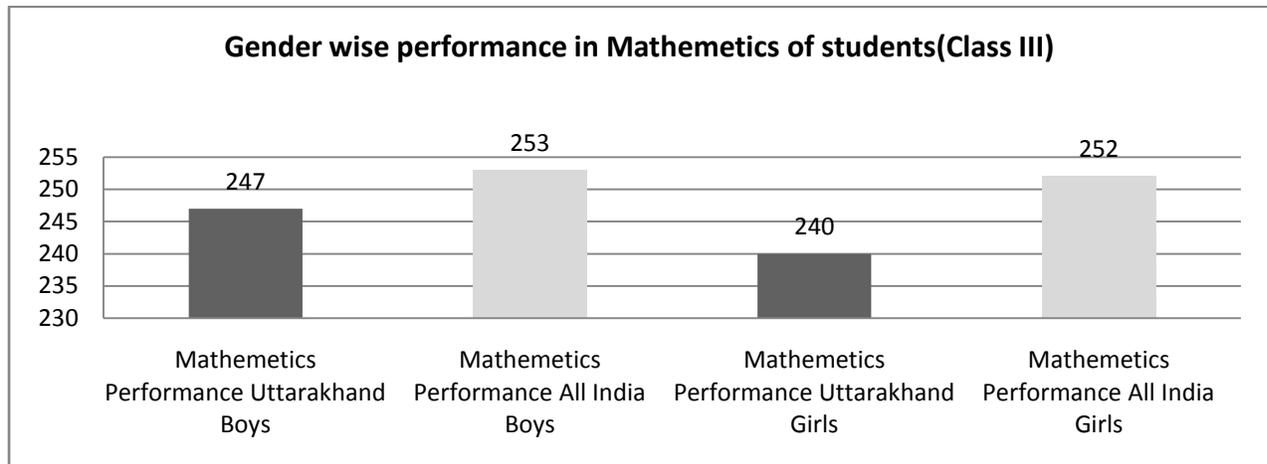
whether capacity building has been gender neutral as far as elementary education in Uttarakhand state is concerned.

Fig 2: Genderwise Language Performance of Std 3 students-A comparison of all India and Uttarakhand



Source: NAS Cycle 3

Fig 3:: Genderwise Mathematics Performance of Std 3 students-A comparison of all India and Uttarakhand



Source:NAS Cycle 3 2014



From Figure 2 and Figure 3 firstly it is clear that performance in both language and mathematics is poor compared to all India average. Secondly if a genderwise comparison is made for language, there is no difference among boys and girls in Uttarakhand for the particular standard. However as shown in Figure 3, if the comparison is made in mathematics performance, girls are lagging behind boys by 7 points in Uttarakhand while all India average figures show that girls are behind boys by only 1 point. Mathematics learning outcome of girls in Uttarakhand for standard III is 12 points lower than all India average of girls of the same standard.

Table 2: Table 3 : Performance by Gender :Class V

	Boys average Uttarakhand	Boys average All India	Girls average Uttarakhand	Girls average All India
Reading	221	239	224	243
Mathematics	222	222	222	242
Environmental Studies	221	243	222	245

Source: NAS Cycle 4, 2015

If the performance of girls and boys in class V are considered as per the data of National Assessment Survey 2015, it is seen in Table 2 that in reading Uttarakhand boys and girls both are behind all India average. In mathematics, the performance of Uttarakhand girls are poor by 20 points while boys are at par with all India average of boys. The performance in environmental studies shows Uttarakhand girls outperform Uttarakhand boys of Class V by 1 point but their performance is 23 points less than all India average of girls.

Table 3 : Performance by Gender :Class VIII

	Boys average	Girls average
Language Performance	251	249
Mathematics Performance	240	238

Source: NAS Cycle 3[2014]

As far as Std VIII students are considered as shown in Table 3, the differences in performance in both language and mathematics is very insignificant though girls are behind boys in language and mathematics performance. In language performance the girls are behind boys by 2 points and in mathematics performance also they are behind boys by 2 points.

Social Justice

The idea of welfare state is that the claims of social Justice must be treated as cardinal and paramount. Social Justice is not a blind concept. It seeks to do justice to all the citizen of the state. Social Justice



must be achieved by adopting necessary and reasonable measures. Thus the term Social Justice is a 'blanket term' so as to include both Social Justice and Economic Justice (Gupta 2006). The concept of Social Justice is stuffed with multifarious connotations. It is mostly used with the concept of a welfare state (e.g. see E McLaughlin - 2007, Torp et al. 2010).

In this paper social justice has been addressed in elementary education through distribution of students in Government and private schools by gender and by caste classification like SC, ST¹, OBC² and others and secondly by enrolment of girls in the state in the different districts in primary and upper primary level in two time points.

Table 4: Distribution of Students in Government and Private Schools

Social category	Primary						Upper Primary					
	Govt. and Govt. aided Including EGS ³			Private			Govt. and Govt. aided			Private		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Others	50.55	62.30	56.20	49.45	37.68	43.80	80.10	87.52	83.92	19.90	12.48	16.08
SC	73.30	80.30	76.70	26.70	19.70	23.30	89.11	92.45	90.78	10.89	7.55	9.22
ST	59.70	73.70	66.75	40.30	26.30	33.25	68.35	80.52	74.48	31.65	19.48	25.52
OBC	59.15	67.00	62.90	40.85	33.00	37.10	66.18	73.78	69.85	33.82	26.22	30.15
Total	59.35	68.95	64.00	40.35	31.05	36.00	71.63	80.13	75.83	28.37	19.87	24.17

Source: Government of Uttarakhand, Department of School Education, schooleducation.uk.gov.in

¹ Scheduled Castes (SCs) and Scheduled Tribes (STs) are among the most disadvantaged socio-economic groups in India. With its focus on 'faster, sustainable and more inclusive growth' the 12th Five Year Plan highlights that concerns of the poor, the Scheduled Castes, the Scheduled Tribes, Other Backward Classes, minorities, differently abled and other marginalised groups must be addressed for growth to be inclusive.

² Other Backward Class (OBC) is a collective term used by the Government of India to classify castes which are socially and educationally disadvantaged

³ Education Guarantee Scheme. EGS and AIE are an important component of SSA to bring out-of school children in the fold of Elementary Education. The scheme envisages that child-wise planning is undertaken for each out-of-school children. EGS addresses the inaccessible habitation where there is no formal school within the radius of one km and at least 15-25 children of 6-14 years age group who are not going to school are available. In exceptional cases remote habitations in hilly areas even for 10 children an EGS school can be opened.



The social category wise distribution of students of both the gender in different types of school as shown in Table 4. It is visible that enrollment percentage of girls for all categories in private schools are less compared to government schools and government aided schools. Moreover in all categories girls overweigh boys in Government aided and government schools. The enrollment of girls in Government (including aided) primary schools are more than private schools where the private schools have higher fee structure. The same trend is visible for UPS(Upper Primary School) but in UPS private schools, the percentage of girls enrollment drops drastically with SC category girls at lowest enrollment of 7.55 percent.

On taking a districtwise look on SC girls enrollment as a percentage of total SC enrollment as shown in Table 5, it is clear that the figures for the districts in 2002-03 and 2013-14 have not changed significantly. However for ST girls enrollment as shown in Table 3 for primary level there has been a decrease for most of the districts but 2013 -14 data shows that percentage of ST girls enrollment as a percentage of total ST enrollment is less than 50 percent in 11 districts out of 13 districts. .

In case of Upper Primary level for SC girls, the enrollment has increased significantly from 2002-03 to 2013-14 in Bageswar, Champawat, Tehri and Uttarkashi districts as shown in Table 4. However for ST girls enrollment in upper primary from 2002-03 to 2013-14, Pauri Garhwal district has shown a significant improvement while except Tehri and Almora the figures are below 50 for all the districts in 2013-14.

Table 5 :Percentage SC girls to SC Enrollment and ST girls to ST enrollment in Primary Level

District	% of SC Girls		% of ST Girls	
	2002-03	2013-14	2002-03	2013-14
Almora	50.7	50.4	54	50.9
Bageswar	49.4	49.3	45.7	47.8
Chamoli	49.8	49.3	49	43.7
Champawat	50.2	49.2	48.8	48.8
Dehradun	49.2	48.1	51.2	49.9
Haridwar	48.1	46.7	43.7	49.1
Nainital	49.7	49	46.8	44.8
Pauri Garhwal	50.9	49.5	50.4	45.3
Pithoragarh	51.8	49	50	47.1
Rudraprayag	51.2	49.5	20	44.4
Tehri	50.4	48.8	50.7	55.7
Udham Singh Nagar	47.5	47.6	48.7	48.1
Uttarkashi	50.5	49.6	41.5	49.4

Source: Compiled from DISE

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Table 6: Percentage SC girls to SC Enrollment and ST girls to ST enrollment in Upper

Primary

District	% of SC Girls		% of ST Girls	
	2002-03	2013-14	2002-03	2013-14
Almora	42.6	50.7	40.1	42.5
Bageswar	37.9	50.2	66.7	-
Chamoli	42.4	50.2	48.8	45.6
Champawat	39.8	50.3	37.7	44.3
Dehradun	47.3	49	49.6	51.2
Haridwar	48.1	47.8	43.7	52.6
Nainital	48.6	49.1	48.7	47
Pauri Garhwal	49	49.6	29.7	48.3
Pithoragarh	41.5	50.2	40.5	50.3
Rudraprayag	52.5	50.1	50	33.3
Tehri	43.9	50	47.9	37.6
Udham Singh Nagar	46.8	48.6	46.8	49.5
Uttarkashi	45.2	49.4	41.6	46.5

Source: Compiled from DISE

Main Findings and conclusions

The study attempts to portray the condition of gender neutrality in elementary education from three dimensions—equity, capacity building and social justice. Using the indicators to assess each dimension, there are some broad and significant findings in the study.

Firstly more girls are out of schools compared to boys in Uttarakhand. Secondly, as far as school infrastructure in terms of availability of toilets and availability of usable girls toilets are considered, Uttarakhand is lagging behind in all India average. Thirdly performance in language and mathematics by different agencies show that either girls are lagging behind or are at par with boys. However mathematics performance is poor for girls. Fourthly as far as enrollment in schools are concerned, girls are enrolled more in government and government aided schools and very less in private schools where fee structure is high. Fifthly, a district wise comparison of SC and ST enrollment of girls in primary and upper primary reveal there has not been very significant difference from 2002-03 to 2013-14 as far as girls enrollment is concerned and for most of the districts the figures for 2013-14 is less than 50 percent



All this clearly indicates that there is a great need to focus on gender neutral elementary education for the state . The neutrality need not be necessarily only in terms of enrollment but also by providing and creating a more friendly environment for elementary education for both male and female students.

A time use survey of girl students and boy students in elementary education can reveal the main factors which are responsible for such gender non neutrality. Moreover there is a huge need to sensitize the parents regarding providing equal opportunity to both boys and girls in education.

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