

Female Teachers of Primary Education in Haryana (India)

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Abstract – Primary education in District Rohtak, Haryana (India) is lower than those of the male. It becomes difficult to get the targeted candidates while advertising for the vacant posts. But the primarys' higher education rate is significant in number. The highly educated women are not interested to go for teaching in primary schools. They have open avenues in other better professions as in general 30% posts for primary candidates are reserved in all government jobs. Moreover, the private organizations and the development partner organizations give preferences to the primary candidates which also offer attractive pay packages. On the other hand, the urban women are highly educated than those of the rural women. It is one of the important causes of more primary teachers' participation in urban schools. While in rural areas the women are not highly educated. In many cases they have minimum level of education (SSC). But they are not so motivated to join in as primary school teachers. The causes are in consistent with the independent variables (salary, academic qualification, environment, supervision, culture) as mentioned in the chapter one. The poor salary, inconvenient school and social environment, masculine attitudes in supervision and over all masculine culture of the society cause the women less interested to join in primary school as a teachers.

Key Words: Primary Education, Candidates, Organization, Academic Qualification, Environment, Supervision.

INTRODUCTION

The primary education has got priority as it is placed under a State Education ministry. This ministry functions independently. A cabinet minister/state minister is always in charge of this ministry. The ministry mainly deals with the policy issues of primary education is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures concerning primary education. The DPE is the apex implementing body of primary education in District Rohtak, Haryana (India). The DPE is headed by a Director General (DG) with the status of joint secretary and above. It is mainly responsible for execution of the policies formulated by the ministry of primary and mass education. It manages the whole primary education system. DPE is composed of five divisions. Each of these divisions is headed by a Director.

REVIEW OF LITERATURE

Haryana has had constitutional obligation to ensure gender equality in every walks of life in the society. The Constitution of the People's Republic, India reads 'steps shall be taken to ensure participation of women in all spheres of life'. But the Primary teachers are given more

than equal opportunity while there is provision of 33% quota reservation for Primary teachers. This additional advantage given to the primary is also under the legal framework of the constitution. Special provision in favours of women or children can be taken. Special provision can be made in favour of any backward section of citizen for the purpose of securing their adequate representation in the service of the republic'. So, the primary are given privilege in participating primary education under the constitution of District Rohtak, Haryana (India). The women have been considering as the backward section of the society in District Rohtak, Haryana (India). One of the significant reasons of prioritizing the primary to recruit and select as primary school teachers. Among other reasons the notable reasons are to combat girls students drop out and facilitating teaching as well as primary education with 'substitute mother's role from the Primary teachers. There is a belief that the women have innate ability to teach especially the younger children. The principles of gender equality and equity are enshrined in the constitution of District Rohtak, Haryana (India). The constitution states that 'women shall have equal rights with men in all spheres of the state and in public life' and in Directive laws it clearly provides that No citizen shall, on grounds only of religion, race, caste, sex or place of birth

be subjected to any disability, liability restriction or condition with regard to access to any place of public entertainment, resort, or admission to any educational institution' In developing countries the proportion of women among the teaching staff considerably from one region to another. Sub-Saharan Africa has the highest number. In developing countries the proportion of women among the teaching staff varies countries where women represent less than 50% of the total teaching staff, and has the lowest share of Primary teachers. Primary teachers are predominantly women in Latin America and the Caribbean, with the exception of Haiti, where women represent just one third of the total numbers of the teachers. In Asia and Oceania the situation shows wide variations, with the lowest values in Southern Asian Countries like District Rohtak ,Haryana(India), Nepal and India higher values in Eastern Asia and the Pacific, and the maximum in Central Asian countries (The challenge achieving gender parity in basic education (A statistical review, 1998).

MATERIAL AND METHOD

Despite an affirmative action policy targeting an increase in the numbers of women teaching at the primary level, the District Rohtak ,Haryana(India) Burro of Educational information and Statistics indicate that only 38% of the teachers in primary schools women. The situation is worse in madras has where Primary teachers constituted less than 5% of the teachers in 2002, while girls enrollment reached 44%. Adult women, as role models for both boys and girls, are critical to the way children form their perceptions of the world. Schools without Primary teachers leave girls without role models to emulate and boys are assured that women's roles do not extend beyond the home. The situation however is changing. Education management information system statistics for 2002 reported that of the 5036 teachers from Govt. School who completed their Certificate in Education, 2546 or 50% of the teacher's trainees were women. Teachers attending primary training institutes (PTIs) from non-government school totaled 8999 of whom 2745 or 30% were women. In 2004 there were 172(37%) primary instructors appointed in PTIs, compared to 283 (67%) male instructors in post. however 185 positions were vacant. from this statistics it is shown the poor participation of Primary teachers in various sectors. The following table shows the number of Primary teachers in the primary education from 1990 to 2003:

Table 1. Number of Teachers and Percentage of Primary teachers in Government Primary Schools

Schools

Year	Total	Male	Primary	Primary (%)
1990	160,869	127,777	33,092	20.57
1991	160,098	126,341	33,757	21.1
1992	156,480	122,700	33,780	21.6
1993	157,633	120,104	37,529	23.8
1994	159,149	119,325	39,824	25.0
1995	158,658	115,950	42,708	26.9
1996	161,458	116,250	45,208	28.0
1997	158,057	113,655	44,402	28.1
1998	153,247	105,392	47,855	31.2
1999	158,317	105,072	53,245	33.6
2000	158,216	104,588	53,680	33.9
2001	162,090	101,082	61,008	37.6
2002	157,236	98239	58,997	37.5
2003	162,114	100,159	61,955	38.22

The trend of increasing Primary teachers in primary education is not satisfactory. The table shows that in 13 years only 16% of Primary teacher's participation has increased. During 2nd (1980-1985) and 3rd five year plan (1985-1990) the GoB had plan to recruit Primary teachers on 50:50 ratio basis which was also the donors recommendation. But in 1989 the percentage of Primary teachers stands on only 19%. And even after 13 years the Primary teacher's percentage stands at 37.5% while the target is to take 60% Primary teachers. Is it because of insufficient number of qualified women able and willing to enter the teaching profession? Or is it because the women are not satisfied with this profession? The GoB initiatives to attract or motivate the women to join to the primary education are significant. The recruitment policy has rearranged for the benefit of attracting the women. The primary candidates' academic qualification have set lower than those of the male candidates (SSC for primary and HSC for male). The Primary teachers have been giving priority to get posting either near their parents residence or to their husband's residence. But their participation at this stage (37.5%) is far away from the target (60%).

CONCLUSION

It is found that the rate of primary education in District

Rohtak, Haryana (India) is lower than those of the male. It becomes difficult to get the targeted candidates while advertising for the vacant posts. But the primarys' higher education rate is significant in number. The highly educated women are not interested to go for teaching in primary schools. They have open avenues in other better professions as in general 30% posts for primary candidates are reserved in all government jobs. Moreover, the private organizations and the development partner organizations give preferences to the primary candidates which also offer attractive pay packages. On the other hand, the urban women are highly educated than those of the rural women. It is one of the important causes of more primary teachers' participation in urban schools. While in rural areas the women are not highly educated. In many cases they have minimum level of education (SSC). But they are not so motivated to join in as primary school teachers. The causes are in consistent with the independent variables (salary, academic qualification, environment, supervision, culture) as mentioned in the chapter one. The poor salary, inconvenient school and social environment, masculine attitudes in supervision and over all masculine culture of the society cause the women less interested to join in primary school as a teachers.

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