

Gender Inequality in Agriculture Families: A Sociological Prospective (With Special Reference to Chikkahandigola Gram Panchayat of Gadag Distrtrict)

Mallavva Govindappa Jalaraddi

Assistant Professor, Department of Sociology Government First Grade College for Women Dharwad, Dharwad district, Karnataka state, India.

ABSTRACT

Gender Inequality and gender discrimination mainly in rural areas has always been of greatest concern for developing nations because it leads not only to social loss but is also an economic loss for country .Gender inequality is still existing in the Indian society despite various programmes, schemes taken by the government to improve the economic,educational and social improvements in rural women. Women in developing nations have high mortality rates, during pregnancy and in their reproductive years. This paper takes into account the gender inequality in Chikkahandigola gram panchayat of Gadag taluk in Gadag distrtrict through the construction of Gender Inequality Index (GII). The objectives of the paper includes (i) To analyse the transformations in the status and gender inequality and discrimination of rural women; (ii)To discuss the factors that lead to the women empowerment and gender discrimination; (iii)To analyse the women empowerment before and after NREGA; (iv)To observe the link between female status and rural development. This study is based both on primary and secondary data. The size of the study is 50 respondents from from Chikkahandigola gram panchayat of gadag district . The present study focuses on the gender inequalities in various aspects of society.

Keywords: Gender Inequality Index (GII), Women empowerment ; reproductive health index and Gender discrimination.

INTRODUCTION

Rural women normally are required to follow the instructions of the male members within the household. During their childhood, they have to listen and obey their fathers, in youth, they are required to follow the rules formulated in their marital homes and in old age, they are supposed to obey their son. The literacy rate of women is less when compared to men. Majority of rural women, not only experience economic poverty. In some cases, constraints are imposed upon them to express their viewpoints or have a say in the decision making matters. Majority of women are engaged in the agricultural sector, where they are required to carry out manual work. In rural India, the percentage of women, who own land and other productive assets are few. Women mostly are not skilled in terms of use of machines and these are put into operation by men Many developing countries, including India, have displayed gender inequality in education, employment and health. (Bhattacharyya, n.d.).

Nobel Laureate Prof. Amartya Sen's major contribution to gender inequality has helped to reduce the inequality especially in rural areas. His concept of Missing Women which simply helped to understand the problem of gender inequality. In his essay entitled "Many faces of Gender Inequality" Prof. Amartya Sen has explained the alarming situation of anti female bias in Natality and post Natality mortality in India which was based on the 2001 Census report. With this critical situation he also suggested to pertain for a plural action to tussle against this quandary of Gender Discrimination.

Gender discrimination in nutrition and healthcare in childhood, early marriage, lack of family planning, and poor state of pre-natal and maternal healthcare services only intensify women's poor status in the society. The negative effect of poverty is more visible because of the existing gender bias against women. Due to poverty, illiteracy and lack of awareness, giving birth to children contributes to the worsening health conditions of women.

As per UNDP's Human Development Report (2013) India ranked at 132nd position with 0.610 values in Gender Inequality Index which was 129th position with 0.617 Value in the 2011 report. This simply states that still there is a lot of toil to be done by the State in order to make up and improve the status of females for an appropriate economic development.

REVIEW OF LITERATURE

- Yasaswini, Tharaka, & Bhagavanulu, (2017) When girls aspire to learn, get enrolled in schools and augment their skills and abilities, but due to certain problems, they are unable to do so, in such cases, their male siblings teach them what they have learned in school. It was observed that among the age group of seven years and above, the literacy rate among the males was found to be 83 percent, whereas, among females, it was found to be 67 percent. Similarly, it was found among rural communities that approximately 4.5 percent of the males and 2.2 percent of the females completed their education to the level of graduation and above.
- Anxo, & Lindh, (2010) The individuals employed in the informal sector have less or no formal education. They are uneducated and unskilled and do not have an easy access to financial capital. In India, nine out of every ten women are employed in the informal sector. Within the country, women, who are employed in the informal sector have inculcated the traits of diligence, resourcefulness and conscientiousness among themselves. The organization of women have taken place through the trade union, i.e. Self-Employed Women's Association (SEWA), which was established in 1972. This organization is regarded as the forum for women in the informal sector, to acquire complete employment and attain social security. The organization plays a major role in credit, social security, child care, health care and insurance.
- Shiv Prakash Katiyar (2016) in his article "Gender Disparity in Literacy in India" observes gender disparity in literacy across the states and union territories. The paper examines literacy trends in India with special reference to the period 1901-2011. The paper also analyses patterns of literacy in India and last part provides details of gender disparity with respect to male and females across the country. The paper also tries to identify the major causes behind gender disparity by explaining the reasons for its presence despite several policies made by the government. The paper concludes and

suggests by saying that there are urgent needs to focus on female literacy to address the issue of gender inequality.

OBJECTIVES

- To analyse the transformations in the status and gender inequality and discrimination of rural women;
- To discuss the factors that lead to the women empowerment and gender discrimination;
- To analyse the women empowerment before and after NREGA
- To observe the link between female status and rural development.

METHODOLOGY

The present study is descriptive in nature and is based on both primary and secondary data. The primary data is collected from the Chikkahandigola gram panchayat of Gadag district with the following objectives. (i) To analyse the transformations in the status and gender inequality and discrimination of rural women; (ii) To discuss the factors that lead to the women empowerment and gender discrimination; (iii) To analyse the women empowerment before and after NREGA; (iv) To observe the link between female status and rural development. The research methodology followed in this research was descriptive research. A simple random sampling technique is adopted in the paper to select the sample respondents. The source of data is the primary research done by conducting survey of the targeted individuals. The file was analyzed using in-depth analysis and insights were drawn which are shared in this paper. The targeted sample size was 50 respondents from Chikkahandigola gram panchayat of gadag district . All the respondents belonged to the National Capital Region.

RESULT AND FINDINGS

Parental care : If we analyse the parental care in rural areas, we observe that there is gender inequality. 59% of the parents in the Chikkahandigola gram panchayat of Gadag district care their sons more than daughters. Respondents were asked their preferences for sons or daughters as children. The largest number of respondents wanted more sons than daughters. The nutritional food, fruits are offered more to the sons. Respondents were asked whether preference for food is given to sons or daughters in times of food scarcity or whether they are treated equally. If we analyse about the preference of food 68.2% of the respondents said that preference is given to boys. Only 20 % of the respondents have sent their daughters to study the technical education (MBBS, Engineering, Diploma, ITI, Nursing , B Pharma, BSc Agriculture) , rest 80% of the parents sent their daughters to the traditional education (B A , B Sc. B com) Education of girls than boys was provided by a question about plans for the education of sons and daughters. 65% of respondents to this question said they intended to give more education to their sons than to their daughters.

Child Marriage –In Rural Agricultural families, daughters are considered more burdensome (from an economic viewpoint). If we analyze the child marriage status in the Chikkahandigola gram panchayat, 72% of the girls are undergoing Child marriage. So parents desire for an earlier marriage for daughters. Child marriage is regarded as a criminal act that imposes negative effects upon the lives of children. It is when marriage takes place of girls and boys, when they are below 18 years of age. Within their natal homes, during the childhood stage, girls are trained in terms of implementation of household chores. It has been found, even when girls are below 10 years of age, they are encouraged to carry out the

household chores. In their marital homes, girls and women are vested with the primary responsibility of carrying out the household chores. Hence, child marriage not only discourages girls from acquisition of education, but also participation in other childhood activities.

Prohibited from Participation in Decision Making Matters – 18 % of Important decisions in the family in Chikkahandigola gram panchayat of Gadag district is made by the husband and not by wife. Decision making is regarded as an integral part of households in all communities. Decisions can be major or minor. Major decisions are the ones, in which family members may seek ideas and suggestions from others. Women and girls are not allowed to have a say in the decision making matters. When women possess certain viewpoints and perspectives and want to express them, but the other members of the family are unwilling to listen to them, then they feel despondent and inferiority in their status to a major extent.

Economic Exploitation – If we analyse the role of wives for the economic support for the family, 95 % of the women work as landless labourers without skills. On the global level, women and girls participate in two-thirds of the world's work and receive only one tenths of the world's income. They form 40 percent of the paid labour force. They are paid half of three-quarters of the money as compared to their male counterparts, even when they are performing same types of job duties. In the agricultural sector, they perform half of the work, but their work is not given any recognition. On the average, rural women, work for around 15 to 16 hours per day. Women in India earn 25 percent less than men.

Criminal and Violent Acts –women experience various criminal acts such as verbal abuse, physical abuse, sexual harassment, exploitation, neglect and discriminatory treatment. The major cause behind inflicting criminal and violent acts upon women is lack of education and preference given to male children. The rural individuals, who regard girls as liabilities, impose criminal and violent acts upon them. Experiencing criminal and violent acts within home and in other places, such as, educational institutions, employment settings, have a major negative effect upon their mind-sets. Research has indicated that criminal and violent acts in schools and training centres have compelled girls to drop out, before their academic skills are honed.

Educational Deprivation – The literacy rate in India is 74.4% out of which male holds 85% and female holds just 64.5% (Census 2011). In the study area, 91% of the women desired to get more education, but are deprived from the education. The reasons for the Education deprivation of the women are, conditions of poverty, child marriage, lack of financial resources, lack of interest in studies, shortage of teachers in school, inappropriate teaching-learning methods and instructional strategies, unavailability of proper means of transport, discouraging attitude on the part of the family members, unpleasant home environmental conditions. When girls experience any one or more of these factors, then they experience problems in the acquisition of education. At home, their parents are not educated and they also are unable to concentrate on their studies. Whereas, in schools as well, when they are unable to clarify their problems, the ultimate outcome is, they do not score well in tests and exams and have to discontinue their education.

CONCLUSION AND SUGGESTION

In rural agricultural families, the status of women is in a declined state. Preference is given to the male members and girls are regarded as liabilities. The primary factor of bringing about improvement in the status of women is, the family members need to bring about changes in their viewpoints and regard girls as assets. There have been formulation of measures to bring about improvements in the status of women. These are, encouraging towards acquisition of education, augmenting skills development opportunities, providing equal opportunities encouragement towards acquisition of employment opportunities, , promoting effective communication skills eliminating criminal and violent acts, eliminating discriminatory treatment, , encouraging mobility, implementing morality and ethics, and up-gradation of status of widows.

Women are primarily involved in the management of household responsibilities and in taking care of the needs and requirements of family members. Factors imposing detrimental effects upon status of women are, criminal and violent acts, economic exploitation, educational deprivation, child marriage, lack of health care facilities, prohibited from participation in other tasks and activities, unequal distribution of wealth and resources and limited visits to other places. These are regarded as barriers within the course of bringing about improvements in their status. Hence, it is vital to eliminate these barriers and promote advancement opportunities for women and girls.

In the present scenario especially in the present study area, there have been formulation of programs that are playing a significant contribution in bringing about improvements in their status. These have been mentioned as follows:

- Enhancing their knowledge through Skills Development Programmes
- Encouraging towards Providing basic Education
- Providing Employment Opportunities through schemes like NREGA
- Eliminating Violent and Criminal Acts
- Improving the Status of Widows by creating awareness

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