1.1: Introduction

The practice of gender inequality is a universal phenomenon; every country of the world is experiencing it in one or the other way. The reality of women’s lives remains invisible to men and this invisibility persists at all levels, beginning with the family to the nation. Although geographically men and women share the same space, they live in different worlds. The mere fact that “Women hold up half the sky”- does not appear to give them a position of dignity and equality. True, that over the years, women have made great strides in many areas with notable progress in reducing some gender gaps. Yet, ‘the afflicted world in which we live is characterised by deeply unequal sharing of the burden of adversities between men and women’. Sprawling inequalities persist in their access to education, health care, physical and financial resources and opportunities in the political, economic, social and cultural spheres.

1.1.1: What is Gender Inequality?

The word ‘gender’ is used to describe those characteristics of men and women that are socially determined, in contrast to those that are biologically determined as ‘sex’. The social aspect of sex is gender which is dynamic and varies with culture, social group, family, socio-economic conditions, employment and earning, and stage of growth over time and space as well as at crisis or at disaster. In its most general sense, gender inequality refers to the broad range of conditions by which women have been disadvantaged, including their economic opportunities, political standing, legal status, personal freedom, familial obligations, access to education, and cultural representation. Thus, gender inequality refers to the obvious or hidden disparity between individuals due to gender.¹

1.1.2: Characteristics of Gender Inequality

Gender inequality, in relation to other forms of inequality such as class, caste, or race, has some distinct characteristics. These special characteristics points out that gender inequality stems from distinctions, whether empirically grounded or socially constructed.

Bina Agrawal has identified three specific characteristics of gender inequality:\(^2\)

1. gender inequality dwells not only outside the household but also centrally within it;
2. gender inequality stems not only from pre-existing differences in economic endowments (wealth, income, etc.) between women and men, but also from pre-existing gendered social norms and social perceptions, i.e., the inequalities are also ideologically embedded; and
3. gender inequalities not only pre-exist in the noted forms, but they can also arise from newly defined rules and procedures that structure the functioning of the governance institution itself. For instance, the rules that guide the governance of CPR (Common Pool Resources)\(^3\) institutions can explicitly or implicitly exclude particular sections of the community, such as women, from its decision-making bodies, or its benefits.

1.1.3: Determinants of Gender Inequality

The major determinants of gender inequality include the social setup, culture, religion, geographical conditions, economic setup, moral standards and education level of the society. All these factors individually or in combination make up the face of gender discrimination. But, the conflict of gender inequality is divergent in nature as it originates from a single point with different angles. And, that point of diversion is ‘Male Chauvinism’.\(^4\) The male chauvinism doesn’t stop on biased categorisation of the society in two groups but further it glorifies one as more privileged and another as merely less privileged. Furthermore, the privileges for one group are decided in accordance with their physical strengths, not the mental capabilities.

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\(^2\) Agrawal Bina on “Gender Inequality, Cooperation and Environmental Sustainability. In Banand Jean-Marie, Bardhan Pranab and Bowles Samuel (Eds.), Inequality, Cooperation and Environmental Sustainability, Princeton University Press, New York, 2007, pp.274-276

\(^3\) In economics, a common-pool resource (CPR), also called a common property resource, is a type of good consisting of a natural or human-made resource system (e.g. an irrigation system, fishing grounds, pastures, forests, water or the atmosphere), whose size or characteristics makes it costly, but not impossible, to exclude potential beneficiaries from obtaining benefits from its use. (Source: <http://en.wikipedia.org/wiki/Common-pool_resource> accessed on 25 March, 2011)

\(^4\) The term ‘male chauvinism’ is a prejudiced belief of an individual or a group of individuals that men are the superior to the women.
1.1.4: Indicators of Gender Inequality

Understanding the ‘indicators of gender inequality’ is a vital step in addressing gender related problems and issues; they explain where, why and how gender inequality arises. These measuring indicators are of great importance, because what is measured is more likely to be prioritised and evidence gathered against indicators can help to identify which gender issues should be taken more seriously. Indicators can be used for advocacy and can help make the case for action by highlighting key issues, backed up with statistics and other evidences.

Several indicators have been developed by many organisations like UNDP (United Nations Development Programme), OECD (Organisation for Economic Cooperation and Development), World Economic Forum, etc. The UNDP has developed two distinct indicators viz., the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM). The OECD has developed Gender Institutions and Development (GID) database. The World Economic Forum has developed Gender Gap Index (GGI) and similarly the MDGs (Millennium Developmental Goals) speak of measuring indicators of gender inequality.

Thus, many indicators are being used to measure gender inequality from time to time. These international and regional gender indices are useful because they allow for cross-national comparisons of gender inequality, and they condense complex data into clear messages about the extent of gender inequality that prevails worldwide.

1.1.5: Different Facets of Gender Inequality

Gender inequality has many distinct and dissimilar faces. Amarty Sen (2001) has opined that “gender inequality exists in most of part of the world, from Japan to

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Morocco, from Uzbekistan to United States. Yet inequality between men and women is not everywhere the same. It can take many different forms. Gender inequality is not one homogeneous phenomenon, but a collection of different and interlinked problems…...

Further, he has identified seven types of gender inequalities viz;

1. Mortality inequality,
2. Natality inequality,
3. Basic facility inequality,
4. Special opportunity inequality,
5. Professional inequality,
6. Ownership inequality and

Thus, different facets of gender inequality colour our life from the day we are born until the day we die. These different forms of gender inequalities impose adversities not only on the lives of women and girls, but also on men and boys.

1.1.6: Economic Facets of Gender Inequality

The studies relating to women, families, or gender were regarded as sociological—not economic—topics. To support this notion, the discipline of economics has historically neglected subjects that particularly affect women, such as unpaid household labor, intra-family economic relations, labor market discrimination, and the social and emotional dimensions of occupations involving human relations and care. When it was realised that ‘the opportunity cost of excluding women from economy is too expensive to any society’, study of gender inequality became the subject matter of economics. Women’s experiences in paid employment and in families only began to be discussed within economics in the 1970s, and even then

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* These types of the gender inequality are discussed in detail in Chapter III of present research work.
extremely reductionist approaches predominated. Economists, from all over the world, have studied the economic side of gender inequality by using various measuring indicators such as, education, employment, income, wage gap, economic participation, ownership right, control over assets, work participation rate, etc.

Over the time, the scenario has changed to a considerable extent. The role of women in economic development is universally recognised. Various studies are available which throw light on the role of women in economic development. According to Human Development Report (1993): “Women are the world’s largest excluded group. Even though they make up half the adult population and, often contribute much more than their share to society, inside and outside the home, they are frequently excluded from position of power…… Women participate inadequately in employment, and in some industrial countries, women’s earning are less than half those of men……. Indeed, for decades, life has changed very little for 500 million rural women in the developing countries.”

According to the U.S. Bureau of Labor Statistics: “In the developing world, women grow up to 80 per cent of all food produced, but rarely hold the title to the land they cultivate. Worldwide, they constitute one third of the wage-labour force. Much of their work, however, is unpaid, among a wide range of other activities. Women also dominate the informal sector of the economy - and this work is not usually reflected in economic statistics. If global calculations of the gross domestic product included household work, the amount would increase by 25 per cent and would be generally greater than that of men.”

According to Gender Equality and the Millennium Development Goals (2003): “Gender inequality, which remains pervasive worldwide, tends to lower the productivity of labour and the efficiency of labour allocation in households and the economy, intensifying the unequal distribution of resources. It also contributes to the non-monetary aspects of poverty – lack of security, opportunity and empowerment – that lower the quality of life for both men and women. While women and girls bear

10 Julie A. Nelson on “Sociology, Economics, and Gender: Can Knowledge of the Past Contribute to a Better Future?” available on http://www.ase.tufts.edu/gdae/Pubs/wp/09-04SocioEconGender.pdf
the largest and most direct costs of these inequalities, the costs cut broadly across society, ultimately hindering development and poverty reduction.“

Studies made by Nelly (1997), Jacobs (1996), Balachandirane (2003), Marie and others (2009) deals with the gender inequality in education. They have found out that in almost every country illiteracy rates are higher among women than men. Jaiswal (1993), Martha (2001), Gupta and Sharma (2003), Siddiqui (2004), Seema (2007) and Nisha and Ravi (2010) have studied gender inequality in employment. These studies have pointed out that women face several form of discrimination in the field of employment. The phenomenon of gender inequality in income is subject of research of Kumaresh (1975), Sudha (1987) and Yasemin (2008).

Thus, many studies have been made to enquire the relatively inferior position occupied by women, especially in economic sphere. Illich (1982) stated aptly that, ‘Of

19 Martha Fetherolf Loutfi (Ed), Women, Gender and Work: What is Equality and How do We Get There? Rawat Publication, New Delhi, 2001
21 Siddiqui M.I., Women Workers, Anamika Publishers, New Delhi, 2004
everything that economic measures, women get less’.\textsuperscript{27} In almost every social category women form a subset that is often disadvantaged, discriminated against and marginalized in most spheres of life as compared to men within the same category. Such marginalization and subordination is reflected in wide male-female disparities in virtually all aspects of economic well-being, at every scale from the local to international. The characteristics making for lower status for women are universal; they are shared by the developed and more particularly, developing countries.

1.2: Need of the Study

A cursory glance at the published literature brings home that present research subject has been studied by many scholars but with different angles and intensions. It should be noted that the focus of above-mentioned studies is too general and broad. There are hardly few studies which examined existence of gender inequality between Hindu and Muslim in the area of education, employment and income. Further, no study is available which studies the intra community differences. As is well known within a particular community there are several sub sects and sub groups. Hence, it was thought of undertaking the present research work on inequalities with special reference to Bijapur district.

1.3: Statement of the Problem

Realization of the existence of gender inequality in the area of education, employment and income, has activated the researcher strongly to examine whether there is gender inequality, in a context where the men and women have essentially the same background in terms of educational level, employment opportunity, nature of job, working environment, earning capacity, etc. Therefore, present research work “\textit{Inter and Intra Communities Gender Specific Inequality in Education, Employment and Income: A Study of Educational Institutions of Bijapur District}” is undertaken to investigate the said purpose.

1.4: Objectives of the Study

The major objective of the present research is to study the extent of gender inequality in education, employment and income that exists between and within the religious communities.

\textsuperscript{27} Illich, I. \textit{Gender}, Pantheon Publications, New York, 1982
A few specific objectives of the study are:

1. To study educational and occupational mobility among the four generations of teacher respondents.
2. To find out the employment opportunities in higher educational institutions for the people belonging to different gender, communities, castes and categories.
4. To understand relation between educational and professional status and economic liberty of women.
5. To study aspirations pertaining to qualification improvement.

It is also intended to examine certain other issues like, performance of teachers in clearing NET and SLET; IT practices among teachers; participation of teachers in extracurricular activities and training programmes; reading habits of teachers; saving and expenditure practice of teachers, etc.

1.5: Hypotheses

For the purpose of present study, the following hypotheses are developed:

1. Universalisation of education leads to vertical intergenerational educational and occupational mobility.
2. Having equal educational background, men have an edge over women in job opportunities and earnings.
3. Within a particular community, the marginalized groups lag behind in educational and occupational mobility.

1.6: Methodology

To carry out the present research work, the survey method was adopted as a means of investigation. Survey is a ‘fact finding’ study. It is a method of research involving collection of data directly from a population or a sample there of at a particular time. This method is useful for describing the characteristics of a large population.

For the present work, the following methodology is adopted:
1.6.1: Area and Period of Study

Bijapur district of Karnataka state was chosen as the area of study. The study was conducted during the academic year 2008-09.

1.6.2: Universe and Sample Size

The universe of the study was delimited as all higher educational institutions of Bijapur district of Karnataka. Since there are a number of higher educational institutions which offer higher education in various streams, the sample size is limited to the government, private aided and private unaided educational institutions existing in Bijapur District and which are affiliated to Karnataka University, Dharwad* and Karnataka State Women’s University, Bijapur.

1.6.3: Data Collection

For the purpose of data collection, both primary and secondary sources were utilised. The secondary sources included Census Report, Sacher Committee Report, NSS data, District at a glance, etc. The primary data was generated using the questionnaire method. A suitable questionnaire was designed to collect the information on inter and intra communities gender specific inequalities in education, employment and income. The questions were focused to know the existing employment, educational and income status of each community in higher educational institutions. The researcher has designed two separate questionnaires – one for the ‘teacher’ and another for the ‘head of the institution’.

The questionnaire prepared for head of the institution covered the issues such as, type of institution; total number of teachers by gender, community, caste and category; nature of appointment; pay slabs; and availability of infrastructural facilities. The other questionnaire was designed to get personal information from each teacher. It covered personal, educational, employment and income related information.

Along with collection of the data using questionnaire, the researcher has personally visited the colleges and had interaction with the respondents to gather more

* From the academic year 2010-11 all degree colleges of Bijapur district are affiliated to Rani Chennamma University, Belagavi.
information. This helped to collect relevant information from the maximum number of respondents.

1.6.4: Sampling

The target respondents of the study were the teachers serving in higher educational institutions of Bijapur district. A list of all higher educational institutions was compiled. The study covered government, private aided and private unaided conventional (For e.g.: B.A, B.Com, B.Sc. etc) and professional (For e.g.: L.L.B., B.Ed. etc) colleges. There are totally 55 colleges of this kind in the area of study of which 10 institutions from Urban, Semi urban and Rural area were randomly chosen. Thus, as many as 30 colleges were selected for the study. At the end of the survey researcher got response from 341 teachers. The total number of teachers working in surveyed institutions is 551. The response rate (61.8%) of the study was quite satisfactory.

1.6.5: Analysis of Data

Data collected through the questionnaires is tabulated and analysed using the simple statistical tools such as percentage, ratio-proportion, etc.

1.7: Limitations of the Study

Following limitations may be noted:

- The study is confined to government, private aided and private unaided higher educational institutions which are affiliated to Karnataka University, Dharwad and Karnataka State Women’s University, Bijapur.
- Since there are number of communities, for the purpose of present study only two major communities i.e. Hindus and Muslims of Bijapur District are taken into consideration.
- Gender inequality is measured exclusively in terms of education, employment and income.

1.8: Chapter Scheme

The present study is spread over ten chapters. The brief outline of each chapter is as follows:
Chapter I: The first chapter provides an introduction to the problem of the study. It also provides the glimpse of need, aims and objectives of the present study. It mentions the hypotheses, scope and limitations of the study, research methods and techniques employed like research design, analysis and interpretation of data.

Chapter II: This chapter provides a review of related literature. The thematic approach is used for review. The sub-themes are broadly categorised into three headings viz., Religion and Caste System; Status of Women in Society and Religion; and Different Facets of Gender Inequality.

Chapter III: This chapter consists of two sections. Section I presents the status of women from sociological and economic point of view. Different aspects related to gender inequality are highlighted in Section II. It attempts to provide details pertaining to origin, causes, consequences and different facets of gender inequality.

Chapter IV: Fourth chapter contains two sections. Section I develops a profile of Bijapur district. Section II traces the growth of higher education in Bijapur district from ancient to post independence period. Further, a brief profile of each surveyed colleges is narrated chronologically.

Chapter V: In this chapter personal, educational, social and economic profile of teachers, belonging to different communities, castes and categories, is developed.

Chapter VI: This chapter examines the extent of intergenerational mobility in both educational and occupational attainment. It also attempts to investigate whether the pace of mobility is parallel among the persons belonging to different castes, categories, communities and genders.

Chapter VII: An attempt is made to develop and analyse teacher-respondents’ educational profile in this chapter. Information regarding teachers’ basic and higher educational qualifications, their ancestor’s education and occupation, aspiration for higher education among teachers, use of Internet, possession of Email ID and few other issues related to education are furnished in the chapter.

Chapter VIII: This chapter presents employment profile of teacher respondents. Further, it furnishes matters related to employment such as teachers’ designation, the type of institution they work, their nature of appointment, information regarding employment opportunity, job satisfaction, etc.
Chapter IX: The analysis and interpretation of the collected data related to the teachers’ income profile is provided in this chapter. The information pertaining to teachers’ salary income; total family income; saving, borrowing and investment practices of the teachers; ownership on different fixed and monetary assets is discussed.

Chapter X: This chapter covers the summary of major findings, suggestions, and conclusions. Selected bibliography and appendices follow this.

1.9: Conclusion

In no region of the developing world, women are equal to men in educational, social, and economic spheres. The present study clearly witnesses the shadow of gender inequality in case of ’employment’ in higher educational institutions of Bijapur district. Majority of the employment opportunities are being enjoyed by men irrespective of their community, caste and category. This differential distribution in educational system makes ‘teaching’ as a gender specific occupation, especially in higher education. Teaching is the profession where educational qualification, command over subject, commitment toward profession and teaching skill should be valued than gender, but unfortunately these values are ignored in practice.

The targeted respondents in the present study are equal in terms of education and earning capacity. Obviously, the present study does not find gender inequality in education and income at the root level. But inequality between men and women in several aspects like improving educational qualifications, chance of earning additional income, ownership of assets, economic liberty, saving and investment trends, etc. can be observed to a considerable extent. The existence of gender inequality among the so called ‘equals’ questions the notion – ‘Education improves the socioeconomic status of women’ as education is believed to be an important avenue for bringing about social change and gaining entrance into prestigious occupations.