



A BRIEF ANALYSIS OF WOMEN'S EDUCATION IN INDIA

Dr.Dinesh Kumar Maurya

Assistant Professor and Head of Department of Education, MLKPG College Balrampur, Uttar Pradesh.

Abstract

Women make up almost half of the world's population. Education for women is the way to improve the health, nutrition and economic status of the household that constitutes the micro-unit of a national economy. In this context, it can be argued that women's lack of education can be an impediment to the country's economic development. This document aims to study the development of women's education in India and its impact. Due to the lack of education, women for over a thousand years have been marginalized and silent and invisible in the public sphere. Since female literacy is highly correlated with the health status of the population, women's lack of education resulted in an increase in infant mortality, maternal mortality, birth rate, mortality rate and the decrease in Life expectancy at birth. At the same time, lower government initiatives and negative attitudes of parents about the education of women that prevailed in the past resulted in a lower gross enrollment rate and higher dropout rates for girls in schools compared with the kids. But since independence, with government initiatives and changing attitudes of parents about the importance of women's education, there is a rapid growth in the rate of female literacy in India. These growing trends in female literacy over the decades resulted in a better state of health, a higher gross enrollment rate and lower school drop-out rates for girls in school.

Keywords: *Commission on Education, Higher Education, Institutions, Women, Women's Education, literacy rate.*

Introduction

Women constitute approximately 50% of the country's human resources, but lack of education takes away the opportunity to be part of India's progress and development. This means that our rate of progress is lower than required. Even if women do not use education to work, total illiteracy has a huge negative impact on our society. The World Declaration on Education for All, Jomtien 1990 was an important milestone in the march towards universal primary education and the access of girls and women to basic education. Forty years after the Universal Declaration of Human Rights, this conference pulled our conscience by reminding the world that everyone has the right to education: basic education is more than an end in itself; it is the basis of lifelong learning and human development. Women's education refers to all forms of education that aim to improve the knowledge and skills of women and girls. It includes general education in schools and colleges, vocational and technical education, professional education, health education, etc. Women's education encompasses both literary and non-literary education. Educated women are capable of generating socioeconomic changes. The constitution of almost all democratic countries, including India, guarantees equal rights for both men and women. Literacy is the first step towards formal education. It refers to the ability to read and write. Female literacy has been improving over the years. The proportion of women who know how to read and write has increased by 15% in the last decade, from 39% in 1991 to 54% in 2001 and the recent census reveals that 65.46%. The details are explained in the previous table. Primary education is now a fundamental right. When a woman (or a girl) ensures her rights, society in general ensures her sustainability. Realizing the importance of women's education, the government and many non-governmental organizations took many projects to disseminate women's education. Literacy programs are being taken for women. Gender awareness, gender awareness and gender weight age are, therefore, ingredients in all educational interventions. One of the most successful efforts to link women's empowerment with education has been mahilasamakhyas. The program is operational in 17 districts spread across the four states of Andhra Pradesh, Gujarat, Karnataka and Uttarpradesh. The samakhyas approach begins with the understanding that women must identify their problems and develop solutions in their own place.

The development of any nation or region is indicated by the level of education and also by both sexes. That is why our government recommends and focuses on "education for all." India has made considerable progress in this sector and, with all efforts, the literacy rate grew to 74.04% in 2011 from a meager 12% in 1947. But still, India has not



achieved what it should have achieved during this period. . First, the progress made in this sector is very slow. Secondly, there is a considerable gap between the literacy rates of men and women in India. It has been estimated that at the current rate of progress, India will reach universal literacy only until 2060. According to the 2011 census, an effective literacy rate for men was 82.14%, while for women it was 65.46%. Although there has been a substantial increase in the number of literate women and this gap is narrowing, it still persists. Among such figures, there is also a ray of hope. According to the 2011 census, since 2011, 110 million additional women had been literate compared to 107 men, which means that the number of literate women is increasing.

Objectives of the Study

This research paper has the following objectives:

1. To understand the level of equality among girls and boys in primary, secondary and tertiary education.
2. To check the level of literacy among women and men between 15-24 years old.
3. Gender Equality and Share of women in wage employment in the non- agricultural sector.
4. Women Empowerment in Political Field.

Research Methodology

For the present work and for study purposes, data from secondary sources have been collected. The necessary secondary data on the conceptual framework and the literature review are collected from magazines, magazines, newsletters, newspapers, periodicals, reference books, including reports and documents from the Ministry of Human Resources Development, various regulatory bodies such as National Sample Survey Organization, Five Year plan documents, Office of the Registrar General of India, Census Report of India, etc. and several other publications. Statistical methods were used to determine various aspects of women's inequalities and empowerment.

Regional and state disparity

There is a dramatic difference in the female literacy rate based on several regions of India. The female literacy rate in urban areas is higher compared to rural India. In Rajasthan, most rural women are illiterate. Kerala has the highest female literacy rate (92% according to the 2011 census) while Rajasthan (52.7% according to the 2011 census) has the lowest female literacy rate in India. States like Uttar Pradesh (59.3% according to the 2011 census) and Bihar (53.3% according to the 2011 census) which are the most populous states in India show low levels of female literacy. This is directly related to children's health and mortality. Kerala has the lowest infant mortality, while the states of Bihar and Uttar Pradesh have a high mortality rate.

Low female literacy rate and its impact on our society

The low rate of female literacy means slow overall growth in India, as it affects all areas of development. India is struggling to stabilize its growing population through family planning programs. But if women are illiterate, this has a direct and negative impact on these initiatives. When a girl or a woman is not educated, not only is she the one who suffers, but the whole family has to bear the consequences of their illiteracy. It has been discovered that illiterate women face more difficulties in life than literate women. They have high levels of fertility and mortality; They suffer from malnutrition and all other related health problems. In one of the surveys, it was discovered that infant mortality is inversely related to the mother's educational level. In such a scenario, not only women but their children also go through the same conditions. She, who does not know the importance of education in life, does not emphasize the same for her children. This hinders the family and the progress of the nation as a whole. Lack of education means lack of awareness. Illiterate women are not aware of their rights. They know nothing about the initiatives taken by the government for their welfare. Illiterate women continue to fight hard and endure the hardness of life, family and even their husbands. Why is female literacy rate low in India? The negative attitude of parents towards the girl child and her education is one of the major reasons of low female literacy rate in India. In most of the families, boys at home are given priority in terms of education but girls are not treated in the same way. Right from the beginning, parents do not consider girls as earning members of their family, as after marriage they have to leave their parents' home. So their education is just considered as wastage of money as well as time. For this reason, parents prefer to send boys to schools but not girls.



Literacy Rate among the Indian States

In the census 2011, a person aged seven and above, who can both read and write with understanding in any language is treated as literate. A person, who can only read but can't write, is not literate. India's literacy rate is at 74.04%. Kerala is the most literate state in India, with 93.91% literacy. Bihar is the least literate state in India, with a literacy of 63.82%.

S.N.	State/ Union Territory	Literacy Rate in % (Person)	Literacy Rate in % (Male)	Literacy Rate in % (Female)
1.	Kerala	94.0	96.1	92.1
2.	Lakshadweep	91.8	95.6	87.9
3.	Mizoram	91.3	93.3	89.3
4.	Goa	88.7	92.6	84.7
5.	Tripura	87.2	91.5	82.7
6.	Daman & Diu	87.1	91.5	79.5
7.	Andaman & Nicobar Island	86.6	90.3	82.4
8.	NCT of Delhi	86.2	90.9	80.8
9.	Chandigarh	86.0	90.0	81.2
10.	Puducherry	85.8	91.3	80.7
11.	Himachal Pradesh	82.8	89.5	75.9
12.	Maharashtra	82.3	88.4	75.9
13.	Sikkim	81.4	86.6	75.6
14.	Tamil Nadu	80.1	86.8	73.4
15.	Nagaland	79.6	82.8	76.1
16.	Manipur	79.2	86.1	72.4
17.	Uttarakhand	78.8	87.4	70.0
18.	Gujarat	78.0	85.8	69.7
19.	West Bengal	76.3	81.7	70.5
20.	Dadra & Nagar Haveli	76.2	85.2	64.3
21.	Punjab	75.8	80.4	70.7
22.	Haryana	75.6	84.1	65.9
23.	Karnataka	75.4	82.5	68.1
24.	Meghalaya	74.4	76.0	72.9
25.	Odisha	72.9	81.6	64.0
26.	Assam	72.2	77.8	66.3
27.	Chhattisgarh	70.3	80.3	60.2
28.	Madhya Pradesh	69.3	78.7	59.2
29.	Uttar Pradesh	67.7	77.3	57.2
30.	Jammu & Kashmir	67.2	76.8	56.4
31.	Andhra Pradesh	67.0	74.9	59.1
32.	Jharkhand	66.4	76.8	55.4
33.	Rajasthan	66.1	79.2	52.1
34.	Arunachal Pradesh	65.4	72.6	57.7
35.	Bihar	61.8	71.2	51.5

Source: Census 2011, India 2016.

Poverty is the main cause of many problems in India and also of the low rate of female literacy. More than a third of India's population lives below the poverty line. Although the government is making efforts to make primary education free, parents are not yet ready to send their girls to school. Access to schools is connected to this. In most rural areas, the lack of easy access to school is another reason for the low female literacy rate. Parents do not prefer to send girls to schools if they are located a great distance from their town or home. Even if there are schools, the



lack of adequate school facilities becomes an obstacle. Some of the schools are really in pathetic conditions and do not even have basic facilities. According to a survey, 54% of schools in Uttar Pradesh do not have water facilities and 80% do not have latrine facilities. Even some schools do not have enough classrooms to accommodate all students. Another barrier to women's education in India is the lack of teachers. As India is a society segregated by gender, it is a very important factor in the low rate of female literacy in India. But despite all the reasons, women must understand and realize that education can really end the lively cycle of poverty, their misfortune, so that they can live a life with pride. In case of any misfortune in life, it is education that would help her, not something else. The government should really work towards the number, distance and quality of schools in rural and urban India. We should encourage girls to get education to create a balanced and educated society.

Importance of Women Education

1. **Economic development and prosperity:** education will empower women to introduce themselves and contribute to the country's development and prosperity.
2. **Economic empowerment of women:** as long as women remain behind and economically dependent on men, their defenseless condition cannot be changed. Economic empowerment and independence will only be achieved through the proper education and employment of women.
3. **Improved living standard:** education helps women live a good life. Your identity as an individual would never be lost. She can read and learn about her rights. Your rights would not be trampled. The life or condition of women would improve greatly if we adopt a broad perspective in the field of women's education.
4. **Dignity and Honor:** Educated woman are now looked upon with dignity and honor. They become a source of inspiration for millions of young girls who make them their role-models.
5. **Justice:** Educated women are more informed of their rights for justice. It would eventually lead to decline in instances of violence and injustice against women such as dowry, forced prostitution, child-marriage, female foeticide, etc.
6. **Health improvement:** educated girls and women are aware of the importance of health and hygiene. Through health education, they have the power to lead a healthy lifestyle. Educated mothers can take better care of themselves and their baby.
7. **Option to choose a profession of your choice:** educated women can be very successful in the fields of life. A girl should have the same educational opportunities, so that she can plan to become doctors, engineers, nurses, hostesses, cooks or choose a profession of her choice.
8. **Alleviate poverty:** the education of women is a prerequisite to alleviate poverty. Women must bear the same burden of the massive task of eliminating poverty. This would require a massive contribution from educated women. There can be no very social and economic changes unless girls and women have rights to education.

Empowering through women education

A cornerstone of national education policy is the elimination of disparities in the field of education and, to achieve this, a well-conceived edge is proposed in favor of women. One of the most successful efforts to link women's empowerment with education has been mahilasamakhyas. The program is operational in 17 districts spread across the four states of Andhra Pradesh Gujarat, Karnataka and Uttar Pradesh. The samakhyas approach begins with the understanding that women must identify their problems and develop solutions in their own place.

Education of women girls in India

According to the Webster's New World Dictionary (1962), education is "the process of training and development of knowledge, skill, mind, character, etc., especially through formal schooling." Education is the basic tool to empower a woman; In addition, education is the key to development. India has made progress in education, but not enough and definitely India achieved independence, almost sixty percent of girls / women cannot read or write. Most of them have never been to school or any other educational program. Recent surveys (including those conducted after the launch of the Total Literacy Campaigns) do not reveal any dramatic changes. The census of India was compiled in 1990-91, the Human Development Survey was conducted in 1993-94 and the National Sample Survey was also



conducted in 1993-94. Education is not a luxury item that should only be guaranteed in case of emergency once other elements have been implemented; It should be given priority and start as soon as possible. Girls are especially vulnerable in emergencies, and should be especially protected against physical, sexual and psychological abuse. This means establishing safe environments, in which girls and boys can learn, play and receive psychosocial support. Everyone has the right to education, which will address the full development of human resources and human dignity and potential, with special attention to women and girls. Education should be designed to strengthen respect for human rights and fundamental freedoms, including those related to population and development.

Participation of women in higher Education

In India, female education has its roots in the British regime. In 1854, the East India Company recognized the education and employment of women. Initially, this education was limited only to primary education and only the richest part of society enjoyed this facility. Therefore, as it was limited only to a small sector of society, the literacy rate of women increased from 0.2% in 1882 to 6% only in 1947. It is very unfortunate to say that education has been neglected for centuries Superior for women. In this regard, I can forward the suggestions given by the Commission on University Education in 1947. The report of that commission revealed that they were against women's education. In their recommendation they wrote "the current education of women is completely irrelevant to the life they have to lead. It is not only a waste, but often a definitive disability" (Report of the Commission on University Education, Government of India, 1948- 49. But despite this, it is a fact that in the period after independence, the female literacy rate was 8.9%. Thus, in 1958, the government of India appointed a national committee for the education of women. The committee presented a report in favor of women's education. The government of India accepted most of the committee's recommendations. There is the possibility of a revolutionary change in the higher education system of India and this is the participation of women. In some elite institutions, we find that the number of students is greater than that of students and there is the possibility of increasing this trend. It is true that the number of males exceeds the number of females. One of the reasons for this is the unbridled selection of sex and cultural factors. It is a common characteristic that from the moment of birth the girls are discriminated in a subtle and crude way. But despite this, it is a great advance that the presence of women in colleges and universities is growing. Not only this, it is also found that in some of the most winning entries without taking advantage of the gender quota. This is definitely a credit for them. Since independence, there has been a phenomenal growth in the number of students enrolled in higher education. On the eve of independence, female enrollment was less than 10 percent of the total enrollment, but in the 2010-11 academic year female enrollment increased to 41.5 percent. The reason behind this negligence attitude was the biological differences. But today, in the 21st century, no one can ignore the need and urgency of higher education for women. Because today there are no biological differences between male and female. That is why, throughout the world, higher education for women has acquired a broader role and responsibility. In third world countries, the need for higher education among women is more important because colonialism has remained here as a great force that hinders the education of the masses in general and of women in particular.

Education for Women's Equality

The National Education Policy (NPE) and the Program of Action (POA) commit the entire education system to work for women's equality and empowerment. The modified 1986 and its POA give high priority to the education of women, being a factor in the equity package. In addition, this issue is also of economic importance. Education is an important factor in development and, therefore, in optimizing the contribution of this large segment of society to socioeconomic development. The POA, 1992, has identified a series of specific programs in this area taking into account the experience in the implementation of the previous POA. Great importance has been attached to the fact that the NPE Program of Action is really operational and, in a series of regional meetings with the State Government, a special review of gender issues in education was carried out. At the same time, it was emphasized in the States, that gender concerns must be integrated into all educational processes. A monitoring committee for the education of women / girls at the level of the Ministry of Human Resources Development monitors indicators of gender concerns in all policies and projects. State governments have been advised to establish similar monitoring committees in the state. Special provisions for the benefit of women have been incorporated within the existing plans of the Department. Under the Operation Slate scheme, the revised policy formulation stipulates that at least 50



percent of teachers recruited in the future must be women. Under this scheme, the Government of India has provided assistance since 1987-88 for the creation of 1, 22,890 primary teacher positions. Mainly to be filled by women. According to the latest reports, 69,926 teaching positions have been filled, of which 57.39 percent are teachers. A shelter scheme is being put into operation to allow girls to benefit from secondary education.

Conclusion

Admittedly, women are by no means less than men. They have all the power and capacity of men. But they do not manifest themselves for different reasons. In society dominated by men, they have a rare opportunity to express their voice. In some cases, the father or husband creates obstacles in their path. They don't even allow them to leave home for higher studies or work. We should have to change our thinking, our attitude towards women. We should think that women are not just reproduction. They have feelings, thoughts and everything men have. They have all the capabilities of men and, therefore, can do all this as men, if not more. Therefore, their power and capabilities must be recognized. Only then will women's participation in higher education be improved. Amartya Sen (2001) has explored these issues to a large extent and highlights the key obstacles to the improvement of women and the realization of gender equality. Sen argues that all too often the burden of difficulties falls disproportionately on women; "Gender inequality in India is not a homogeneous phenomenon but a collection of disparate and interrelated problems." Education constitutes a very basic indicator for the equality and empowerment of women. Female literacy levels, gender gaps in literacy levels and enrollment and dropout rates in primary school are relevant indicators. Until the mid-nineteenth century, girls and women only received education for traditional household chores. Now, society is witnessing changes in the role of women. There is a greater emphasis on the education of girls and women in the same way that we educate boys and men. Today's parents want to fulfill their children's aspiration without gender parity. Educated women must insist on exercising their civil, social, political and economic rights. This will help improve the general condition of women in society. We can expect better days for all the women in our country to be enlightened and educated.

References

1. Education for all towards quality and equity, M / o HRD, Educational statistics at a glance 2014, M / O HRD. Government of India.
2. The Ministry of Statistics and Program Implementation (MOSPI), Government. from India
3. NSS 66th round on Employment and unemployment, 2009-10.
4. NSS 68th round on Employment and unemployment, 2011-12.
5. Educational statistics at a glance, MHRD. Office of the Registrar General of India, 2011.
6. Statistics on school education, 2007-08, MHRD.
7. Statistics on school education, 2010-11.
8. PWC Report on "Redefining Higher Education for Inclusive Development in East India", Chamber of Commerce of India, 2010.
9. Raju, S. (2008) Gender differences in access to higher education. In: Higher education in India: issues related to expansion, inclusion, quality and finance, University Grants Commission, New Delhi.
10. ZENITH International Journal of Multidisciplinary Research Vol.1 Issue 4, August 2011.