

A Study on Relevance of Women's Education

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Abstract:

This paper discusses the impact of education on women as well as the changes that we must have to deal with during the process. Women play an important part in the growth of family. Women education is now regarded as the backbone of India's social and national development. The present paper discusses the importance of women education in India. Education is essential for every human being. When girls are not educated, everyone suffers its results.

Female education is as important as food, cloth and shelter. The purpose of this document is to describe the development process. The present study has examined the educational status of women in India. Drawing an existing literature and various statistics concerning women's education, this paper provides an overview of education with respect to women and highlights some of the issues and barriers to women's education. Some suggestions are offered towards improving women's access to education.

Keywords: Women, Education, Development.

Introduction:

Women are the main bearers and carriers of the progress of the nation. Advances around the world including in India, depend on women's education. Their social, political and economic status is less than that of men. The Indian Constitution speaks of equal rights but mentions some special principles for women. Since independence, various health and educational programs for women have been taken up in various five year plans. Article 86 of the Constitution provides free and compulsory education for children between the ages of 6 and 14. Attempts have been made to improve the illiteracy level of the Indian population in the post -independence period. Education is a milestone of women empowerment because it enables them to respond to challenges, to confront their traditional role and change their life.

Education is a fundamental right of citizens and nations of any country. Special step has been taken to remove constraints and new opportunities becoming available for them. In spite of all these development measures, girls are still backward in many cases. In this context, a study is undertaken entitled as the "A study on Relevance of Women's Education".

Review of Literature:

A comprehensive review of literature is most essential before going for research because it helps to synthesise the information by restructuring and familiarise the authors to the extent of knowledge in the particular field. So some such previous works on women education have been reviewed by the researcher.

Sachdeva (1989) conducted a study on perception of social problems and value patterns of students belonging to different religious groups. The sample of the study constituted 860 students. Some of the major findings included:

- 1) Male students are lower on democratic and aesthetic values.
- 2) Muslim female students are higher on religions but significantly lower on aesthetic values.

Shah (1993) analysed the policy of free education for girls at tertiary level. Some of the major findings were:

- 1) The extent of subsidy granted to the female students of the M.S. University of Baroda was 98 percent during 1991-92.
- 2) When the price of all other goods was on a rise, the price of higher education experienced a fall.

Upadhyaya (2010) studied the financing of higher education. It was a case study of The M.S. University of Baroda, Vadodara. Some of the major findings were:

- 1) Students belonging to SC/ST and SEBC have also been increasing.
- 2) The number of students in post graduate and Ph D. courses has declined over past decades.

Choudhary (2011) conducted a study on women administration in higher education system of India. It was a case study of eleven women Vice chancellors of Indian universities. Some of the major findings were:

- 1) The socio-economic conditions had no influence on the career progress of the women administrators.
- 2) The parents of women administrators were very supportive.

Jha et. al.(2019) in their paper studied the impact of women's empowerment in rural area. The study is based on social changes in Bihar. It was found that community can explain more variation in the empowerment of individual women.

Srivatsan(2020) in his study discussed on women's education. This study revealed that a child widow refused remarriage, fought for an education and became an educationist.

Allender et. al.,(2021) in their paper studied idea of 'feminity' as a social, racial and class of construct .This study explores how notions of 'feminity' change across time, place and within individual lives.

Objectives:

The present study was undertaken to achieve the following objectives:

- (1) To study the position of India regarding female literacy.
- (2) To study the growth of female literacy between West Bengal and India.
- (3)To document women's perceptions of how education has improved their lives.
- (4) To study the historical background of education.
- (5)To find out various problems that stand against the development of women education.
- (6) To suggest solutions of different problems Method of the Study.

Methodology:

Documentary studies constitute an important approach in social science research. In this study, documentary analysis has been followed. So this study is documentary nature. It is based on official documents and secondary data.

Need and Importance of Women's Education:

The need and importance of women's education in India based on the views of the Indian educationist, philosophers and political leaders:

1. The cooperation of women is necessary for the progress and prosperity of the country.
2. An educated woman produces an educated family and an educated society.
3. An educated woman makes the home happy and healthy.
4. An educated woman can mitigate the economic difficulties of the family.
5. An educated woman can help in removing social evils, and save the society from old beliefs and customs which adversely affect the progress of society.

Objectives of Women's Education :

NCERT has formulated the following objectives of women's education:

- (1) To improve the overall education system.
- (2) To initiate developmental research in women's education.
- (3) To apply concepts and methods of women studies.
- (4) To provide consultancy services in such education.
- (5) To eliminate gender bias.
- (6) To act as a national resource centre on girls education.

Barriers of Women Education:

Major barriers of women's education are:

- (1) Lack of consciousness among the female members to be educated.
- (2) Early marriage age in many states acts as an obstacle.
- (3) Lack of safe transportation for girls to go to school.
- (4) Financial constraints in the family.
- (5) The task of performing domestic duties at home such as cleaning, washing etc.
- (6) Unwillingness of many parents to send their daughter to mixed schools.
- (7) Conservative mentality.
- (8) The lack of women teachers in primary and middle schools has been a major factor for low enrolment of girls.

Functions of women education:

- (1) Data Bank
- (2) Interacting with the media.
- (3) Inputs into teacher education.
- (4) Awareness generation action.
- (5) Redesigning curriculum.
- (6) Orientation of curriculum and developers.
- (7) Positive self image in the child.
- (8) Inputs into teacher education.

Women Literacy Program in India:

West Bengal is implementing various schemes, programs, social welfare schemes, Health and Nutrition, scholarship for women empowerment, girl child, pregnant women,

mothers, Women Health. The government of India runs various types of schemes for the development of women. These schemes relate to education and to the economic rehabilitation of women, those schemes are:

1. Beti Bachao Beti Padhao (BBBP) Schemes.
2. Sukanya samriddhi yojna.
3. Balika samridhi Yojna.
4. Mukhyamantri Rajshri Yojna.
5. Mukhysmsntri Kanya Suraksha Yojna.
6. Mukhyamantri Laadli Yojna.
7. Mazi Kanya Bhagyashree Schemes.
8. Nanda Devi Kanya Yojna.

Central schemes implemented by the Government of West Bengal:

Some of the central government-sponsored schemes, especially targeted towards women, which are implemented by the Government of West Bengal, are:

1. Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG).
2. Swabalamban Programme for SC , ST Women.
3. Support to Training and Employment Program for Women (STEP).
4. Swayamsidha Programme.
5. KanyashreePrakalpa (West Bengal Govt.).

Suggestions:

1. Non-formal and informal education system should be increased for girls.
2. Encourage to take up employment and income generative activities.
3. We need to provide more scholarships for women.
4. Girl achievements need to be reviewed.
5. Create awareness among people about child marriage and literacy etc.
6. Teachers have to be recruited from among the local people.
7. Provision of vocational training for women.
8. Gender review in curriculum and text books.
9. More female teachers need to be recruited in schools, colleges and in other institutions.
10. Increase the activism of girls in social work.
11. Integration of gender perspective into all economic structuring.
12. Girls need to show respect in the workplace.

Conclusion:

It is necessary to create an environment that will allow women to participate in educational programs. Equal and active participation of women is obligatory. The 21st century of Women Education and Employment is the sole remedy to improve the status of women. Education is an important determinant for human resource development. Women play a prominent role in the economic, cultural, political and social life of our country. It is most essential task of our Govt. to bring to every girl and woman into the light of education and to ensure the social as well as the economic development of our nation. Principles of a feminist pedagogies and critical pedagogies should be developed and sustained in Women's Community education. We must be confident to say not to marginalisation. Let us all come together to empower our girls and make a "New India".

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