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## REVIEW ARTICLE

# WOMEN EDUCATION AS AN INDISPENSIBLE OBJECTIVE FOR SOCIETY AND IT'S DEVELOPMENT IN INDIA

# Women Education as an Indispensable Objective for Society and it's Development in India

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## INTRODUCTION

Women are the indispensable part of a society. Their education influence the coming generation. The development of future generation mainly depends upon the education of women section. So the education of women is realized to be the most essential part for the development of the society. It can help every woman to educate their children to be good manager of the family as well as the active member of the society. The children learn their manners and behavior at home and mostly mothers are responsible for cultivating good behavior in their children. Every educated woman can run her house well and make it a paradise on earth. Every educated woman can think well about her future and her aim in life and then choose the appropriate subject which will be useful to her throughout the life. In a democratic system the position of women is equal with that of men. Nowadays women are also conscious about their rights and obligations.

Educationists are of the opinion that mother is the first educator of the child. From birth to school age the home environment and association of other members of the family plays a significant role in developing proper attitudes among them. But the influence of mother on the child is much more important. She is responsible for upbringing and development. Most of the time a child lives in contact with the mother and is influenced and affected by her.

Therefore it is very necessary that a mother is imbued with good qualities and acts as a guide. Thus the education of women is of great importance in our national and social life. It is the duty of the society and the government to provide adequate facilities for the education of women. Because if we educate a girl, we educate the whole family. A truly educated mother can very easily retrieve the minds of her children from fears, prejudices and superstition in which they may be entangled. She can train a child's mind and keep him away from undesirable company and wrong notions. So the importance of women education is certainly great. Women plays a very significant role in developing human resources, improving household

affairs in molding character of children. The women not only played important role at home, but they also play a very significant role in the society she lives in. Once we realize the importance of the role played by women in the family and society the urgency of the need for educating her becomes vivid. The role of women outside home is becoming an important aspect of the social and economic life of the country. The Science and Technology has brought a complete revolution in thoughts and attitudes of human being. It is felt need that Indian women have to come forward and to play a great role in the development of scientific thinking and scientific disposition in solving the problems of life. The women with their scientific knowledge and attitude can teach their children the art of healthy living. There is a Chinese saying, "If you wish to plan for a year, plant wheat, if you wish to plan for 10 years, grow trees, if you wish to plan for 100 years educate your women". This indicates the importance of women education. Napoleon said that, "Give me an educated mother, I shall promise you the birth of a civilized nation. By educating the women we can educate the whole nation, because a country can never rise without the contribution of 50% of its population." Swami Bibekananda once said that, "It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing." The fortune of a nation depends upon the educational system of that nation. In any system of education, women education takes an important place. The University Education Commission 1948-49 observed that there cannot be educated people without educated women. Without educated women a nation cannot expect a high growth rate and solution of internal problems.

Women and men are equally treated in the eyes of the law. However our cultural conditioning is the main source of atrocities against women. Culturally, a woman in India is supposed to remain confined at home for internal domestic routine work and a man on the other hand is the bread earner. However, due to the spread of education a lot of changes could be observed.

In the light of the needs and importance of women education, a study is undertaken, entitled as the "Development of women education in India since independence." This study has been selected because in this regard no investigation has been done in this region earlier.

## REVIEW OF RELATED LITERATURE

A review of the previous works related to the topic sometimes becomes very useful in fixing the objectives and selecting the methodology, and to analyze the data with proofs. The works done already provide some information on the selection of methodology and the suitable findings for discussion for the purpose. It also helps the investigation of something on the topic generate new ideas. So some such previous works on women education have been reviewed by the investigator. Some of such research works are described below.

**Agarwal, Dr. Saraswati and Masant, Hema studied (2003)** about the 'Absenteeism among post graduate Female students causes and remedies. The major findings of the study were

(i) Major causes of absenteeism among female P.G students include unusefulness of present education system, dissatisfactory economic condition of students, distant location of college from home. Most of the students absent themselves because of their illness, their job or training, cultural functions in the college, unsuitable curriculum, regular test in the class, problem due to class-mates. (ii) For solving the problem of absenteeism most of the students suggested that the education should be vocational, personal relationship should be established between the teacher and students by reducing present pupil-teacher ratio of 60:1., the norm of compulsory 75% attendance for a student to appear in the final examination should be followed strictly by the Universities. 20% weight age should be given to class tests in the overall assessment of a student, free or subsidized convenience facility should be provided to girl by the institution, household management course should be compulsory for girls at P.G level.

**Ahmed, Nabi and Siddiqui, Mohd Abid (2006)** "Empowerment of socio- economically weaker sections through Education; Commitments and Challenges." it is found that urban women belonging to educated classes and the higher socio-economic groups enjoys more psychological secure and status rather than the girls belonging to the urban slums and rural and remote areas continue to lag behind or even deprived to receive primary and secondary education.

**Ali, Sophia J (2011)** made a study on "Challenges facing women employees in career development: A focus on Kapsabet Municipality, Kenya". The objectives of the study, upon which this paper is based, were to assess women's career development practices; find out if gender balance was given a

chance; examine the challenges facing women in career development and establish the best practices on gender equality. The study found that promotion among women was low and training for women employees was minimal. Most women employees were dissatisfied with career development programmes and women were discriminated against in career development opportunities.

**Begum, Mustiary (2006)** worked on "Women Entrepreneurship in India; Challenges and Strategies, from her research work she found that with changing times and change in cultural norms, increase literacy, industrialization, social and occupational mobility influenced the women to entering into the field of entrepreneurship. There is no denying the fact that women have made considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society.

**Bhattacharya, Smritikana studied (1992)** "The problems of scholastic backwardness of adolescent girl students in all around Calcutta in the University of Calcutta.

## MAIN FINDINGS OF THE STUDY-

i) Intelligence and academic achievement were positively related, the poorer the mental ability, the poorer was the scholastic achievement

ii) Poor mental ability was not the only cause of scholastic backwardness, personality characteristic such as extroversion, introversion, home and school factors like attitude towards the school, towards teachers, towards different subjects of study, economic and educational condition of the parents affected the educational achievement of the students.

iii) Absence of frequent assessment of class work was found to be another important reason that led very often to neglect and delayed action or no action at all.

**Bisaria S. studied (1991)** about the "Need based vocationalisation of education for girls" from NCERT (ERIC Funded)

**Problem -** To study addresses the problem of vocationalisation of education of girls and need to develop need-based vocational courses suited to the requirements of girls with different accomplishments.

## MAIN FINDINGS OF THE STUDY –

i) The majority of the girls in the schools wanted to learn skills for self employment.

ii) The majority of the out of school working girls wanted to have education so that they could do their

own work without the help of intermediaries and with better skills .

iii) The girls studying in the industrial training institutes had a desire to obtain proficiency in generating self employment and wanted training geared to that iv) Girls in the school informed that their parents did not motivate them. It was their peer group and their brothers in several cases, who encouraged them to go to vocational education.

v) The out of girls simply got into the vocational education being pursued at home because they had to make a living.

**Bhadauria Mridula (2005)** have analyzed in her Article "Access of women to Higher Education." It revealed that there is a need of rethinking about the higher education of women. The present rate of women access to higher education is 38.84% does not ensure the quality higher education. Access of women to technical disciplines viz. Engineering, medicine, veterinary science and law should be increased through these subject in the colleges of smaller cities and town without comprising with quality. Initiative should be taken for increasing access of women to short term diversified that may cater to large unorganized as well as organized sector. It should be made mandatory condition for the universities and colleges to have a girls hostel. Distance Higher education mode should be encouraged by opening more centers and crouses in the women colleges. Besides the above steps social awareness, social environment and social security in favour of women are the basic points where attention should be paid.

**Choodambigai, Dr. S. Ramalinga (2011)** Wrote a Research Article on "Dimensions of women Higher Education in Coimbatore". The findings of the study were majority of the respondents in the Undergraduate and Postgraduate categories earned less than Rs. 10,000 per month while 40 percent of the Phd holders earned between 20,000 and 25,000 per month. Sector of employment positively influences the earnings of an individual. Sixty percent of the Undergraduates were employed in the private sector while about 52% of the Postgraduates were employed in the public sector. All the Phd holders were employed in the public sector.

**Das, Nin (1991)** studied about 'the problems of enrolling women in adult education centers in Jaipur Sub-Division under NAEP at Utkal University. The major findings of the study were i) The majority of adult women (85%) felt discouraged on account of prevalent social problems like casteism and untouchability and conservative attitudes of communities, which gave them a sense of inferiority. These women belonged largely to schedule castes and schedule tribes groups, low down in socio economic scale, who also faced psychological barriers and personal problems leading to lack of motivation and interest. ii) It was found that

60% of centers had same common teaching aids like blackboard, chalk etc. and only 5% were equipped with new teaching aids like radio, maps, globes, projectors etc.

**Devi, T Vinoda ( 1991)** 'Education and Employment status of wowed and their attitudes and practices in family welfare in Andhra Pradesh 'at Osmania University. The major findings of this study were - i) The possession of physical amenities was the highest amongst the doctors and college lecturers, followed by school teachers and nurses, the least being with women casual labourers. Further , possession of physical amenities was positively related to the education and income of the respondents.

ii) Amongst the women employees doctors and lecturers showed a more positive attitude towards population issues, following by teachers, clerks and nurses.

**Duggal, J (1992)** made a micro study on Access of Schedule castes girls to elementary education in rural Haryana. The findings of the study were that physical facilities in the sample schools were inadequate and their utilization was even lower. The proportion of school going girls was higher among SC parents who were skilled workers in Government, semi Government on private service or were self employed. The incentives provided by the State Govt. were inadequate and were not received on time. Parents perceived that male teachers discriminated on the basis of the sex of the students , which had a negative effect on the continuance of girls in education. Co-education and shortage of female teachers in rural areas played a negative role in retaining girls in school.

**Despande, Savita P. (2001)** studied "Status of educated schedule caste in their local socio-cultural life." The investigator investigates that the respondents enjoyed a perceived role related status in their family and community because of their education and employment. The extent of resistance put up by most SC parents against providing educational opportunities for the girl child was significantly less than in the past.

**Devi, Runusri & Hazarika, Himadri** made a study on " Achieving MDG in eliminating of Gender Disparity in Sipajhar Community Development Block of India. It is found that the third goal of MDG is to promote gender equality and empower women which include the target of eliminating gender disparity in primary and secondary education preferably, by 2005 and in all levels of education no later than 2015. Relating to this goal Sipajhar Community Development Block in India the girls students has still been facing lots of problems. So, in this study the investigators try to highlight the problems of girls education specially in Sipajhar Block and to provide some suggestions so



that the third goal of MDG can be achieved. The following findings are found that i) Some girls left school for economic condition of the parents. ii) Lack of proper social attitudes in the rural areas for the education of girls. iii) No differentiation should be made in the curriculum for boys and girls at the primary and middle stages of education.

**Dhamija, Neelam (2006)** studied on "Women Empowerment through Education: Role of Universities." From the study it was revealed that educating women benefits the whole society and on the basis of this education they enjoy their status in our society. It has a more significant impact on poverty and development than men's education. It is also one of the most influential factors in improving child health and reducing infant mortality.

**Das, Jonali (2011)** made a study on "women empowerment and tribal community". From the study it was found that- i) To achieve the goal of universal primary education as early as possible. ii) In tribal areas girls schools and girls colleges should be promoted. iii) In every schools and colleges especially which are in rural areas, toilet with proper facilities for ladies should be provided.

**Hazarika, Himadri & Devi, Runusri (2011)** made a study on "Problems of Girl's education at secondary level under Sipajhar Block with special reference to India". The findings of the study were- Economic backwardness, illiteracy and ignorance effect the education of girls. Girls are engaged in household work. 20% of the families unable to bear the expenditure of their girls. Parents education and guidance are important factor for educating girls as the study reveals. 20% parents are unable to give proper guidance.

**Jain, Ambika (1991)** made a study on "Analysis and evaluation of the animators training camps for the education and empowerment and empowerment of rural women conducted by IIE, 1988-1989 and the major findings were- Ignorance amongst the rural women was found to be the dominant feature. Awareness was generated amongst the women on health, nutrition, mother-child care, land regulations and legal rights for women through the programme. Women developed self-confidence through the programme and felt that they should participate in community development programmes of the village and they realized the importance of girls education.

**Jamir, S,C (2005)** made a study on " Empowerment of socially and Economically weaker section of the society through University". From the study it was found that apart from the economic and social inequalities, another form of inequality that is deeply entrenched in our country that is the one based on "Gender". Universities can play a transformative role in empowering women, making them aware of their rights and enabling them to show as enlightened and confident women.

**Janaki D. (2006)** in his study " Empowerment of women through Education : 150 years of University Education in India found that Education will be used as an agent of basic change in the status of women. The concept of equality, opportunity and education touches every aspect of women lives social, political and economic.

**Jumani, Usha (1991)** conducted a study to analyze the status of self-employed women in rural areas. Economic activities through which the income of the women will be increased have to be identified with great care.

**Kalita, Sri Gangeswar (2011)** made a study on "Participation of women in politics in Goalpara District of Assam". The findings of the study were that ,lack of literacy facility, Natural inconveniences, poverty stricken difficulties, communication inconveniences, averse topological conditions, heterogeneous land conditions, the people of Goalpara District particularly women community is marching upward in different field, particularly in politics is hopeful.

**Kane, W. Emily and Kyyro, K. Else (2001)** for "whom does Education enlightened Race, Gender, Education and Beliefs about social inequality"? It revealed that education is positively associated with four questions addressing affirmative action, suggesting that education may empower them to endorse this group based remedy for social inequality.

**Karlekar, Malavika (2004)** "A note on the empowerment of women" and attempted to trace a brief history of empowerment and its implications for Indian women. The Essay showed that the instruments for empowerment have to contend with entrenched prejudices and patriarchal modes of oppression. Women will garner confidence and men will learn to accept that power is not a male prerogative.

**Kakati, Dr. Kunja Kusum (1995)** studied about the education of women and social change- A case study in two villages of Barpeta District. The field work was done during October and November 1995.

## MAIN FINDINGS OF THE STUDY WERE

- i) It provides no discrimination between boys and girls in respect of education. But it will merely be a concept if the women themselves don't perceive the need for it
- ii) In the investigation a great discrepancy was found between the educated and uneducated respondents in their attitude towards equality of educational facilities for boys and girls. Their parents did not motivate them .It was their peer group and their brothers in several cases, who

encouraged them to go to vocational education .

- iii) The out of school girls simply got into the vocational education being pursued at home

**Khaire, Rupali Jitendra (2011)** "Literature review of the women Entrepreneurs and Statutory Policies". The article helps to investigate how women entrepreneurship has developed into an accepted concept which makes an important part of the economy. Here the investigator aims to review the critical points of current knowledge including substantial findings through secondary sources.

**Lal, Dr. Roshan & Badrinarayan, H. S. (2011)** "The role of women entrepreneurs as a change agent in the society: A case study". Here two main causes are found for the decline of women power. They are Lack of proper education and lack of financial independence. In order to a woman to blossom forth as an Entrepreneur in our society, there are 4 conditions: there must be a read interest in chalking out one's path as an Entrepreneur. There must be suitable guidance from experienced and concerned persons. Financial and Moral support from the institutions and Social Organizations. Various governmental bodies to act as facilitators.

**Mukherjee Mukul (2004)** "women and works in the shadow of globalization in Indian Journal of Gender Studies reveals that women usually bear a significantly high share of the costs of economic change and adjustment associated with globalization and concludes that before they can take advantage of the newly emerging economic opportunities, women have overcome the constraints they face in accessing credit skill markets and other necessary resources.

**Ojobo, James A. (2011)** "Education: A Catalyst for Women Empowerment in Nigeria". This paper examines the place of education as a catalyst for women empowerment in Nigeria. It was seen that in spite of all the laudable goals and objectives of education, Nigerian women still suffer a lot of constraints and inhibitions which militate against both personal and national development. This paper recommends more involvement of women in educational policy formulation and encourages the women to organize themselves to meet the challenges for personal and national emancipation.

**Pandy, Sushma & Singh Ramya (2003)** "women empowerment and future orientation in family planning behavior ."The researchers conducted the following findings by their research studies.- i)Gender empowerment and future orientation were seen among urban adopters. ii) A close interrelationship was observed between women empowerment , future

orientation, family planning attitude, behavior and health status.

**Pillai V.N Rajasekharan (2005)** " Empowerment of women through Education in University News, said that India recognizes the empowerment of women as the most critical precondition for participation of girl and women in education Central and state government have to implement policies on empowerment of women to effectively dress gender disparities ,particularly in educational programme needs further strengthening to enable girls to attend school. Women's empowerment programmes are to be supported to raise the awareness about education of girls and women. The higher educated girls can play proactive roles in such significant activities"

**Rani, G S and Saguna, B (2002)** "Non-formal education – an instrument for the development of women". The following findings were found from their research work. It has been increasingly recognized that since women constitute a great force, national development is not possible without their development. To involve women in the process of development , it is important to educate them. Non – formal education has been identified as a suitable tool to eradicate illiteracy among women and their educational effect on their social status.

**Ratnaveni S.(1991)** identifies the factors that constrain women's higher education in Andhra Pradesh. The study analyses the impact of socio-economic background factors on the education of women and recommends very strongly more research on education and employment status of women, and provision of more educational facilities and job oriented courses both through formal and non-formal streams, with a greater role for distance education and Open Universities.

**Ranganath, N. Santosh, Rao, Dr. K Atchyuta & Srinivas Dr. N. (2011)** "Gender Equality in Education". It is found that educational inequality is a major infringement of the rights of women and girls and an important barrier to social and economic development. To promote gender equality and parity in education , States must target their efforts not only towards education itself, but also towards society's cultural and institutional framework.

**Subha I and Reddy MSN (2001)** " Education for quality and empowerment of women." The investigators investigate that education is an effective means to achieve social and economic development.

**Semim, Akila (2011)** " Women empowerment through Panchayati Raj- A political study of Barpeta District of Assam". The findings of the study were that- Women can do many things than men. In

present situation there is an urgent need to adopt fast measures to train this newly elected female Panchayat leaders to make them understand about their duties and responsibilities.

**Sandhya Rani, G.R, & Suguna, B(2003)** "Non-formal education- An instrument for the development of women." They found from their studies that education helps women not only to raise their economic status in the society through vocational training courses, but also encourages them to be involved in decision making process, to fight for their rights as well as to revolt against evils and exploitations both at home and outside.

**Sharma Santosh (2004)** Psuedo Gender Equality and the Empowerment of women, reveals from the study that there is urgent need for women's education , though it is a basic human right. Women are in fact a vital part of human resource of a country. Education is the most effective instrument to channelize these resources for the national development. Education is considered a key instrument for this change to abolish this evil of gender discrimination. Education liberates from ignorance and enhances her self-esteem.

**Swami, S (1990)** also makes a critical study of women's education in nine districts of the Vidarbha region for the period 1947-87 and points out substantial progress at the primary level, but higher wastage and stagnation amongst girls, the primary reason cited being a lack of separate schools and women teachers. In higher education, girls were found largely in general education, with only a few going in for technical and vocational education.

**Savita, B. and Polepeddi Jyoti (2011)** "Financial Access and women empowerment." The Research paper seeks to probe the awareness level of women to banking services in rural and urban areas of Andhra Pradesh. It seeks to provide an insight into how financial inclusion can improve women's access to finance and serve as an empowering and effective social tool.

**Sharma, Pratima Devi (2011)** "Influence of the women teacher in the education of the women in the rural and minority area of Nagaon District". From the study it was found that The poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. The number of dropout among the female school-going children were high. The reason of drop-out according to the teacher, mother and other women in the society were due to the poverty in rural and minority area. Inadequate educational facilities and shortage of female teachers were found to be other main reasons for the dropouts of the school-going female children in minority & rural area.

## OBJECTIVES OF THE STUDY

1. To study the historical background of education and educational institutions in India.
2. To examine the development of women education in India after independence.
3. To find out the various problems that stand against the development of women education in India.
4. Suggestions for solution of the problem.

## HYPOTHESES

1. Development of Higher education is lower.
2. Development of women education is higher during post independence.
3. The rate of literacy is lower.
4. There exist differences of educational development between sexes.
5. Religious and social causes affect the development of education.

## IMPORTANCE OF THE STUDY

1. None have conducted any study in this area .So it is important.
2. Majority of the individuals of this area are cultivators .So, to know about the development of this agro-based society this proposed study will be helpful.
3. The proposed decentralization of Education to the Panchayat Raj will be helpful to formulate educational policy for the development of women education.

## METHODOLOGY

- i) Descriptive Survey method will be adopted
- ii) Statistical method will be used to find out the result

Basically method of research is three types - Historical method, Descriptive method and Experimental method. The present study fall in the category of descriptive study of social research considering the various types of descriptive studies the researcher proposed to use survey method, more precisely the simple Survey method.

## DATA GATHERING TECHNIQUE

- i) Questionnaire will be prepared to serve for the purpose of data collection

ii) Women, Social worker, teacher etc. will be interviewed for collection of data.

iii) House to house field visit will be done for data collection. Interview schedule will meant for illiterate women .The data will be collected by administering questionnaire and conducting interviews .The questionnaire and interview schedule will be prepared by the investigator.

## **SAMPLE**

A sample is a small representation of a larger whole .The representative proportion of the population is called a sample. Sample will be drawn from the women residing in the India.

## **ANALYSIS AND INTERPRETATION OF DATA**

The collected data will be analyzed qualitatively and quantitatively by using statistical techniques. There are different methods of analysis namely, percentage, ranks and percentile ranks, measurement of central tendency, variability, error and probable error etc. While analyzing the data for the present study , the researcher will apply one or two methods of the above.

## **SUMMARY, MAIN FINDINGS AND SUGGESTION FOR FUTURE STUDY**

This section includes a brief re-statement of the problem, a description of the procedure used ,discussion of findings and conclusion of the study .After analyzing the data , the investigator will prepare the report on the basis of the investigations findings and make suggestions for future study.

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