

National Perspective Plan for Women's Education and National Policy on Education

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Abstract – Girl's educational access and expansion demands not only increase enrolment but also remove to a large extent barriers to girls' equal educational opportunity. Along with this, the need to reach UEE's goal for all children requires proper implementation of laws and policies from the central to the grass root level with the right direction and efficiency to make them worthy of enjoyment. In this context, more research and deeper analysis of the root causes of the problems are equally significant in their implementation Education for women should not only produce good wives and mothers as anticipated in the past, but should also allow them to become career women as well as responsible citizens capable of independent decision making. National Education Policy -1986, Suggested Women's Education is equality, Educational institution encouraged to take action programmes for the better advancement of women. In addition to that, formal education will liberate women from the clutches of poverty, abuse of inequality and violence. A correlation matrix has been calculated to find the impact of inequality in education on various other parameters. In order to know the level of women empowerment in different parts of the world, variables such as female participation in national parliament, percentage of female literacy and participation rate of female labour-power were taken. To conclude observations the third and final part is given

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INTRODUCTION

Women's Organizations

The second beneficial aspect was women gathering into women's organisations to advance the cause of women's liberation through education and other available peaceful means. As social change movements became more active and started to produce tangible results and widened their spheres of influence, women began to join these groups and committed themselves to their cause with all their heart. The Women's Indian Association was established under Mrs. Annie Besant's President Ship in 1917. Its goal was to promote women's education and by 1930; it had set up eighty seven branches to educate women in different parts of the world. Some of those branches in Punjab opened. In Punjab, Mrs. Dutt had already launched an adult education movement among women. The leaders of these associations soon realised that the spread of education among women alone would not lead to the achievement of their goals, namely social emancipation; hence, they must expand the scope of their activities and also agitate to lift women's status, put pressure on the provincial as we do.

The University Women's Federation (1920), the National Women's Council of 1925, All India Women's Educational and Social Conference and some other less important organisations were founded and the aims of all of them were more or less the same as those of women's Associations. Only a hundred years ago, women were burning in thousands, and a significant number of girls were suffocated to death, and women demanded equality with men, which would change society's very social structure. All India Women's Educational and Social Conference based its attention on improving the education system and providing more facilities for women to obtain all kinds of education across all these organisations. It formulated its goal which is set out below:-

- To enhance the provision of primary and secondary education to girls.
- Increasing and improving the training facilities for women teachers.
- To improve quality and textbook availability.

- Improving the curricula of girls ' schools, by adding physical education.
- Supporting women's appointment to educational administrative bodies

They included Mrs. Annie Besant (an English woman who had made her home in India) Mrs. Sarojini Naidu, Raj Kumari Amrit Kaur, Mrs. Hasna Mehta, Kamaladevi Chattopadhyay, Gulam Nabi, Margaret Cousins and many others. They headed the campaigns for women's social liberation and most of them were among the top leaders of the National Indian Congress

Social Attitude towards the Education of Girls and Women

Social attitude towards girls ' education varied, varying from welcoming need to being one of absolute indifference. Survey by the Committee showed some interesting patterns. A suggestion that no education should be provided to girls received a categorical 77.8 per cent rejection of the respondents. However, a small minority (16.8 per cent) agreed with that opinion. However, in the case of higher education, we note a remarkably aggressive attitude, as more than 64.50 per cent replied that a girl should not be allowed to go to higher education, even if she was smart. In the light of the Constitutional Mandate on Free and Compulsory Education up to the age of 14, they tried to get public opinion on the subject of compulsory education.

77.8 per cent of respondents, male and female, endorsed compulsory education up to the class 8 in response to their general questionnaire. A separate questionnaire sent to educators and administrators on steps needed to boost students, school attendance, also evoked strong support for compulsory education. In urban areas, generally recognising the need for girls to be educated was greater than in rural areas. There were two distinct attitudes amongst the affluent. For traditional purposes some families were opposed to it, while others accepted it as an achievement and a sign of modernisation

Empowering Women Land-policy:

1. Land-policy:

Recently, equity was ensured in the government's allocation of surplus land (through land reforms). A new policy guideline specifies it can only be administered on behalf of women. However, regulations are not in place to ensure that constitutional legislation ensuring fair access to possession of self-acquired property is enforced. Consequently, in India, land is very much owned by individuals.

- The Government's Shikshakarmi Project comes from Rajasthan, where local shikshankarms (education workers) are

identified to promote education for children, reduce gender-disparity and run schools where they do not function;

- The District Primary Education Program: which deals more with the standard of education, only in selected districts and states in India it is in place;

- Mahila or Smakhya programme in service in a few Indian states whose ultimate target is empowerment of women, but also aims to improve the education of children and pregnant girls;
- Jumbish lok in Rajasthan. However, there are very few educational initiatives that deal effectively with the structural roots of gender disparity in education: the interplay between poverty, gender inequality and access to education, with the exception of Mahila Samakhya, none discuss clear social gender barriers (sound choice, double girls and women burden, dowry demands, and violence).

- Education:** A variety of programmes have come in the 1990's one of whose objectives is promoting gender-equality in access to education. They include:

- The Government's Shikshakarmi Project comes from Rajasthan, where local shikshankarms (education workers) are identified to promote education for children, reduce gender-disparity and run schools where they do not work;

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OBJECTIVES OF THE STUDY

1. To Study on National Perspective Plan for Women's Education
2. To Study on Central Government Schemes To Promote Women Empowerment

NATIONAL COMMITTEE ON WOMEN EDUCATION (1958-59):

A National Committee on Women's Education was established in 1958-59, under the chairmanship of Smt. Durgaba Deshmukh, by the Government of India in the Ministry of Education. It gives its recommendation on priority for girls education at various levels, curriculum and syllabus, training and jobs, technical and professional education, adult women 's services, and voluntary organisation use. Dr D.S.Kothari (Chairman of the Committee on Higher Education). There is also a related shift in the role of education with the present day shifts in life style and social structure. Education for women should not only produce good wives and mothers as anticipated in the past, but should also allow them to become career women as well as responsible citizens capable of independent decision making. In addition to that, formal education will liberate women from the clutches of poverty , abuse of inequality and violence. And a significant ground in women's higher education enrollment. Women complete men for admission to technical courses and other special courses monopolised so far by men only.

NATIONAL POLICY ON EDUCATION (1986):

National Education Policy -1986, Suggested Women's Education is equality, Educational institution encouraged to take action programmes for the better advancement of women. Since independence, providing women with educational opportunities has been an important programme in education which promotes national integration and properly functions the democratic order.

In Article 16, the Indian constitution imposed non-discrimination on grounds of sex in public employment and Article 15(3) empowered the State to make special provisions for the welfare and development of women and children which justify special allocation and relaxation of procedures and conditions for expanding the access of a girl to education at various levels.

The N.P.E, 1986 relating to women's equality education, notes- Education can be used as an agent of radical improvement in women's status. Consideration is given to evaluating equalisation of women 's resources according to 10 dimensions.

Ability to Education and Quality Learning: Taking into account the following four variables to evaluate this. You are:

i. Water, fuel and fodder:

In remote rural areas, the responsibility for collecting water, fuel and fodder for their family lies with women and girl children. But they cannot attend school. Power, fuel and fodder must therefore be made easily accessible on a priority basis to those houses and communities whose enrolment and retention rates for girls in schools are below the state average.

ii. ECCE (Early childhood care & education):

The effect of learning at schools on the child-centered approach to ECCE should be improved. Age 0-6 girl children should be ready for school. Older girls for school attendance should be exempted from sibling treatment. It is also important to allow women teachers to use day care facilities for their children and regularly attend school..

1. Availability of Schooling:

It can be studied under following points:

- Primary School:** The official 1 km walking distance requirement for providing elementary school is not enough. Primary schools should have a population of 300, and should be interlinked with Para schools to collaborate with other primary schools in the houses served.
- Middle School:** Even the official norm of 3 km walking distance isn't enough. Middle school with a population of 500 should be given and connected to Para middle school in the served area.
- Non-formalizing the school:** Making the formal school less static, requiring the formalisation of the school by village committee. It will have to define the local needs in this context. The educational complex would be in the strongest place to manage school work and the village educational committees. Para-teachers (Siksha Karmi) should be recruited to operate efficiently from the locality.
- Other measures to attract girls to schools:** Girls engaged in wage labour should be given incentives such as scholarship, free uniform, textbooks, etc., to encourage them to attend school.
- Secondary and Higher Secondary Schools:** Girls should be given better transportation facilities. Number of girls '

schools with residential facilities should be opened at low cost and free for S.T. And then S.C. Youth Youth.

- (vi) **Higher Education:** In addition to traditional courses such as medicine, veterinary science, engineering, law, etc., the opportunities for women to pursue higher studies should be increased by providing hostel facilities and scholarships, free textbooks and age limit relaxation etc..

2. Content of Educational and Gender Bias:

The curriculum is a stereotype in blocked and secret text, and a media position. The N.C.E.R.T women's cell is responsible for the core curriculum aspect related to women's empowerment by raising the prominence of women in literature, epics, etc. and providing basic legal knowledge including women's protection laws and making them aware of basic rights.

The N.C.E.R.T., S.C.E.R.T. and other publishers should be checked in order to remove the invisibility of women and the gender bias, secret curriculum etc. and to better include women in all subject teaching. The powerful role of the gender equality sector in representing and perpetuating dominant social norm is well known.

3. Vocational Education for Women:

It is seen in reality that the women seldom have opportunities for science and technical educational courses. Therefore it is possible to introduce diversification of courses and grades to meet women's job prospects at local level. The training institutions should raise stipends, fellowships and a placement system for promoting access to technical or crafts. Every district should have at least one female polytechnic.

4. Training of Teachers and Other Personnel:

The teacher training programme is a centralised operation of N.C.E.R.T (National Institute of Educational Planning and Administration), U.G.C, etc. that involves sensitivity to the issue of women, the decentralisation of curriculum preparation and implementation. The D.I.E.T and Educational Complexes can also coordinate in-service training programmes.

5. Research and Development in Women's Studies:

Research can be a major contributor to integrating the perceptivity and interest of women at all stages of education, providing meaningful insight in all areas of teacher curriculum growth and training.

6. Representation of Women in Educational Hierarchy:

Women are to be hired at a lower educational level. The education administration, selection and departmental promotion committees should be supported.

7. Empowerment of Women:

Mahila Samakhya should be built in a decentralised and participatory way of managing with distinct and block-level decision-making control, and ultimately for poor women in society. Setting up organic linkages with E.C.C.E. initiatives should be introduced, and attempts should be made to universalize women's education along with the means of women's economic freedom. Issues of women's wellbeing like reproductive health should be discussed in the women's empowerment parameters.

8. Adult Women Education:

The Mahila Samakhya model should be tested to impart and empower adult women education.

9. Resources:

It needs a substantial increase in the allocation of resources in the plan and non-plan sectors to offer a well-conceived edge to education for women.

10. Management:

In the Panchayat Raj system work, responsibility for planning the implementation and internal control of all school programmes for women's education should be passed on to educational complexes. At institutional level, according to disaggregated strategies and time period, the heads of the institutions should be made entirely responsible for micro-level access to high school vocational education.

In empowering women the national education system would play a constructive interventionist role. It will promote the development of new values through well-designed curriculum, training in textbooks and teacher preparation, decision-makers and administrators as well as active participation of educational institutions.

NATIONAL PERSPECTIVE PLAN FOR WOMEN'S EDUCATION (1998-2000):

This National Perspective Plan has proposed some important concrete targets for women's education so that women can also engage in social, cultural, economic, political and educational fields as well. The Twenty First Century offers very good educational and earning opportunities for women which resulted in a worked-up increase in the level of female literacy. But one can't ignore the large difference between the

rate of male and female literacy. There is the prominent difference at major, secondary, and tertiary levels. Free and Compulsory Primary Education: Girls' education has been a high priority for the Indian Government.

The National Commitment to provide free and compulsory education for all children in the 6-14 age group is now a constitutional right of every child in India following the passage of the Constitution Act (86th Amendment in December 2002). National Girls' Elementary Level Education Program (NPEGEL): The NPEGEL, launched in September 2003, is an integral but distinct part of the SSA. It provides additional educational provisions to improve elementary level education for underprivileged / disadvantaged girls through more intensive community mobilisation, cluster model school growth, teacher gender sensitization, early child care and educational facilities, and the provision of need-based incentives such as escorts, stationery, work books, and uniforms, etc. There are different people who have the ability to say different things. There are nevertheless four elements that tend to be widely recognised in the women's empowerment literature. First of all one must have been disempowered to be empowered. Speaking of women empowerment is important. For example- because they're disempowered in comparison to men as a group. Second, the third party can not grant relative control.

CENTRAL GOVERNMENT SCHEMES TO PROMOTE WOMEN EMPOWERMENT

By implementing various women's programmes, the Government has launched many steps in this direction. Government schemes have been encouraging the self-development of women and empowering women in the different areas of society. The government took a clear view of making appropriate arrangements in its policies and programmes for empowering women while also being an active participant in the country's growth process.

These schemes are widening the scope and coverage of the schemes initiated for women's growth and empowerment, including initiatives for women's economic and social empowerment and gender equality. The Ministry of Women and Child Development, as the nodal agency for all matters relating to women's health, growth and empowerment, has developed schemes and programmes to their advantage.

The MWCD schemes can be narrowly classified in

- a. Those contributing to women's economic empowerment;
- b. Those who provide refuge and rescue to women in need of treatment and protection;

- c. Those who advocate for social equity and the defence of women's rights.

CONCLUSION

Girl's educational access and expansion demands not only increase enrolment but also remove to a large extent barriers to girls' equal educational opportunity. Along with this, the need to reach UEE's goal for all children requires proper implementation of laws and policies from the central to the grass root level with the right direction and efficiency to make them worthy of enjoyment. In this context, more research and deeper analysis of the root causes of the problems are equally significant in their implementation. Unless and until the mindsets of parents, teachers, school authorities and administrators are directed towards a gender responsive environment, the problem of girls' qualitative educational development will persist.

1. Ensuring and completing children's sustainability from primary to upper primary level will help to reduce drop-out and drop-out of school children.
2. Participation of programme workers is needed in the areas concerned to promote awareness among parents of drop-out and school children. Identification of such children will be supportive measures in this regard with the assistance of SMC members.
3. The authority's regular visit and inspection of schools will help programme operators identify school problems and take appropriate action.
4. The school authority needs efficiency in the utilisation of funds with proper planning in the school's needy areas.
5. Government should recruit more teachers to fill the vacancies and reduce the gap that the PTR norms require.
6. Qualitative evaluation of teacher learning students is required on a regular basis to remove the weaknesses of the 'policy of not holding back in any classes.'

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