PROBLEMS, ISSUES & DEVELOPMENT OF WOMEN EDUCATION

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Abstract

This Paper deals with the study of women empowerment in Indian context. The different schemes and policies adopted by the Indian government for the empowerment of Women upliftment in the society. If we see the Indian History there is a revolutionary and transformative changes took place. Certainly Indian Educationist, thinkers and activist contributed and devoted their efforts. Today what we see are the fruitfulness of their efforts. As a result of this women's are working in each sector of employment. Furthermore this paper also explore the various issues and problems which women generally face in the society in India and suggestion made by NEP 2019.

Key words: *Women Education, issues & problems*

Introduction

"The most reliable indicator of a country's character is the status and social position of women more than nothing else. - Pandit Nehru

"I am quite convinced that in India today progress can be measured by the progress of women's of India" - Pandit Nehru

In Indian context women play a very significant role in the development of a family no doubt as well as society, nation subsequently. In order to make democracy successful in the country women education is necessary together with the men. Thus Article 15 is concern with no discrimination against any citizen on grounds of sex, religion, race, place of birth. Article 15 (3) of the constitution empower the state to make any special provision for women and this include their education also. Article 15(1) provides that, the state shall not discriminate against any citizen on grounds of sex, religion, race, place of birth. Furthermore the Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard. *(Retrieved from on 23/01/2021, http://mospi.nic.in).* So these are the special provisions made by the Indian Constitution for the development of women education. With this provision government put forwarded various schemes for the women empowerment such as, *Beti Bachao Beti Padhao Scheme, One Stop Centre Scheme, Women Helpline Scheme, UJJAWALA : A*

Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation, Working Women Hostel, Rajiv Gandhi National Creche Scheme for the Children of Working Mothers, SWADHAR Scheme (A Scheme for Women in Difficult Circumstances), Support to Training and Employment Programme for Women (STEP), Nari Shakti Puraskar, Women Empowerment and Livelihood Programme in Mid-Gangetic Plains- 'Priyadarshini', Mahila E-Haat, Rashtriya Mahila Kosh (RMK) is also known as the National Credit Fund for Women (NCFW), Central Social Welfare Board (CSWB), Development of Women and Children in Rural Areas (DWCRA).

Since Independence, India has adopted many different paths and strategies for national, social, economic and political development. The overall situation and status of women also has improved.

In western India, Jyotiba Phule and his wife Savitribai Phule became pioneers of female education when they started a school for girls in 1848 in Pune. In eastern India, apart from important contributions by eminent Indian social reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, John Elliot Drinkwater Bethune was also a pioneer in promoting women's education in 19th-century India. With participation of like-minded social reformers like Ramgopal Ghosh, Raja Dakshinaranjan Mukherjee and Pandit Madan Mohan Tarkalankar, he established Calcutta's (now Kolkata) first school for girls in 1849 called the secular Native Female School, which later came to be known as Bethune School. In 1879, Bethune College, affiliated to the University of Calcutta, was established which is the oldest women's college in Asia. (https://en.wikipedia.org/wiki/Female_education#Asia Retrieved on August 2019)

Certainly Indian Educationist, thinkers and activist contributed and devoted their efforts. Today what we see are the fruitfulness of their efforts. As a result of this women's are working in each sector of employment.

If we observe the 21st Century generation women's, they are dynamic, active, participating each and every sector of the field. They are playing very important role in development of country but they are also supporting the overall development of home, Society and quality of life too.

Present Scenario of Women Education

In 21st century women's are very active in each and every sector women's are proactively participating, there is no such field where women's are not there, jobs such as in teaching field,

IT, Banking sector, marketing, government, political, research and development. In this context education play very transformative and important role. If we see the Indian History about women education, during pre-independence period and current situation there is a revolutionary and transformative changes took place. Even though if took a glance at Census report 2011. It is observed that, the literacy rate of women is much lower compared to men. In the Indian society which is patriarchal, girls have fewer privileges and lower status than boys. Very few girls are admitted to schools and among them many are school drop outs. Many girls cannot attend school due to conservative cultural attitude. Gender inequality reinforces itself in education as it is factually proved that the rate of literacy for women is 65.46% against 82.14% of men according to 2011 Census.

The Census report also shows that the rate of literacy of Indian women is even lower than the national average literacy rate that is 74.04%. Studies show too that the rate of unemployment in case of young females belonging to the age group of 15-24 is 11.5% whereas for young males of the same age group it is 9.8%.

Problems & Issues in Women Education

1. Parental reluctance: Poverty one of the major aspect of women education. Most of the parents not interested to send their daughter to school, because they have to go for their labour to earn the money for their family, so they keep their siblings at home to take care for their elder children. So there is parental reluctance or negative approach towards daughter education. It is also observed that parent have more reluctant to send girls out of the house after puberty, hence school dropout ratio increses.

2. School Facilities: Another challenging aspect to women education is inadequate school facilities such as school infrastructure, sanitary facilities, lack of latrines, ladies rooms, ladies counsellor, teacher etc. all these aspects affects attendance as well as mental health of the girls too.

3. Female Teachers: Appointment of female teacher in school will definitely increase the attendance ratio in school. Girl student looks to female teachers as their mentor and imitate the teacher, they can share their problems, issues with female teacher. Unfortunately such picture not observed remote area of the Indian school.

4. Gender Gaps in University Education: The proportion of girls is 58.65% of the total population. There is a significant gap in literacy rates between male and female in India. It has

been projected that India will only be able to achieve universal literacy by 2060, at the present rate of progress. (*Census of India, 2011)*

5. Curriculum: One more aspect to affect the women education is gender biased curriculum. It is necessary rewrite, reframe the curriculum. It should include the female character, role based content as well as in pictorial form. Most of the Indian school or University syllabus is stereotype one. Most of the character in it are male dominating one. Where males are shown as stronger, prestigious.

Recommendations

The National Education Policy of India released in 2019 rightly addresses some foundational issues in Indian education system regarding gender.

1. Creating economic capacity and ownership for girls: It is seen that the most effective strategy for empowering a group is to encourage ownership of that group in the social, political and economic resources.

2. Efforts of school system should equally be to train Girl children to create such social, political and economic wealth through their innate potential and leadership.

3. Effort should be taken to create better economic capacity and ownership among girl children by mentoring entrepreneurship.

4. Mentoring student level entrepreneur ship is a highly effective strategy in creating gender empowered advancements in learning spaces.

5. Schools should have bus services which promote last mile connectivity for girl children. This will increase access on a large scale. The expenses in this regard should be seen as an investment and not as expenditure.

6. There should be a toll free number for the child to report any complaints instantly and the same should be made available through the above mentioned digital mechanisms.

7. There should be counselling sessions regularly conducted both targeted as well as general for understanding the problems of the girl children.

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