The Role and Responsibilities of Education in Empowerment of Women’s in India

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Abstract

Education of women is a critical input for improving nutrition levels, raising the age at marriage, acceptance of family planning, improvement in self-image, and their empowerment. In India female literacy rate is as low as 39.42 per cent as compared to 63.86 per cent of men. The need of the hour is to improve female literacy. Education is the basic tool for empowering a woman. This is where the NGOs and Social Service Sector people need to work. Some of the root causes for low literacy among women in India are, The Lower Enrolment, Higher drop-out rate among girls from schools, Girl Child as Second Mother, Bonded Labour System, Cast System as a Barrier, Dowry as cordon, Poor School Environment for girls, Female age at marriage, Inferiority, subservience and domesticity, Ineffective Law Enforcing Machinery, Poverty as a Barrier, Demographic Factors, Poor Political Will and Conviction etc. Girls’ Education Programmes for empowering women’s are Udaan, Kasturba Gandhi Balika Vidyalayas, Girls’ Leadership Initiative,SSA, Ba Bale Shalege in Karnataka and so on.As per the report of Task force on Education for Women’s Empowerment, education can be effective tool for women’s empowerment and the components of which are Enhance self esteem and self confidence of women, Developing ability to think critically, Developing ability of decision making & acting through collective actions, Providing information knowledge and skill for economic independence etc. some measures will be taken for achievement of the above parameters and the concerned bureau of the Department of Education & institutions will report on progress as stated that Every educational institution will take up active programs for women’s development. all teachers and institutions will be trained as agents of women’s empowerment. Training programs will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programs will be designed with the assistance of concerned organizations and women’s groups, In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers etc. The empowerment of the women will be one big step towards to overall development to the nation. that is possible only through giving education to women’s.
Education of women is a critical input for improving nutrition levels, raising the age at marriage, acceptance of family planning, improvement in self-image, and their empowerment. In India female literacy rate is as low as 39.42 per cent as compared to 63.86 per cent of men. The need of the hour is to improve female literacy. With the exception of Kerala where the female literacy is 86.9 per cent, in the states like Bihar, Rajasthan, Uttar Pradesh and Madhya Pradesh less than 30 per cent women are literate. The recent UNDP report placed India 103 out of 174 in the rank of ‘gender-related development index’. Education is the key to development. For educational development of women, a vigorous drive for universalisation of elementary education, retention of girl child in school, reduction in drop out rate and promotion of adult literacy was taken up by Government in the Five-Year Plans.

Education is the basic tool for empowering a woman. This is where the NGOs and Social Service Sector people need to work. There are phases of empowerment. Once a girl undergoes the first phase of information, education and communication she becomes aware of her surroundings. Then comes the phase of accountability, where she is given the ability to rationalize and take informed decisions for which she is accountable. Once she is educated and empowered, she is in a better position to take care of herself and this needs to be sustained.

On one side where there is a need to educate girls, it is also necessary that the other sex be sensitized towards her. Cultural patterns tend to impose male superiority by assigning males with the roles of producers and heirs. It is important to usher in changes in societal attitudes and perceptions with regard to the role of women in different spheres of life. Adjustments have to be made in traditional gender specific performance of tasks. Mass media and inter-personal communication techniques should be utilized to achieve these ends.

Women’s Education: Prospects And Challenges

In spite of the forceful intervention by a bastion of female privilege, feminist critics, constitutional guarantees, protecting laws and sincere efforts by the state governments and central government via numerous schemes and programmes over the last 62 years and above all, the United Nation’s enormous pressure with regard to the uplift of the plight of ladies in terms education is still in the state of an enigma in India for numerous factors. The 2001 Census report indicates that literacy among women as only 54 percent. It is virtually disheartening to observe that the literacy rate of women India is even a lot lower to national average i.e. 65.38. The growth of women’s education in rural areas is very slow. This obviously indicates that still big womenfolk of our country are illiterate, the weak, backward and exploited.

The Root Causes For Low Literacy Among Women In India

Women education is a multi-dimensional phenomenon. No single factor or trigger can be held responsible for extremely low literacy rate of women in India. Subsequently it is related with combination of numerous elements such as social, cultural, economic, educational, demographic, political and administrative and so on. The following are the some of the crucial elements which could be attributed for the present poor state of affairs of womenfolk in education.
The Lower Enrolment: The lower enrolment of girls in schools is one of the foundational elements which stand as stumbling block for ladies empowerment in India. Dependable sources indicate that a lot more than 50% of the Non-Starters (those who have by no means been to school) are girls. According to the newest statistics, two out of each and every ten girls in the age group of 6-11 are still not enrolled in schools.

Higher drop-out rate among girls from schools: The incidence and prevalence of drop-outs among girls specifically in rural, tribal and slums areas seem to be fairly high. According to available sources, occurrence of drop-out and stagnation amongst girls is almost twice that of boys all over India.

Girl Child as Second Mother: In several families girl children play the role of second mother by shouldering the responsibilities of household work such as searching after the sibling, fetching water, collecting firewood, bringing fodder for cattle, cleaning and cooking etc.

Bonded Labour System: This social evil is a really discouraging phenomena which stand as barrier for girl’s education in rural areas for the underprivileged families of washer men and agricultural labour, scheduled caste and scheduled tribes.

Cast System as a Barrier Youngsters belonging to low caste families are forced to discover skills and work approaches and not encouraged to go to school due to several factors in the sphere of strict instruction /threat from high caste communities for their selfish motives of keeping them as domestic servants and child labourers in the farms or factory.

Dowry as cordon: Dowry system and other social practices act as primary causes of the neglect of the girl child and discrimination against girl child including the deprivation of appropriate of education. In many families specifically poor and down-trodden believe that if their daughters are educated more, they have to accumulate a lot more assets and properties to supply as dowry in big proportion at the time of marriage.

Child Labour Practice: A significant segment of child population in India is engaged in child labour practices. According to UN sources India is the most child labour populous nation in the globe with a lot more than 50 million child labourers indulged in beedi works, carpet making, bricks, mining, quarrying, glass, bangles, match and fireworks, gem polishing, handloom works, zari, embroidery, coir business, domestic works, construction etc. In most of these industries girl children are preferred for high productivity and low price.

Poor School Environment for girls: In general the school environment for girls in India is not genuinely intriguing and encouraging. The subjects taught in schools are also not related to the environment of girl kids. The techniques of teaching are mostly out – dated, rigid and uninteresting. There are still hundreds of schools with poor basic amenities such as drinking water, latrine and toilet facilities, improper building, and inadequate number of teachers’ specially female teachers preferable for any parents for safety of their girl youngsters from distinct types of exploitation and abuse.

Female age at marriage: There is high association of female literacy with female age at marriage. By and large the female age at marriage of 18 ( recently 21 years ) as prescribed by...
numerous legislations not at all followed in India. It is extremely a lot ignored and neglected by the families of parents with low literacy and illiteracy background.

**Inferiority, subservience and domesticity:** The female child in Indian culture specifically in rural, tribal and poor families is expected to develop the qualities of inferiority subservience and domesticity which location sever limitations on her education and development.

**Poverty as a Barrier:** In a lot of poverty stricken families, kids especially girls are considered as economic assets as they bring income for livelihood as well to save from economic crises due to death or incapacity of parents (sick/handicapped/aged).

**Ineffective Law Enforcing Machinery:** Indian constitution and several legislations pertaining to education to kids assure free and compulsory education all children of this nation but regrettably the enforcement machinery fail to discharge its duties and responsibilities to the satisfaction of the public interest and welfare of ladies.

**Demographic Factors:** The high population growth rate, rapid urbanisation, migration etc also attribute immensely for the poor literacy level of ladies and girls in India.

**Poor Political Will and Conviction:** Government officials, policy makers, politicians etc of our country have neither political will nor conviction for the empowerment of ladies in general.

**Girls’ Education Programmes and empowerment**

Empowerment refers to increasing the spiritual, social, political, educational, gender or economic strength of individuals and communities of women. For bringing this Girls’ Education Programme (GEP) has been in operation for over 10 years and plays a vital role in achieving care’s long term goal of reaching out to 2 million women, girls, and other marginalized people to enhance their abilities to exercise greater choice in personal and public spheres by 2014. GEP seeks to improve opportunities for girls and women through their increased participation in formal and alternative education systems.

**Udaan:** Udaan (Flight) school was piloted in Uttar Pradesh in the year 1999 in the district of Hardoi, through an accelerated learning model, for older out-of-school girls, ages 9-14, which allows students to complete primary school in 11 months in a residential setting.

**Kasturba Gandhi Balika Vidyalayas (KGBV):** KGBVs are special residential schools started by the government under the Sarva Shiksha Abhiyan (SSA) government umbrella programme, for older girls from socially disadvantaged communities who were never enrolled in or had to drop out of primary school.

**Girls’ Leadership Initiative:** Education programmes for India’s marginalised children as a critical component of the fight against poverty. Power Within aims to enable 10 million girls around the world to complete their primary education and develop leadership skills that will empower them to work with their families, communities and countries to overcome poverty.
Education has been an important factor for development which has helped in raising the status of women and their role in society since Independence when there has been an accelerated rate of expansion of women’s education among girls and women.

Attempts have also been made to introduce programmer of development aimed at enabling women to play their role in national life in an effective manner. Partly as result of changes in the social structure and partly because of effective measures undertaken to speed up the process of development of women, the status of women in national life has underwent a considerable change.

As per the report of Task force on Education for Women’s Empowerment, education can be effective tool for women’s empowerment and the components of which are

1. Enhance self esteem and self confidence of women.
2. Building a positive image of women by recognizing their contribution to the society, politics and the economy.
3. Developing ability to think critically.
4. Developing ability of decision making & acting through collective actions.
5. Enable women to make informal choices in areas like education, employment & health especially reproduction health.
6. Insuring equal participation in development process.
7. Providing information knowledge and skill for economic independence.
8. Enhancing access to legal literacy & information relating to their rights & entitlement in society with a view to enhance their participation on an equal footing in all areas.

The following measures will be taken for achievement of the above parameters and the concerned bureau of the Department of Education & institutions will report on progress as stated below

1. Every educational institution will take up active programs for women’s development.
2. All teachers and institutions will be trained as agents of women’s empowerment. Training programs will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programs will be designed with the assistance of concerned organizations and women’s groups.
3. Gender & poverty sensitization programs with be developed for the teacher, educators, and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive i/to the role of motivate parents to send girls to school, preference will be given to recruitment of women teachers.
4. In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.
5. The common core curriculum us potentially powerful instrument to promote a positive image of women. The Dept. of Women’s Studies, NCERT will interestingly activities already initiated in area of developing gender sensitive curriculum removing sex bias from text books and trainings of trainers/teachers/SCERT and the concerned state level boards and institutions will imitate similar work.
6. Funds should be earmarked in all education Budgets for such awareness and advocacy related activities. To empower woman, it has to be done by act not by words.
Conclusion:

Empowerment refers to increasing the spiritual, social, political, educational, gender or economic strength of individuals and communities of women. The empowerment of the women will be one big step towards to overall development to the nation. that is possible only through giving education to women’s

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