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## **An Investigation On Women Education: With Reference To India**

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### **ABSTRACT:**

Female education is a broad word that encompasses a wide range of complex issues and debates concerning the education of girls and women, notably in the areas of elementary, secondary, postsecondary, and health education. It is also known as women's education or education for girls. It addresses issues such as educational access and gender equality. Poverty alleviation is dependent on the education of women and girls. Single-sex education and religious education for women, both of which segregate education along gender lines, are bigger connected topics. Raising girls' educational attainment has been proved to improve young women's health and economic prospects, which in turn improves the chances of their entire society. Babies whose moms have completed elementary school have a lower infant mortality rate than infants whose mothers are uneducated. 50% of females don't go to high school in the world's poorest nations. However, studies suggest that for females, each additional year of education improves their lifetime income by 15%. The level of life for their own children rises as a result of increased female education and earning capacity, since women devote more of their money to their families than do males. But there are still numerous obstacles in the way of females' education. females are less likely to attend school in certain African nations, such Burkina Faso, for very fundamental reasons like a lack of private restroom facilities for females.

**KEYWORDS:** fundamental, education, human resources, literacy, government.

### **HISTORICAL DATA ON WOMEN EDUCATION**

Women in India had access to education during the Vedic era, but this privilege was progressively removed. However, during the British colonial rule of India, interest in women's education was rekindled. Several socioreligious organizations led by well-known people like Raja Ram Mohan Roy and Iswar Chandra Vidyasagar promoted

women's education in India at this period. Leaders from lower castes in India, such as Mahatma Jyotiba Phule, Periyar, and Baba Saheb Ambedkar, took a number of actions to allow women access to education. On the other hand, women's education increased after the country gained independence in 1947, and the government has started a number of programmes to educate all Indian women. Thus, during the past three decades, women's literacy rates have risen, and in fact, female literacy growth has outpaced male literacy development. Just 22% of Indian women were literate in 1971; by 2001's conclusion, that proportion had risen to 54.16 percent. While the male literacy rate has increased by 11.72 percent, the female literacy rate has increased by 14.87 percent. In India, there are 940 women for every 1000 men, according to the 2011 Census. A slower-than-expected 9.2 percent rise in decadal literacy between 2001 and 2011 was also revealed by the census-2011. With men's effective literacy rates (age 7 and above) in 2011 being 82.14 percent and women's rates being 65.46 percent, there is a significant gender difference in India's literacy rates.

India's overall development depends on the education of women. It not only helps to develop half of the human resources, but it also raises standards of living both domestically and internationally. In addition to supporting their female children's education, educated women are better able to give sound guidance to all of their children. Additionally, educated women can contribute to population growth and a decrease in neonatal mortality.

## **WOMEN EMPOWERMENT AND EDUCATION**

Even though the issue of women's empowerment is a global one, discussions about their political rights are at the forefront of many formal and informal initiatives globally. The concept of women's empowerment was first established at the International Women's Conference in NAROI in 1985. Education is a turning moment in women's emancipation since it enables women to overcome obstacles, face their customary duties, and alter their life. We must thus not undervalue the importance that education plays in empowering women in this country, especially considering that India is on track to become a strong and developed country by the year 2020. Before the women of this country are given more power, this won't actually happen. India currently has the highest global percentage of illiterates. India's literacy rate improved dramatically from 18.3 percent in 1951 to 64.8 percent in 2001, with female enrolment rising by 7% to 54.16 percent. Even though women's education is important, just 39% of women and 64% of men are literate. Our laws, development strategies, plans, and programs have all worked to advance women in a variety of sectors within the framework of a democratic democracy. Since the fifth five-year plan (1974–1988), development has been more of a priority for women's issues rather than welfare. In recent years, the advancement of women's status has been described as having a major focus on women's empowerment. The National Commission on Women was established in 1990 as a result of a statute that the parliament approved to protect the privileges and rights of women. Women were given seats in Panchayats and

Municipalities by the 73rd and 74th Amendments to the Indian Constitution (1993), which laid a solid platform for their participation in local decision-making.

## **ISSUE RELATED TO WOMEN'S EDUCATION**

Despite the forceful intervention of a bastion of female privilege, feminist critics, constitutional protections, protecting laws, and sincere efforts by state governments and the central government through various schemes and programs over the last 62 years, the plight of women in India with regard to education has remained a mystery for a number of reasons. In accordance with data from the 2001 Census, just 54% of women are literate. Finding that India's female literacy rate is even lower than the 65.38 percent national average is somewhat disappointing. Women's educational attainment is only gradually rising in rural areas. This unmistakably shows that many women in our country are still uneducated, exploited, and behind the times. In addition, not everyone has access to education equally. According to the 2001 Census, only 54% of women are literate, compared to 76% of men, which shows how gender inequity is replicated in education.

### **Impact of Education on Women**

Women could succeed socioeconomically if more people were educated about a variety of areas of their lives. The idea that women are the weakest gender in India is untrue. The denial of the right to and chance for education is the most harmful of all the bias and opportunity denial that these women encounter. Common explanations for the continuation of the gender success gap in education include widespread poverty and discriminatory cultural norms. Studies have questioned how countries like Kenya, Vietnam, and Tajikistan, with literacy rates of 78 percent, 94 percent, and 100 percent, compared to nearly 73% percent, are able to achieve such high levels of literacy while having lower per capita incomes than India.

We must hang our heads in shame because of a culture that intensifies the overpowering odour of gender inequity, but women shouldn't be denied an education because of their financial situation. However, limiting the investigation of causation to just these elements would be extremely risky. Even if these limitations are justified, they all too frequently serve to cover up the underlying political hostility, administrative sluggishness, and social apathy. Maintaining the status quo thus becomes the standard. To escape this cycle, new strategies for realization and mobilization of resources as well as community participation are needed. Through coordinated political action, sincere populist movements, or continuous public demands for education, many low-income countries have been able to overcome poverty and unfavorable cultural features. Industrialization and globalization boosted the market economy, which had negative effects on women's access to water, fuel, fodder, and traditional income methods as well as on inequality and the loss of agricultural livelihoods. These issues first surfaced in the early 1980s and 1990s. It also resulted in new types of exploitation such as retrenchment, tourism and relocation, to name a few. Due to a lack of education, women are forced to work in demanding, time-consuming positions that pay low wages. Due to their tacit acceptance

of all employment demands, many businesses find it simple to accommodate women with less education. It fosters the conditions necessary for women's labor to be exploited, resulting in low compensation for women, a phenomenon known as "feminization of poverty." Women's issues in the 1986 Indian Educational Policy, usually referred to as the "NPE 1986," is titled Education for Women's Equality and Empowerment.

The first element of empowerment is self-empowerment, which states that women should be able to help themselves through whatever knowledge is transferred to them and use it in a beneficial way. High confidence is generated as a result, and financial stability results. The second is that they ought to be able to help others become empowered, whether it is through health, education, or some other means.

The best parts of education can be chosen from a whole package, and the rest can be ignored. It gives the person skills required to work toward the desired results.

It has a significant social influence. Education is the light that illuminates reality and empowers women to learn, resulting in a clear head and the capacity to make wise judgments. In a culture where men predominate, education offers a foundation from which one can rise and progress toward success and respect for oneself.

Women's empowerment has gained prominence as a goal of development projects and programs during the 1990s. There are complications to the simple linear process. Education is a vital factor in determining women's socioeconomic status, according to a number of UN organizations, and it is also the way to achieve social development by promoting the welfare of girls and women and promoting gender parity. It has been proven to be possible by a number of government and non-governmental programs. One of the nine main goals of the Ninth Plan (1997-2002) was to empower women and every effort was made to create an atmosphere that would facilitate this.

Education is one of the most important factors in a person's development. Thus, it is believed that the right to education is a basic human right. It is the cornerstone of responsible citizenship. Today, it is the primary means of educating children about cultural values, preparing them for vocations in the future, and aiding in their environment integration. Today, it is unlikely that any child who is refused the opportunity to attend school will be successful in life. The international community recognized the importance of education for both individual and societal well-being, and as a result, the right to education was particularly mentioned in a number of human rights agreements. The Indian Constitution recently extended the right to free and compulsory elementary education for kids aged 6 to 14. Women outweigh men two to one among the 900 million literate persons in the world. Women make up the bulk of the 130 million children who do not have access to elementary education, according to the Human Development Report from 1995. Women's illiteracy rates are 55.16 percent compared to men's rate of 75.85 percent (2001). They can be perceived as roadside beggars and rag collectors.

In a broad sense, education means growing the capacity to think critically, enhancing self-worth and confidence, obtaining access to knowledge, and acquiring the skills necessary to negotiate this harsh and unjust world from a position of strength. A solid foundation of educated women has always been a prerequisite for the economic, political, and social emancipation of civilizations. The experiences of numerous nations have demonstrated that the best investment a society can ever make is in the education of women.

**Table-1. Literacy Rate in India**

| Year | Persons | Male  | Female |
|------|---------|-------|--------|
| 1901 | 5.3     | 9.8   | 0.7    |
| 1911 | 5.9     | 10.6  | 1.1    |
| 1921 | 7.2     | 12.2  | 1.8    |
| 1931 | 9.5     | 15.6  | 2.9    |
| 1941 | 16.1    | 24.9  | 7.3    |
| 1951 | 16.7    | 24.9  | 7.3    |
| 1961 | 24.0    | 34.4  | 13.0   |
| 1971 | 29.5    | 39.5  | 18.7   |
| 1981 | 36.2    | 46.9  | 24.8   |
| 1991 | 52.1    | 63.9  | 39.2   |
| 2001 | 65.38   | 76.0  | 54.0   |
| 2011 | 74.04   | 82.14 | 65.46  |

**Source:** Census of India (2011)

Table 1 demonstrates that, prior to independence, women's literacy rates increased relatively modestly as compared to men's rates. The fact that, during the previous 40 years, women's literacy rates have increased from 0.7 percent to 7.3 percent while men's rates have increased from 9.8 percent to 24.9 percent serves as evidence for this. Literacy rates have generally increased significantly since independence. Male literacy has nearly quadrupled since 1951, when it rose from 25% to 76%. Unexpectedly, the rate of female literacy rose faster between 1981 and 2001 than the rate of male literacy. The increase rate between 7.9 percent in 1951 and 54 percent in 2001 is more than six times higher.

Based on this data, the female literacy rate is still low (only 50% of women are literate).

The rate of school abandonment among women is likewise seen to be higher than that of men. Women's reliance on men and subordination are undoubtedly influenced by the greater than average percentage of illiterate women. Lack of education is the main factor contributing to the exploitation and neglect of women. Women can only understand the constitutional and statutory measures intended to strengthen Indians if they are literate.

**Table - 2. State-wise percentage of Female Literacy in the country (2011 Census)**

| Sl. No. | Name of the State | Female Literacy (percent) |
|---------|-------------------|---------------------------|
| 1       | Andhra Pradesh    | 59.7                      |
| 2       | Arunachal Pradesh | 59.6                      |
| 3       | Assam             | 67.3                      |
| 4       | Bihar             | 53.3                      |
| 5       | Chattisgarh       | 60.6                      |
| 6       | Delhi             | 80.9                      |
| 7       | Goa               | 81.8                      |
| 8       | Gujarat           | 70.7                      |
| 9       | Haryana           | 66.8                      |
| 10      | Himachal Pradesh  | 76.6                      |
| 11      | Jammu and Kashmir | 58.0                      |
| 12      | Jharkhand         | 56.2                      |
| 13      | Karnataka         | 68.1                      |
| 14      | Kerala            | 92.0                      |
| 15      | Madhya Pradesh    | 60.0                      |
| 16      | Maharashtra       | 75.5                      |
| 17      | Manipur           | 73.2                      |
| 18      | Meghalaya         | 73.8                      |
| 19      | Mizoram           | 89.4                      |

|                          |                           |      |
|--------------------------|---------------------------|------|
| 20                       | Nagaland                  | 76.7 |
| 21                       | Orissa                    | 64.4 |
| 22                       | Punjab                    | 71.3 |
| 23                       | Rajasthan                 | 52.7 |
| 24                       | Sikkim                    | 76.4 |
| 25                       | Tamil Nadu                | 73.9 |
| 26                       | Tripura                   | 83.1 |
| 27                       | Uttar Pradesh             | 59.3 |
| 28                       | Uttarakhand               | 70.7 |
| 29                       | West Bengal               | 71.2 |
| <b>Union Territories</b> |                           |      |
| 1                        | Andaman & Nicobar Islands | 81.8 |
| 2                        | Chandigarh                | 81.4 |
| 3                        | Dadra & Nagar Haveli      | 65.9 |
| 4                        | Daman & Diu               | 79.6 |
| 5                        | Lakshadweep               | 88.2 |
| 6                        | Pondicherry               | 81.2 |

**Source:** Census of India (2011)

The Government of India's Country Report states that "empowerment means moving from a weak position to execute a power." The most effective tool for altering one's standing in society is education for women. Additionally, education helps to lessen injustices and raises a person's status within the family. The government created schools, colleges, and universities exclusively for women in order to foster women's education at all levels and to lessen gender discrimination in knowledge and education. The government is providing a package of incentives, including free books, uniforms, boarding and lodging, clothing for hostility's midday meals, scholarships, free circles, and more, to attract more girls, especially those from low-income families, to enrol in mainstream schools.

#### **ROLE OF ECONOMIC SYSTEM IN FINANCING OF EDUCATION AND ABSORBING THE EDUCATED MANPOWER**

Numerous aspects of economy, such as social, capitalist, and communist economies, have an impact on the educational system and the recruitment of educated workers in the required disciplines. Social or mixed economies where K-12 and postsecondary education are prioritized by the state or central educational system for the benefit of the populace as a whole. Institutions create a framework of disciplines that explain historical events and inventions while also teaching moral ideals and discipline to allow students to choose their field of further education after completing their basic education. The government provides financing to the institutions so they can organize educational activities and offer students access to the most fundamental amenities. Because of this, the government imposes incredibly low fees or taxes to make sure that everyone in society can access education.

On the other hand, capitalist economies allocate funds and invest in higher education with the concealed intention of making money. The money is used to build schools with top-notch amenities and innovative teaching techniques in an effort to attract more students. More people from the upper class are attracted by this motivating factor since it gives them access to the best employment opportunities as soon as they complete their studies. The private sector is free to set up an efficient framework, and most educated and trained students are incorporated into their business establishment and chain of industries.

The educational opportunities are created when we assess the communist economy after examining the supply and demand trends on the market. The central organization is in charge of and owns the educational system, which offers the instruction and training required for the open positions. After completing their studies, applicants begin working at the new company. By possessing the knowledge and abilities that are genuinely needed, the workers are absorbed in this way.

Regardless of the differences across the various economies, education serves a clear purpose. People become more knowledgeable and disciplined, developing into human capital that supports the expansion of the entire economy.

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