



Evaluation Of Women's Education During Pre And Post Independence In India

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ABSTRACT

In Indian society, women play an important role. Women in ancient India had a high social rank and were in good health. Female literacy is seen as a critical aspect in a country's quick growth. An educated woman is vital in making decisions about health, family planning, nutrition, and economic concerns, among other things. She not only contributes to the development of human resources, but also to the enhancement of living quality. In India, there is a literacy gap between men and women. Women's current standing and awareness that entrepreneurship opens up new possibilities for them and allows them to pursue their desired career while being autonomous and self-sufficient.

Keywords: Education; Female; Government; literacy.

I. INTRODUCTION

Literacy is the foundation of education, which is a significant aspect in a country's rapid growth. Before a person may become educated, he must first be literate. Higher education brings energy to society and aids in social advancement.

Literacy is necessary for ending poverty and mental isolation, as well as establishing peaceful and amicable international relations. In India, women's education plays a critical part in the country's overall growth. Women have been inspired to create their own businesses as a result of the new situation. Literacy is a term that varies from country to country and refers to the bare minimum of literacy abilities. The United Nations Population Commission regards "the capacity to read and write a short message in any language with understanding as a sufficient foundation for identifying a person as literate." This term was used by the Indian Census.

The position of women in India has seen numerous significant changes in the last few millennia in order to enhance literacy. The history of women in India has been dramatic, from equal status with males in ancient times through the low periods of the mediaeval era to the advocacy of legal rights by numerous reformers. Women have held important positions in contemporary India, including President, Prime Minister, Speaker of the Lok Sabha, and Leader of the Opposition. Women are granted equal rights with males under the Indian constitution.

II. IMPACT AND INFLUENCE OF THE EDUCATION OF WOMEN

Despite recent research indicating that women will complete bachelors and master's degrees in greater numbers than men, males now hold much more doctoral/PhD degrees than women in academia. Furthermore, more females work as educators at lower levels of education, such as community college, high school, junior high, and elementary school, while more males work at higher levels of education, such as university and research institutes. Women academics are underrepresented in higher education, with a lower than average number of faculty at research institutions and a higher than usual percentage in community colleges. Since antiquity, women have gone a long way in their educational endeavours, yet they still behind their male counterparts at the top levels of academic employment.

According to recent statistics, males outweigh women in all levels of education, including high school, undergraduate, and master's. Males were seen to be more intelligent than females in antiquity, and Lucas noted Apostle Paul's position that "women could study but under no circumstances should be permitted to teach." Many educated women are now pursuing careers as teachers at all levels of education. "The increased proportion of women in the faculty was the most significant change. During the quarter-century leading up to 1995, the total faculty increased by 62 percent to 932,000, with the number of males hired growing by 240 percent. Despite the fact that women still trail males in academic employment rates at the highest levels, their total numbers have grown over time.

Other areas where women have lately influenced and affected higher education include their huge rise in numbers as compared to males. In addition, the number of degrees given to women has shifted dramatically. "In 1976, 4 percent of dental degrees were issued to women; by 1994, that figure had climbed to 38 percent of the total, and degrees in law had gone from 19 percent to 43 percent," Cohen said. Women's societal expectations are shifting, and many women's professional choices and degree paths reflect these shifts. Women now have more chances in business and education, and many American women are taking advantage of these opportunities. Furthermore, feminist philosophy has shifted societal expectations for women and continues to influence cultural perceptions of women's talents, intellect, and skills. Furthermore, women make up a larger percentage of professors at both

public and private universities in the United States. According to research, educated women leaders were critical to the growth of feminism and women's suffrage. On many levels, these elements have aided the advancement of women's higher education.

Unfortunately, better education does not necessarily equate to increased earnings or progress in the workplace for women. "Gender inequality may exist despite high levels of education for women," according to Jacobs, who also claims that "the gender difference in salaries in the United States does not result from the fact that women spend too few years in formal schooling" (p. 176). This researcher agreed that highly educated women are more supportive of women's problems, feminism, equality, and political participation. "Improvements to health, welfare, and society" are among the other public and social sectors where women's education has a beneficial impact. Furthermore, this study found that educated women have lower fertility rates and better health for their children than illiterate women throughout the world. "Women with higher education marry later, are more likely to use contraception, want smaller children, have their first child later (but nurse for fewer months), and have a lower overall fertility rate than women with less education in developing countries." Evidence suggests that educated women have greater influence over their choices and directions, and that this empowerment develops when women have consistent access to education as opposed to those who do not.

III. LITERACY OF WOMEN IN INDIA

In comparison to total literacy rates, female literacy is seen to be a more sensitive indicator of social advancement. Female literacy has a negative relationship with fertility rates, population growth rates, newborn and child death rates, and a positive relationship with female age at marriage, life expectancy, involvement in contemporary economic sectors, and, most importantly, female enrollment.

- **Literacy of Women in Pre-Independence in India**

This time is known as India's colonial period. It was the most crucial moment in our country's educational growth. In India, there was a rebirth of interest in women's education during the British period. Various socio-religious movements led by notable figures such as Raja Ram Mohan Roy and Iswar Chandra Vidyasagar promoted women's education in India at this time. Mahatma JyotibaPhule and Periyar were leaders of India's lower castes who made different steps to ensure that women had access to education. Formal education is not the sole way to acquire information in India and many other developing countries. In 1901, just 0.6 percent of women could read and write due to societal and economic constraints. It increased marginally to 2.93 percent in 1931, and women literacy was only 7.30 percent in 1941. Table 1 shows women's literacy levels prior to independence.

Table-1 Women Literacy in Pre-Independence in India

Census year	Persons (%)	Male (%)	Female (%)
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.60	7.30

- **Literacy of Women in Post Independent in India**

At the time of independence, India's female literacy rate was extremely low. Following independence, India has seen a variety of socioeconomic changes. Women's literacy is improving in our country as a result of several federal and state government policies. Women's literacy now gives women equal rights in all spheres, including education. Table 2 shows that female literacy increased from 8.86 percent in 1951 to 39.29 percent in 1991. Female literacy grew by 64.64 percent from 53.67 percent in 2001 to 64.64 percent in 2011.

Table-2 Women Literacy in Post-Independent in India

Census year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.79
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.26	53.67
2011	73.00	80.89	64.64

IV. BARRIERS TO WOMEN EDUCATION

There are various explanations for India's low literacy rates. There are both economic and societal reasons for not sending females to school. Even though education is free, the price of books, uniforms, and transportation to and from school can be prohibitive for low-income families. Poor families are more likely to keep their daughters at home to work in the family business. Parents do not respect education, particularly for a daughter who will marry and stay a housewife. When a family has choose between schooling a boy or a daughter due to financial constraints, the son is usually picked. Girls' education might also be hampered by negative parental views regarding their daughters' education.

The absence of sufficient educational infrastructure is another hindrance to education in India. There are just not enough classrooms in several states to accommodate all of the school-aged youngsters. There are also significant issues with sanitary and water supply in schools.

Another possible hindrance to females' education is a lack of female teachers. If they have female teachers, girls are more likely to attend school and achieve greater academic accomplishment. This is especially true in highly gender-segregated societies like India.

V. STEPS TAKEN BY GOVERNMENT OF INDIA TO IMPROVE FEMALE LITERACY RATE IN INDIA

1. After China, India boasts the world's second-largest educational system. The SarvaShikshaAbhiyan (SSA) is the government of India's most recent initiative to universalize primary education on a mission basis. Literally, this campaign stands for "Education for All." By 2010, the SSA hopes to provide relevant, high-quality education to all children aged 6 to 14.
2. A free education programme for the families of impoverished people living in villages and cities.
3. District and state-level establishment of new schools and colleges.
4. The government has started a number of scholarships for girls to help them further their studies.
5. Several committees have been constituted to guarantee that money allocated to promote female literacy rates are properly utilized.

VI. CONCLUSION

In conclusion, we can readily state that women's education in India plays a critical part in the country's overall growth. It not only aids in the development of human resources, but also in the enhancement of living quality at home and abroad. "You can determine the state of a nation by looking at the situation of its women," India's first prime minister, Jawaharlal Nehru, declared in support of women's education. This is completely correct. Any nation's women are a reflection of its culture. If a woman has high status, it indicates that society has matured and developed a sense of responsibility. As a result, we have required to improve women's literacy in our country. We may conclude from this research that women have equal role in human development. She is one-half of humanity. However, she is lacking in society. Women are not treated with the same respect as they were in ancient India. In today's world, there is a lot of criminality against women. Constitutional protections alone are insufficient to achieve social respectability. Certain modifications in both women's and men's mindsets are necessary.

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