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Lesson No.

- 1.1 : Women Education : Meaning, Need and Scope
- 1.2 : Girl Child Education need, facilities, present and futuristic plans of girl child education
- 1.3 : Socio-psychological determinants of Women Education
- 1.4 : Problems of Women in Minority Communities
- 1.5 : Futuristic trends in Women Education

Department website : www.pbidde.org

Lesson No. 1.1

Women Education : Meaning, Need and Scope

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1.1.1 Objectives of the Lesson

After going through the lesson, the students will be able to:

- (i) Explain the meaning of Women Education
- (ii) Understand the need of Women Education
- (iii) Know the scope of Women Education

1.1.2 Introduction

Historically speaking it seems that in India, it was during the Brahmin period that women education was neglected a lot. Before that time in Vedic era they were given quite a higher and respectable status and were not debarred to go in for education in any way. However in Brahmin times, socially Brahmins dominated in all spheres of life and monopolized education for themselves only and pushed their status to the extent that they had become uneducatable. Their physical compulsion in the agricultural society gave them a further push in the background. The result was even when literacy was rampant amongst males. It was almost conspicuous by their absence amongst the women. The girls were not sent to schools at all. The result was in 1947 when India became independent the literacy rate of India was 37% out of which only 8% was for women. An other factor which gave a push to female education was the Muslim rule which made women to live under Burka to cover white of their body and women education except some exceptions was not at all overtable.

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The fact remains that the British rule and the conversion to Christianity influenced the spreading of education conforming to their own interest and also gave some importance to female education. However, it only could alter the trend and could not much in this direction.

Although substantial progress has been made since India won its independence in 1947 when less than 8% females were literate. The gains have not been rapid enough to keep pace with the population growth. The result is that there have been more literate females in 1991 than to 1981.

It is why that India has been a man dominated society since long and continued to be so in the present times also which can be observed from the percentage of female employees at all levels in almost all the occupations in the organized and public sectors. However, in advanced countries, it has been quite well established that women are in no way inferior to men and there was no occupation which was the monopoly. They are drivers, military and police officers and nearly equally employed in almost all the occupations. In these countries there are no occupations which employ males only. Women occupying very high status jobs and were getting education in all spheres of life.

In the ultimate analysis of the researches carried out through out the world it has been worked out that one of the main reasons for the backwardness and discrimination is the higher level of illiteracy and denying of educational facilities to the female sex which is more rampant in backward and developing nations as compared to developed and advanced countries of the world.

In this regard Sonald Desi has laid down, "An other discentive for sending daughters to school is a concern for the protection of their virginity. When schools are located at a distance, when teachers are male and when girls are expected to study along with boys, parents are often unwilling to expose their daughters to the potential assault on their virginity.

Roughly speaking women folk comprises of 50% of the total population in the world. However, the fact remains that in developing and underdeveloped countries their percentage is less because of social biases and discriminations against them in the male dominated societies. One of the reasons for their such subordinations is that they are deprived of the education facilities leading to unemployment outside the home for economic and social gain. One broader conclusions can thus be

drawn. The more advanced nations are the more developed are the higher educated is the female population of that country.

1.1.3 Meaning of Women Education

No doubt the fact remains that the loneliness of women, discrimination, her being subordinated and abused both at home and outside and also her maltreatment at any level in the life, her treatment at any level in the life her treatment as a second rate citizen etc. have multidimensional causes i.e. social, cultural, moral, sexual, ethical and educational. It will be possible to deal with it by undertaking a good many type of reforms. The position is so bad in India that after testing that the child in the womb of the mother is a girl, the pregnancies are dropped. Mostly the girls just after the birth are killed or thrown out in the dumps. It is being mostly done even when a strong enactment has been framed and it could lead to the goal for a period of years and also fix. They are discriminated in the provision of food, care, clothing etc. However, the studies conducted throughout the world and the constitutional provisions laid down in our constitution to give equal rights and status to them to the boys and the enlightenment provided. On the issue provide light that the most important factor to deal with the problem is to provide them education equal to males in every sphere of life. It needs to be done not only with the children but with grown up people also so that their outlook is also broadened. It is not only to open special schools and institutions to them but to provide them facilities in all types of colleges, institutions and occupations, so that they can work shoulder to shoulder with men in the process of development as their population is roughly 50% of the set up. In this way the manpower will be doubled and economic, social, cultural and political atmosphere will be classified leading to alround development of the set up of the country. Special efforts to do so will have to be made by providing them special privileges so as to bring them at par. With the men folk in terms of reservations, stipends, scholarships, free education and books etc. A good many such facilities have already been provided by the government. In order to do so in Jammu and Kashmir education of girls at all levels is made free.

1.1.4 Need of Women Education

An experiment conducted in Ahmedabad, the Manchester of India in nineteenth century where in the industry of cloth manufacturing was established in the narrow lanes of the city. The cloth was woven and

manufactured in the old city, but market for sale was created in the new areas with big shops and modern shopping centres. The result was that at first the raw material was to be imparted to the narrow lanes of industry and then furnished clothes were to be brought in the modern shopping centres. The lanes were so narrow that no modern transport system could be taken. There in and all transport used was the wooden cart pushed by the human beings. Generally the cart was to be pushed by lane persons, one of which was a male and the other was female. The person who pushed the cart from the front was to apply more power and was a man and the other person who pushed the cart from behind was mostly a women who was illiterate. Those relationships could of any type i.e. father, daughter, brother, sister or husband and wife. But in most of the cases they used to be husband and wife. The position of the women engaged in the project was miserable. The economic of their work used to be Rs.20/- per day. They usually hired a wooden cart at the rate of Rs.5/- per day. The man who applied more human force in the evening used to drink which costs Rs.1/- daily. In the remaining Rs.5/- all the family expenditure was to be managed by the wife. Wife beating and abusing and taking the lion's share in the food was a matter of daily routine and their position was miserable. They also have to share the labour even if she was ill or pregnant. Even after giving birth to the child she could take rest for a few days and had to work and bear all other hardships. Their position was miserable. A social organization (NGO) falled upon such ill fade of the women. They chopped out a programme that every women will be taught for one hour daily and provided with interest free loan of Rs.500/- subject to the condition that she would buy the cost in her name only if she will not be allowed to sell it. She will return a sum of Rs.5/- which they were paying to the owner of the cost and after 10 days the lady will become the owner of the cost but lady would continue to deposit that amount in her name in the post office, of her own as she was educated to do so. All this changed the fate of the women as in case their husband, maltreated them they could live of their own by lending their cast on rent and live on that income. Otherwise they charged the rent from their husbands and deposited this in their names, which started becoming and their respect, regard and status was enhanced. This experiment was called SEWA i.e. Self Employment Women Association.

All this highlighted the need of the education of the illiterate women. Now the things are changed a lot. Everybody is provided 3 years education

free of cost and also provides midday meals to them. In addition the government in accordance with the provisions of the constitution has also provided special facilities to educate girls in all spheres of life. Now we can find most of the girls studying in colleges, universities, technical, professional and mechanical institutions. It has also been noticed that in most of the sphere of education girls are excelling and grabbing most of the high positions. All this is enhancing their status so much so that there is a move to fix up their share in the elections of panchayats, municipal councils, assemblies and parliament. Education has now produced women prime ministers, chief ministers, speakers so much and so even defence ministers. All this highlights their need for all types of education. All this threw a light that one of the most important factor to enhance the women status and improve upon their education and employment also.

1.1.5 Scope of Women Education

In the Indian atmosphere the position of the common girls, especially the rural girls is so depressed that spread of education is now making holes in the scene reporting the women and men folk. Only a few years ago the occupation which were the monopoly of the men are being adopted by the women too.

About the armed forces which was a male-dominated occupation from Chaudhary in the Tribune 17th June 2015 has laid down.

“Since early 1990’s women have served in non-combat fields like medicines, engineering, ordinance, signals, control, amongst others, they are not in the infantry, armed corps, mechanized infantry or ostillary and can not fly fighter planes or serve on warships. They have no options to choose combat roles. In the available short service commission women have been employed for a period ranging 5 to 14 years alone and arise only to the ranks of Lieutenant Colonel. After persistence demands of women cadets the government decided in September 2008 to grant permanent commission to women. They can now rise to the rank of Lt. General”.

This is being now further retained. It is hoped that because of the educational achievements their number will increase a lot. All this will enhance their status in all spheres of life.

The position of employment in police is almost the same. Now it is not uncommon to see the women police at almost all concerns of the country. So much so that totally managed police stations have also come up. Al

this can be attributed to the expansions of education in the country with special emphasis in women education.

It is also praise worthy that Haryana which is known for its conservation attitude towards the female sex because of the expansion of education has reported a revolution. The women status as reported in the Tribune dated 15th June 2015, a girl named Suman Rani in Hisar district is undertaking all agricultural activities not only in the field by driving tractor for the purpose of marketing etc. to the city. The same newspaper has also added as to hou Arpana Trust in Karnal district has been organized by the woman who are handling dairy farming and producing all types of products from them and selling it by giving door to door in the area. This is the model of such pioneer women who are competing with the men folk in all spheres of life.

However, there are some of the isolated islands in the Indian population which has unlimited potential to expand women education in any extent. The main instrument to shapen the process is to systematically expand the education facilities for the masses with special emphasis in female education. The scope of employment of the educated women in India is not limited as they are sharing even a fraction of the employment in the public sector. According to an estimate only 3%, 3.5% and 1% of the ranks in their army are shared by the women in Navy, Force and Army in 205, which will have to be improved a lot. It is so in most of the public sector understanding. The problem does not seem to be much difficult now as the girls are becoming alive to the existing situations and their rights.

Moreover, Education is everybody's right. No women, however poor, however desperate her country's situation, is to be excluded from school. Education saves and improves the lives of girls and women; ultimately leading to more equitable development, stronger families, better services, and better child health. Educating girls has a wide-ranging impact on society and human development. Long-term benefits may include :

Enhanced economic development

Decades of research have found an important link between the expansion of basic education and economic development. Women education has an even more positive effect on development of a nation. Women plays fifty percent role in economic affairs of a financial system directly or indirectly.

Education for the next generation

Educated women who become mothers are more likely to send their children to school, passing on and multiplying benefits. As it is rightly said if you educate a man, you educate an individual. But if you educate

a woman, you educate a nation. Education is an integral part of every individual's life but when girls are educated, countries become stronger and prosperous.

The multiplier effect

Education has a positive influence in a women's life from health to protection from many fatal problems like Aids, exploitative labour and trafficking. Educated girls become aware about their rights and can contribute towards traffic reduction and also can better protect their girl children too.

Healthier families

When mothers are educated their children are better nourished and get sick less often. Education women work more rigorously towards better health, education; futures, diet and other life sustain activities.

Fewer maternal deaths

Women who have been educated are less likely to die during childbirth because they tend to have fewer children, better knowledge of health services during pregnancy and birth, and improved nutrition.

1.1.6 Conclusion

Education for girls and women, and an end to gender discrimination in education, is the single most effective way to enhance the lives of individual families and to boost economic development in poor communities globally. Many developing countries are still plagued by lowest rate of female literacy, one of the major reasons being having a biased outlook towards educating the girl child. In most rural families, and even in urban areas, women in a family are blessed with the opportunity of formal education. On the other hand, poverty is also a major contributing factor behind female illiteracy. Often early marriage and pregnancy forces a girl to opt out of education.

Improving educational levels of women has been demonstrated to have a direct impact on her health and economic future. This eventually increases the prospects of the community at large. Research shows that every additional year of education for girls improves their scope of lifetime income by 15%. Promoting women education means improving the earning potential of women, which subsequently improves the standard of living for the whole family as women tend to spend more of their income in families than men.

The good news is that feminist movements in favour of women education around the world has lead to a rise in awareness and government initiatives in minimizing gender inequality and providing increased scope

of education to girls and women. A growing rate of women with higher education has also paved the way for them to grab professional careers with better salaries and wages.

Women play an imperative role in making a nation progressive and guide it towards development. They are essential possessions of a lively humanity required for national improvement, so if we have to see a bright future of women in our country, giving education to them must be a pre-occupation Empowerment means moving from a weak position to execute a power. The education of women is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. The education develops the idea of participation in government, panchayats, public matters etc. for elimination of gender discrimination.

1.1.7 Self-Evaluation Questions

- (i) Write a short about the meaning of women education.

- (ii) Explain the need of women education in short.

1.1.8 Suggested Questions

1. What do you mean by Women Education? Discuss its scope in detail.
2. What is the concept of Women Education? Describe the need of women education in detail.

1.1.9 Suggested Books

1. Dr. T.S. Sodhi : Adult Education

Lesson No. 1.2

Girl Child Education: Need, Facilities, Present and Futuristic Plans of

Girl Child Education

Structure of the Lesson

- 1.2.1 Objectives of the Lesson
- 1.2.2 Introduction of the Lesson
- 1.2.3 Need of the Girl Child Education
- 1.2.4 Facilities for the Girl Child Education
- 1.2.5 Present plans of Girl Child Education
- 1.2.6 Futuristic Plans of Girl Child Education
- 1.2.7 Summary
- 1.2.8 Suggested Questions
- 1.2.9 Suggested Readings

1.2.1 Objectives of the Lesson

- i. To know the importance of girl child education.
- ii. To know the need of girl child education
- iii. To acquaint students with the current status of girl child education in society.
- iv. To promote awareness among students about policies and schemes for girl child education.

1.2.2 Introduction of the Lesson

Education is an important step in a child's overall development all over the world. Education lays the foundation for a bright future. Yet in much of the world, boys and girls continue to be treated differently in terms of access to education. Parents often place more value on their sons' education than on their daughters', or girls therefore are often taken out of school at an earlier age than boys. The result of these inequalities in education can be seen in global literacy statistics. Of the 16

per cent of the world's population who are unable to read or write a simple statement, almost two out of three are women. In many countries and cultures the opportunities enjoyed by boys and girls differ, from the earliest stages of life through childhood and into adulthood. In fact, there are very few countries, societies or communities where girls have exactly the same opportunities as boys.

Further, education – specifically free primary school for all children – is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child. UNICEF advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect.” Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more productive at home and better paid in the workplace, and more able to participate in social, economic and political decision-making. They have now an honored position in society and have secured their rights from the reluctant men but all this is confined chiefly to the urban areas. In rural areas most of the people are still against girls' education. So much needs to be done yet. An intensive propaganda is necessary to popularize female education not only in the towns and cities where its value is already fully recognized but in villages where the education of girls is still in its infancy. There are many villages where school for girl does not exist.

So while all possible arrangements should exist in schools and colleges to encourage talent or a special aptitude for a particular profession among girls, the average girl should be so educated and trained as to enable her to make home life happy, healthy and civilized.

1.2.3 Need of the Girl Child Education

Education is a basic human right that should be exercised fully in all nations, but for many girls, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere.

There are several advantages of girl's education. Grown up educated girls can play an important role in the development of their country. They can share the burden of men in the different walks of life. They can serve the society as teachers, lawyers, doctors and administrators. They can play an important role during war. Education is a boon to girls in the age of economic crisis. After marriage, educated girls can add to the income of their husbands. If girls are educated, she can earn a living after the death of her husband. Educated girls can brighten the future of their country by the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities. Girls' education is one of the most effective ways for ending poverty in developing nations. The benefits of their education are seen by individuals, their families, and throughout society. These benefits include:

1. Future Educated Generations: An old proverb says, “If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole

nation.” By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl’s education is investing in a nation.

2. **Decrease Infant Mortality:** Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contract HIV and AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. The [Girls Global Education Fund](#) reports that when a child is born to a woman in Africa who hasn’t received an education, he or she has a “1 in 5 chance of dying before 5”.i.e 20% children die upto 5 years of age.
3. **Decrease Maternal Mortality:** Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the post-partum period. Increased education of girls also leads to more female health care providers to assist with pre-natal medical care, labor and delivery, delivery complications and emergencies, and follow-up care.
4. **Decrease Child Marriage:** Child marriage – in some cases involving girls as young as 6 or 8 – almost always results in the end of a girl’s schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children.
5. **Decrease Population Explosion:** Educated women tend to have fewer (and healthier) babies. A 2000 study in Brazil found that literate women had an average of 2.5 children while illiterate women had an average of six children, according to UNESCO.
6. **Increase Involvement in Political Process:** Educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promotes a more representative, effective government.
7. **Decrease Domestic and Sexual Violence:** Educated girls and women are less likely to be victims of domestic and sexual violence in their families.
8. **Decrease Support for Militancy:** As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.
9. **Improve Socio-Economic Growth:** Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities.

Girls who attend school often have healthier families. These girls are more likely to seek medical help from clinics or doctors, because they can read and understand, literate women can understand a doctor’s detailed instructions and follow up for help if needed.

Malala Yousafzi, the Pakistani schoolgirl brought to England after being shot in the head by the Taliban, addressed the United Nations on her 16th birthday by delivering a speech at the UN headquarters in New York to call on governments to ensure free compulsory education for every child. She told a delegation of more

than 500 young people: "Let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world. Education is the only solution. Education first."

1.2.4 Facilities for the Girl Child Education

To encourage girl child education, there is a need to create proper learning environment in schools for girls. There is a need to recognize the efforts of good teachers and schools by the communities.

The need to encourage all girls to enroll in school and to retain them in the school system is imperative, as education not only improves the worth and self-esteem of the girl child but also enables her to become an economically productive woman and delays her marriage age.

Mid- day meals should be made compulsory for girls irrespective of the stage of their school education. This has a two-fold effect- on the one hand it encourages the child to remain in school and secondly it provides the girl with a nourishing meal.

There are a number of logistic constraints, which restrict girls from attending schools, especially after they have crossed the primary stage. These include distance from school and lack of girl friendly facilities in school buildings. Efforts should be made to enroll and retain girls in school by reducing distance of school from home as far as possible. There is need to provide safe transport to girls who have to travel considerable distances. Efforts through Department of Education should be made to increase the number of female teachers at all levels so as to encourage girl child to continue in school in a safer environment. Further, "Bridge-Schools" with quality education package should be provided to girl children, especially street children, child labourers, seasonal migrants, who may have not been in formal education system. These bridge schools should ultimately lead to their integration in the formal system.

An important reason for girls dropping out of school is the lack of proper toilet and sanitary facilities. High priority is therefore needed to be accorded to providing separate girls' toilet with proper water and sanitation facilities. The action plans should therefore focus on the following issues according to needs of the schools:

1.2.4.1 Girl Child Friendly facilities :

- a. Toilets.
- b. Drinking water facilities.
- c. Computer sets.
- d. Electricity.
- e. Tree plantation in the school compound.
- f. Counselling and Guidance Cell
- g. Health and Hygiene Books in Library
- h. Enrollment of never enrolled and dropout girls into Bridge Course Camps.
- i. More teachers for single teacher schools.

- j. Boundary walls.
- k. Comfortable furniture
- l. Medical facility
- m. Transportation

1.2.4.2 Girl Child Friendly Villages / Clusters:

In order to encourage and enthuse villages to become more sensitive to the girl child's needs and facilitate her welfare, development and empowerment, it is suggested that villages be given a set of parameters/ indicators to monitor and such villages that comply with all the indicators be declared "Girl Child Friendly". An illustrative list of girl friendly indicators, grouped under 3 categories, viz, health and nutrition, education and protection is provided.

(I) Health and nutrition:

- a. Pregnancy registration.
- b. Immunization for mothers.
- c. Nutrition supplements for the mother.
- d. Institutional deliveries.
- e. Regular health check-up.
- f. Accessibility of health center.
- g. Availability of health worker.
- h. Availability of medicine.
- i. Regular monitoring of health of child.
- j. Immunization records of the girl child.
- k. Supplementary nutrition of the girl child.
- l. Micro nutrients supply.

(II) Education:

- a. Pre-school education & supplementary nutrition facilities.
- b. Enrolment of girl-child in school.
- c. Primary education facility.
- d. Availability and accessibility of elementary and secondary education facility.
- e. No. of female teachers.
- f. No. of trained teachers.
- g. Availability of school books/stationery/school uniform.
- h. Furniture in school.
- i. Extra-curricular activities in schools.
- j. Sports facilities.
- k. Special provisions for SC/ ST/OBC.
- l. Special education for disabled.

(III) Protection:

- a. Birth registration of the girl child.
- b. Protection from child abuse.
- c. Protection of child marriage.
- d. Protection from sexual exploitation and trafficking.
- e. Prevention of child labour.
- f. Care for street children.

1.2.5 Present Plans of Educating Girl Child

Many programs and policies have been launched by the governments all over the world, but are still lagging behind in providing education to the girl child. The problem here is not in implementation but in the level of commitment of people in general.

1.2.5.1 International Level

The international community's commitment to universal education was first set down in the 1948 Universal Declaration of human Rights and later reiterated in the 1989 Convention on the Rights of the child. At the 1990 World Summit for children, world leaders committed that girls and boys alike should have a quality basic education and placed their emphasis on reducing the disparities that had existed between rates of school enrolment for decades. Despite these commitments, the ideal of universal education remains unfulfilled and gender gaps persist until today.

UNICEF serves as the lead agency for the United Nations Girls' Education Initiative (UNGEI), a group of partners dedicated to achieving gender parity and equality targets in education. Launched by UN Secretary-General Kofi Annan at the World Education Forum in Dakar in 2000, UNGEI has set a platform for action and a partnership framework for [the global girls' education movement](#). UNICEF is also a key partner in the "Education for All Fast-Track Initiative" launched by the World Bank and supported by many bilateral donors, to help mobilize resources toward the Education Goal. The Initiative aims to help countries with policy, data, capacity-building and financial support, and to help them improve the efficiency of their resources.

In September 2000, 188 Heads of state from around the world signed the Millennium Declaration and established the Millennium Development Goals (MDGs). The goals aim to achieve significant progress in development by 2015. The governments set a date of 2015 for achieving universal primary education, promote gender equality and empower women among other goals.

1.2.5.2 National Level

The government of India has initiated various programs and policies to ensure that a girl does not miss out any opportunity of getting education. After independence, the government had set up a National Committee on Women's Education in 1958, and it recommended that female education should be at par with male education. In the year 1964, the Education Commission was set up, which largely talked about focusing on educating the girl child. The government came up with 'New Education Policy' in the year 1968, which focused on the overall education at both rural and urban areas.

Before and after Independence, India has been taking active steps towards women's status and education. The 86th Constitutional Amendment Act, 2002, has been a path breaking step towards the growth of education, especially for females. According to this act, elementary education is a fundamental right for children

between the ages of 6 and 14. The government has undertaken to provide this education free of cost and make it compulsory for those in that age group. This undertaking is more widely known as [Sarva Shiksha Abhiyan](#) (SSA).

Since then, the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education.

The major schemes are the following:

- a. **Mahila Samakhya Programme:** This programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups.
- b. **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) females.
- c. **National Programme for Education of Girls at Elementary Level (NPEGEL):** This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls.

1.2.6 Futuristic Plans of Girl Education

The international community needs to speed up its efforts to support countries that have the largest number of girls out of school. International efforts need to focus on:

- a. Raising additional resources and directing them to where the need is greatest;
- b. Improving the way resources are directed to countries so that they have the greatest possible impact; and
- c. Strengthening key international organisations to provide more leadership on girls' education and better support at the country level.

1.2.6.1 Factors that Prevents Girls from Getting Quality Education

In many countries and communities in both the developed and the developing world, parents can take it for granted that their daughters receive a quality education. Yet in many other places around the world, providing every child with an education appears to be beyond reach. There are five main challenges that make it difficult for girls to access education.

These include:

- a. The cost of education – ensuring that communities, parents and children can afford schooling;

- b. Poor school environments – ensuring that girls have access to a safe school environment;
- c. The weak position of women in society – ensuring that society and parents value the education of girls;
- d. Conflict – ensuring that children who are excluded due to conflict have access to schooling; and
- e. Social exclusion – ensuring girls are not disadvantaged on the basis of caste, ethnicity, religion or disability.

These challenges are not exhaustive, but they are recurrent themes in many countries. They constitute additional hurdles girls need to overcome to benefit from quality education.

1.2.6.1.1 Educating Girls is Costly for Families

The education of girls is seen as economically and socially costly to parents. Costs come in four forms: tuition fees and other direct school fees; indirect fees (such as PTA fees, teachers' levies and fees for school construction and building); indirect costs (such as transportation and uniforms); and opportunity costs (such as lost household or paid labour). These costs have a significant impact on whether and which children are educated.

1.2.6.1.2 The Double Burden

The term "double burden" is used to describe the workload of those who are not only engaged in an economic activity but also have responsibility for unpaid domestic work in their own household. Women and girls often spend significantly more time on household chores and caring duties, such as child-rearing or attending to the sick, than do their male counterparts. The obligation to undertake household chores inevitably limits the time available for education and other activities.

It is commonly assumed that in many countries, as young people start working, the boys go into paid or unpaid economic activity while the girls engage in domestic work in the home. In fact during childhood years, girls are employed in economic activities almost as much as boys, but in addition they are expected to devote significantly more time than boys to domestic duties.

1.2.6.2 Factors that must be Addressed to Meet the Education Targets

- a. Providing free, public and compulsory education
- b. Reducing poverty and creating decent work for adults so that they can afford to send both their daughters and their sons to school
- c. Ensuring that boys and girls have access to a school and a safe and good quality learning environment
- d. Enforcing laws against child labour and laws on compulsory education
- e. Ensuring that the teaching force is properly trained and professional
- f. Raising public awareness of the need to eliminate child labour and of the importance of education

- g. Providing transitional education for boys and girls and young adults who have missed out on formal schooling
- h. Removing specific barriers to girls' education.

On December 19, 2011, the United Nations General Assembly adopted [Resolution 66/170](#) declaring 2th October as the International Day of the Girl Child, to recognize girls' rights and the unique challenges girls face around the world.

Innovation will be an important strategy in addressing the nature and scale of barriers girls continue to face and in ensuring they receive an education commensurate with the challenges of the 21st century. As the world evaluates gaps in achieving the global goals for gender equality in education and defines an agenda post-2015, it is critical that innovation is harnessed to improvise solutions that are not only more creative, but also more effective, efficient, sustainable results for improving girls' education.

In recognition of the importance of fresh and creative perspectives to propel girls' education forward, the theme of International Day of the Girl Child for 2013 was: Innovating for Girls' Education. Smart and creative use of technology is one route to overcoming gender barriers to girls' learning and achievement, but innovation in partnerships, policies, resource utilization, community mobilization, and most of all, the engagement of young people themselves, can be important catalyzing forces. The following are just some of many examples:

- a. Improving public and private means of transportation for girls to get to school
- b. Engaging young people in monitoring and holding school systems accountable for ensuring the integrity of school facilities and functions and the safety and learning of girls
- c. Collaboration between school systems and the banking industry to facilitate secure and convenient pay delivery to female teachers and scholarship delivery to girls
- d. Provision of science and technology courses targeted at girls in schools, universities and vocational education programmes
- e. Corporate mentorship programmes to help girls acquire critical work and leadership skills and facilitate their transition from school to work
- f. Revisions of school curricula to integrate positive messages on gender norms related to violence, child marriage, sexual and reproductive health, and male and female family roles
- g. Deploying mobile technology for teaching and learning to reach girls, especially in remote areas

1.2.6.3 National Plans and Policies

Education has always been the priority area of the government since independence. Universalisation of Elementary Education is the State objective as stated in the Directive principles of State policy and the Fundamental Right to free education until a child attains the age of fourteen has mandated the State to provide free and compulsory education to all children.

The latest census of 2011 reveals a declining trend in CSR in the age group of 0 to 6 years, the figure for girls having gone down to 919 per 1,000 boys, from what it was in the 2001 census - 927.

The process of elimination continues even after birth in various forms of discrimination in matters of health, nutritional and educational needs of the girl child. The 'Beti Bachao, Beti Padhao,' campaign has been launched to achieve this objective, of bringing about the awareness and the change. The scheme aims at making girls independent both socially as also financially through education. This approach of the Government can facilitate in generating awareness and improving the efficiency of delivery of welfare services meant for the women. Following may be done to improve girl child education:

Following may be done to improve girl child education :

- a. Parents and the community need to be fully convinced of the importance of education and motivated to send their children, particularly their daughters to school
- b. Certain amendments are needed to be made in the Education Policies like 'India's Central Board of Secondary Education, which has already made a provision in its Examination Bye-Laws that girl candidates, who are bonafide residents of the National Capital Territory of Delhi can appear in Class X and Class XII Examinations of the Board as Private Candidates. In order to further promote education for girl child, an amendment in the Affiliation Bye-Laws of the Board has now been made that all the affiliated schools will grant full waiver of all fees (including tuition fee and all other fees under any head except the meals and transportation fee) charged by them from class VI onwards to each girl student who is also the single child of a parent. Similarly, it will be appreciated if the schools also consider extending 50% concession in these fees for every girl student who is one of two daughters who are also the only two children in a family. In addition to above, the school on its own can also waive such fees like transportation and meal fee.
- c. Community leaders should fully and actively support this cause.
- d. By eradicating degrading and exploitative images of girls and women in the media and advertising.
- e. Providing women with literacy and vocational training for generation of income.
- f. Encouraging women to assume an increasing role in food security and income-generation.
- g. Training can be given to mothers in teaching other girls as well as others to implement not only academic education but also preventive health measures.

1.2.7 Summary

Despite progress, girls and women continue to be discriminated against in accessing education and within education systems. 57 million children worldwide, including 31 million girls, are out of school and two thirds of illiterate adults are women. In developing countries, adolescent girls are more likely to drop-out of

secondary school than boys, particularly in rural areas. Children of indigenous populations or ethnic minorities often face discrimination and are excluded from education, as are children with disabilities.

Enrolment in primary education has continued to rise in the developing world. But the pace of progress is insufficient to ensure that, by 2015, all girls and boys complete a full course of primary schooling. Despite these challenges, a good deal has been accomplished in many regions. Though enrolment in sub-Saharan Africa remains the lowest of all regions, it still has increased dramatically. Progress has also been made in South Asia and Northern Africa. Major advances have been made even in some of the poorest countries, most of them in sub-Saharan Africa.

The provision of free, compulsory and quality education, at least up to the minimum age of employment, is the most important policy step a government can take to tackle child labour. Reducing the indirect cost of education (uniforms, books, transport, food, etc.) is also an important means of removing burdens that may otherwise prevent poor families from sending their children to school. There are often specific barriers to girls' participation in education arising from cultural attitudes, safety concerns, and the multiple disadvantages that girls may experience. Such barriers need to be identified at the national and local level so that appropriate strategies to tackle them can be identified and implemented.

It is therefore important that national governments and donors support the education sector with adequate investment. Education for girls and women is an urgent priority as they can play an essential part in the development of the economy.

1.2.8 Suggested Questions :

1. What is the need for girl child education?
2. What facilities may be provided in schools to encourage education of girls?
3. Discuss the plans and schemes for educating girls?
4. What prevents girls from getting education in schools?
5. Suggest various plans to improve girl child education?

1.2.9 Suggested Readings

1. Mishra, R.C. (2005). Women Education. APH Publishing Corporation, New Delhi.
2. Dua, Radha.(2014). Women Education: Issues and Concerns. APH Publishing Corporation, New Delhi.
3. www.en.wikipedia.org/
4. www.unicef.org/
5. www.care.org/

Lesson : 1.3

SOCIO-PSYCHOLOGICAL DETERMINANTS OF WOMAN EDUCATION

Structure

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Importance of Women Education
- 1.3.4 Education as a Tool to Empower Women
- 1.3.5 Facts about Women Education in India
- 1.3.6 Socio-Psychological Determinants of Women Education in India
 - 1.3.6.1 Parental Attitude
 - 1.3.6.2 Social Discrimination
 - 1.3.6.3 Very Little Place for Women's Expressions
 - 1.3.6.4 Safe and Secure environment
 - 1.3.6.5 Education is not related to Day to Day life
- 1.3.7 Measures to promote Women Education
- 1.3.8 Summary
- 1.3.9 Glossary
- 1.3.10 Suggested Reading
- 1.3.11 Suggested Questions
- 1.3.12 Self Check Exercise
- 1.3.13 Answer Key

1.3.1 Objectives

After going through the present lesson, the student will be able to

- i. Recall the importance of women education
- ii. Give the facts about Women education in India
- iii. Explain the socio-psychological determinants of women education in India
- iv. Discuss the measures to promote women education in India

1.3.2 Introduction

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on the entry of women to particular branches and levels of education came to be supported by all advocates of women's education from the nineteenth century onwards. However, the Indian reformers of the nineteenth century wished to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development. After independence, the constitutional guarantee of equality changed the conceptual thinking, even of the traditional man in India

and invited women to play multiple roles in the politics, the economy and the social functions. The educational development of women began in that direction. This is amply evident in the Government's policies, the reports of various committees and commissions set up for this purpose and in the objectives of developmental plans formulated after independence.

1.3.3 Importance of Women Education

A woman plays various roles in her life, at home, in job, as a mother, wife, sister, daughter, worker, citizen and leader. Nineteenth and twentieth century witnessed various reform movements on various issues for women like sati practices, violence, unemployment and child marriage etc. But today the times have changed. With the onset of twenty first century, Government of India declared year 2001 as Women's Empowerment Year and introduced the National Policy for Empowerment of Women, according to which women are equal partners with men. The principal of gender equality is enshrined in the Indian constitution in its preamble, fundamental rights, fundamental duties and directive principles. The constitution not only grants equality to women but also empowers the states to adopt measures of positive discrimination in favor of women.

The importance of education in promoting and sustaining both individual and national development is well known. Not only it is considered a basic human right, it is also acknowledged to influence a variety of individual, social, economic and life outcomes. Education is also considered a vehicle in promoting gender equality on growth operates both directly (via the expanded number of women with higher levels of education) and indirectly as more educated women devote more resources to promote health, nutrition and education and help close the gender gaps in these outcomes among their children. If education has an empowering effect on women in terms of socio cultural, economic, inter personal, legal, political and psychological domains, investing in education is worthwhile not only from an individual but also from a national perspective.

1.3.4 Education as a Tool to Empower Women

Education is actually a key means of empowering women and is in itself a human right. Educated girls lead better lives. Education is especially central to women's empowerment in so far as it enables women to become more productive both inside and outside the household. Investments in women's general education, including literacy is considered one of the most important elements, complementary to income-generating activities that are considered essential for women's economic empowerment. Post-primary education has the greatest payoff for women's empowerment in that it increases income earning opportunities and decision-making autonomy. Many researchers have identified social institutions as highly

influential in shaping a woman's autonomy. These institutions should provide comprehensive, direct and context-specific strategies to empower women. These strategies include creating gender consciousness, enabling women to mobilize community resources and public services, providing support to the challenges of traditional norms and providing access to vocational and life skills to increase women's access to and control over economic resources.

The quality of education is not less important than getting education. Without education of comparable quality and content to that given to men, women are unable to escape low-quality employment to high-quality employment. For example: without access to information technology and the ability to use it, women will continue falling in low-quality employment. Education is necessary to gain skills needed to compete in the labor market. Facilitating women's access to work begins with providing them with education of good quality.

1.3.5 Facts about Women Education in India

The educational access to women folk is still a problematic area in India. The investments in female education are of particular interest and importance to development for three primary reasons: first available estimates suggest that the rates of return on investment in female education (in terms of economic productivity) are at least as high as the rates on investment in male education. Secondly, it is widely conjectured that there are important positive effects of women education on non market factors related to human resource development i.e. health, nutrition and children's education and population growth i.e. reduction in fertility and infant and child mortality. Lastly there is the issue of equity. In most societies women appear to have less control over sources and over their destinies than do men. Increasing female access to education is widely advocated means of remaining or reducing these inequalities.

But women education in India is a challenging task as we need to acknowledge the fact that gender based discrimination is a deep rooted social malice practiced in India in many forms since thousands of years. Women make up to 52% of country's population but their living conditions are very tough and torturous. To initiate

measurable actions at ground level, education of women should be top priority. But the actual data shows something else. Let's have a look at the facts about women education:

- Women have much lower literacy rate than men. Far fewer girls are enrolled in schools and many of them drop outs.
- The number of literate women among female population in India was between 2-6% from the British raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to some improvement from 1961 to 1981. The 2001 census provisional figures indicate that only 54% of females are literate while 2011 census indicate that 65.5% females are literate. As a result the male-female gap in literacy has narrowed down from 26.6% in 1981 to 16.7% in 2011.
- The adult literacy rate in India is 61% with adult female literacy rate pegged at just 45%.
- According to World Youth Report (1996), the total percentage of girls enrolled at the secondary level in the 15-19 years age group was 38% low compared to boys of the same age (59%).
- The total population of young people in India is approximately 327 millions making up only 30% population of country. Approximately 21% of the population falls in the age bracket of 10-19 years which is classified as adolescents- a distinct segment of young people. More young people live in rural areas as compared to urban areas. Despite country's wide programmes to ensure universal, free and compulsory elementary education about 44 million adolescents are still illiterate (~20%). Girls below nineteen years of age comprise one quarter of India's rapidly growing population. The majority is out of schools and has limited choices available for future. Girls are caught in the cycle of early marriage, repeated pregnancy and poverty (National Family Health Survey, 1998-99).
- Although the gender differential in literacy has declined over time, the differential remains high even in the youngest age group among these 15-19

years of age, the percentage of females who are literate (74%) is 15% less than the males (89%).

- About 47% females are enrolled for secondary education as compared to 58% males. The gap is mainly due to inequality in education of girls and boys in rural areas.
- The male – female difference in illiteracy rate is also high in rural areas where 32% males and 67% females are illiterates as compared to 16% males and 23% females in cities.
- The Human Development Report – 2011 observed that the population with at least secondary education (age 25 and above) was only 26.6% for females as against 50.4% for males (Human Development Report, 2011).
- In spite of the implementation of programmes like ‘ Sarva Siksha Abhiyan’ still 21.8% of girl children (6-17 years age) were found out of schools.

The above facts clearly indicate that girls and women have now increasingly pursuing higher education but still India has to go a long way for achieving 100% literacy rate for women education.

1.3.6 Socio psychological Determinants of women education in India

Education is the milestone of women empowerment because it enables them to respond to challenges to confront their traditional role and change their life. So, we cannot neglect the importance of education in reference to women empowerment which is poised to becoming super power, a developed country by 2020. The year 2020 is fast approaching, it is just 5 years away. This can become reality only when the women of this nation become empowered. India presently accounts for the largest number of illiterates in the world. Researches available on the women education in India points a number of socio cultural, socio economic and socio psychological factors that influence the participation of women in the system of education. The prevailing social norms of gender behaviour and perceived domestic and reproductive roles of women tend to adversely affect the learning and retention of girls in the schools. There are certain factors which hinder the ways of women education in India. I will describe here the socio psychological determinants of

women education. According to the dictionary meaning socio psychological determinants include a combination of social and psychological factors.

According to National Literacy Mission there are certain reasons for low level literacy rate in India:

- Gender based inequality
- Social discrimination and economic exploitation
- Occupation of girl child in domestic chores
- Low enrolment of girls in schools
- Low retention rate and high drop out rate.

Some other barriers may include:

1.3.6.1 Parental Attitude: Negative parental attitude towards educating daughters can also be a barrier to women education. Many parents view educating sons as an investment as sons will be responsible for caring for aging parents.

1.3.6.2 Social Discrimination: From the beginning of their lives, girls are socialized to accept male domination and ignore their own needs. Discrimination against the girl child in health, nutrition and education is heightened in adolescence. With the onset of puberty, there is increase in restrictions on speech, appearance, conduct and interaction with the opposite sex and decrease in mobility and autonomy. It results in low self esteem and self worth among girls.

1.3.6.3 Very Little Place for Girl's Expressions: This is the biggest socio-psychological reason for low literacy rate of women in education. During their teacher's training every teacher learns about the child centered education. But as soon as the teachers enter the real class rooms they forget the fact that girls are also children and they have to teach the concepts keeping their feelings and psychology in mind.

1.3.6.4 Safe and Secure Environment: Girls take admission in the schools and colleges to get education, but most of the schools and colleges lack secure environment for adolescent girls, you can see groups of boys near schools and colleges before and after school hours. The girls don't feel secure with the eve teasing of the boys of the schools or outsiders and to the height of shame some

male teachers / staff members try to sexually harass the teenage girls. Our societal set up is such that no one asks those male members rather the parents ask their daughters not to go to school. The unpsychological behavior of male members and society towards the girls becomes the reason for the school drop outs.

1.3.6.5 Education is not related to day to day life: To explain this point let us take an example. One day a mother told her daughter who is studying in fourth class in the government school to write a letter to her aunty. The girl took paper and pen. The mother asked her to write “ Tell your aunty that our buffalo is pregnant. You take good care of her. Give her khali, binola, bhussa etc. in addition to the fodder. If the buffalo gives birth to a male calf, then sell it and if gives birth to a female calf then don’t sell it.” Mother was speaking continuously and the daughter was seeing here and there. Finally the daughter said “What are you saying mom? Our teachers have not taught us all this. I don’t know how to write such a letter.” The mother was shocked. She thought I am sending my daughter to the school for four years and still she is not able to write the letter. She went to the school and asked the class teacher of her daughter. The teacher said we taught her how to write letters to the municipal commissioner, book seller and head master. The girl has memorized all the three letters. The teacher told the mother to see the copies of her daughter. The mother was so frustrated and she snubbed the teacher “what is the use of this education if she can only write the rotely memorized letters. If the child cannot write what he/she thinks, then you keep this education with you. These kinds of circumstances compel parents to keep their daughters out of schools.

This shows that the education should be of use in day to day life activities. If the girls or women get the education related to their life situations and local area needs like skill development , home science, stiching, computer etc. that will be more beneficial to them.

1.3.7 Measures to promote women Education

- While the women of the West had to fight for over a century to get some of their basic rights, like right to vote, The Constitution of India gave women their equal rights with men from the beginning. Unfortunately, women in the

country are mostly unaware of their rights because of illiteracy. The utmost need today is to educate women.

- Equal access to education for women and girls should be ensured. Government of India has already taken steps, more firm steps should be taken to eliminate discrimination, universalize education, eradicate illiteracy, and create a gender sensitive educational system, increase enrolment and retention rates of girls and development of vocational as well as technical skills in women.
- Equal opportunity is not enough. We must focus on 'equality of outcome', ensuring that all children, girls and boys alike, obtain the same high quality education.
- We have to accept the fact that things are not going to change overnight but because of this we cannot stop taking action either. At this moment the most important step is to initiate ground level actions however small it may be.
- The rights of women and their families to participate in the decisions that affect their lives must be respected. Their opinions must be taken into account in public matters affecting them, such as budget allocations, for education and related development decisions. Girls must have equal opportunities and be equally prepared for the kind of meaningful participation that is vital to democratic governance.
- The number of out-of-school girls must be routinely and publicly reported and considered a matter of national concern as urgent as rising unemployment rates.
- A clear vision is needed to remove the obstacles to the path of women education, both from the Government as well as women themselves, with a focus on changing the social attitudes and practices prevalent in society which are highly biased against women.

- The rural change will be visible only when social attitudes and norms change. Here, inclusive programmes involving the men are the need of the hour. Here I would like to mention that many girls from rural areas want to continue their studies but their brothers and fathers are not in the favor so

a very talented pool of our country is being wasted away. Reducing the gender gap in secondary and higher education should be a focus area.

1.3.8 Summary

A woman plays various roles in her life. Educated women lead better life. Educational access to women folk in India is still a problematic area and a challenging task too. Women make up to 52% of population in India and still the living conditions are very tough and torturous for women. According to 2011 census only 65.5% of the women are literate. It indicates that girls and women are now increasingly pursuing higher education but still India has to go a long way for achieving 100% literacy for women education.

There are some socio-psychological factors for low women education rate in India like negative parental attitude, social discrimination, very little place for girl's expressions, lack of safe and secure environment and education is not related to day to day life etc. We have to take some measures to reduce the gender gap in education.

1.3.9 Glossary

Empower : Give or delegate power or authority

Literacy : The ability to read and write

Socio Psychological : Related to social and behavioral aspects

Determinants : Factors

Social Discrimination : Unfair treatment by society on the basis of prejudice

1.3.10 Suggested Readings :

Mishra,R.C.(2008) Women Education, APH Publication, New Delhi.

Talesra,H; Ruthela,S; Kothari, I; Dasgupta, S.(2007) Agenda for Education: Design and Direction, Rajasthan Council of Educational Administration and Management Publication.

Pattanaik, A. and Swain, Snigdha.R.(2007) Women Education, APH Publishing corporation, New Delhi.

Sharda Kumari 2010) "Munia se school Itni Door Kyu", Paper published in *Prathmik Shikshak*, April 2010, pg 8-14.

1.3.11 Suggested Questions :

1. Discuss the importance of education for women.
2. What is the position of women education in India?
3. Write in detail the socio-psychological determinants of women education in India.
4. What measures can be taken to promote women education in India?

1.3.12 Self Check Exercise :

1. _____ is a key means of empowering women.
2. Women have much _____ literacy rate than men.
3. _____ parental attitude is a barrier to women education.
4. The constitution of India gives women their _____ rights with men.

1.3.13 Answer Key:

1. Education
2. Lower
3. Negative
4. Equal

Lesson No.1.4

Problems of Women of Minority Communities

1.4.0 Structure

1.4.1 Objectives of the Lesson

1.4.2 Introduction

1.4.3 Problems of Muslim Women

1.4.3.1 Education of Muslim Women

1.4.3.2 Marital Status

1.4.3.3 Unemployment

1.4.4 Problems of Sikh Women

1.4.4.1 Problems of Isolation and Marriage

1.4.4.2 Problems of Male Child and Sharing the Property

1.4.4.3 Problems of Civilised Behaviour

1.4.5 Problems of Christian Women

1.4.6 Problems of Scheduled Castes Women

1.4.6.1 Pains of Social Discrimination and Male Domination

1.4.6.2 Unhygienic Multiple Deliveries

1.4.7 Problems of Scheduled Tribe Women

1.4.8 Conclusion

1.4.9 Self-Evaluation Questions

1.4.10 Suggested Questions

1.4.11 Suggested Books

1.4.1 Objectives of the lesson:

After going through the lesson, the students will be able to :

- (i) Explain the problems of Muslim women
- (ii) Understand the problems of isolation and marriage
- (iii) Explain the pains of social discrimination and male domination.

1.4.2 Introduction :

India is a multi-religious, multi-lingual and multi-cultural society in which all the groups of the people have freedom to live in their own way, wear their own dresses, construct their own religious places of worship and speak their own languages and celebrate their own religious functions and still have a harmonious life of national ethics and create communal harmony. However, in the total scene of the country one thing is almost similar or the same that it continues to be a male dominated society in which all decisions in the family and the outside the home are undertaken by the male members of the society and women are mostly made to submit to these decisions. Their condition remains unchanged even during the modern times with only little changes here and there.

The condition became even worse when they gave birth to girls. Men treated them in a humiliated manner. The reasons to their type of social problem can be very many i.e., historical, cultural, religious, social and geographical etc. It does not, however, mean that there is no corner in India in which women have the major say. However, it is so diluted that it can be even ignored as it is with insignificant population only. In a nutshell, it can be said that it continues to be a male dominated society in which women are in a submissive and subordinate position. The incidents of maltreatment, abusing, wife beating etc. are not uncommon. Even when a good many laws have been framed in India to do away with such bad customs, and bad ethics, the incidents of reporting to the police are only a few, otherwise the situation continues to be similar if not the same. However, with minor variation, the position of women of minorities is no good except the type of discrimination i.e., Muslims, Sikhs, Christians, Scheduled Castes and Scheduled Tribes.

1.4.3 Problems of Muslim Women:

The deterioration of women status in India determined during the medieval period with the entrance of the Muslims. Several evil practices such as child marriage, female foeticide and purdah was introduced. Muslim women were forced to 'Zenana' polygamy during this period of time. The biggest minority in India is that of Muslims. However, some of the problems of Muslims women in

Pakistan/India are the same in both the countries while some changes have been taken place in India. One of the problems with the Indian Muslims women is that they have a good many relations living in Pakistan and so often visits them, which creates problem of their adjustment in India.

1.4.3.1 Education of Muslim Women:

Educational Status: The fact remains that from the very beginning Muslim women remained in 'Pardah' i.e., 'Burka' and no part of their body was visible to any outsider. Mostly the Mullans who were scholars of Arabic and Persian were men. In this way they could not come in touch with them and thus were deprived of the educational facilities. In this way, the literacy was rampant amongst the Muslim women. Even during the Islamic rule in India, Muslim girls remained mostly illiterate. Only a few very well to do family girls were educated.

Even when Britishers introduced their own type of education there were a few Arabic schools and Persian schools. Arabic, Persian and purdah schools providing some insignificant type of education to Muslim girls.

During the British rule the government and Christian missionary tried their best to spread education facilities and established Mudrasas and Muktabas for Muslim girls. They introduced a Muslim University in Aligarh, all this could not cut much ice and Muslim minority got education. The result is that even in India Muslim women are not very much educated.

1.4.3.2 Marital Status :

One peculiar problem with the Indian Muslim woman is polygamy. In accordance with the Indian constitution an Indian man can marry one wife and cannot marry for the second time till his first wife is dead or he is divorced. The same is true for the woman also. However, the Muslim religion allows a man to keep four wives at the same time. Whatever might be the reason for these traditions amongst the Muslim population it over rules the Indian constitution in this regard. Now when one is having four wives and the Islam as a tradition is not in favour of family planning, the size of their family becomes quite large. The result is that they suffer a lot throughout the life. However, now this trend is changing a lot in the modern educated Muslim families.

1.4.3.3 Unemployment :

Being mostly uneducated and brought up in large size families it becomes difficult for the muslim women to go in for a salaried job outside the home. The result is that most of them are engaged in low paid private jobs in agricultural and allied occupations.

Being placed in Orthodox families, with many children, poor economic background, they suffer malnourishment and multiple unhygienic births with little resources to go in for costly medical treatment.

Under Such circumstances the muslim women are weak and helpless; often as the victims of abuse and beating having no say in the decision making process in the family.

1.4.4 Problems of Sikh Women : It is an admitted fact that sikh constitute only 3% of the Indian population but are so energetic that wherever you see in the world you will find them doing all type of jobs right from industrialists, agriculturalists, government officers and enterpenure.

At most all this is true with the sikh women who adopt new modes of life soon. No doubt in most of the areas sikh women are a bit different from the main streams of Indian women, but still they live in man dominated society in which all major decisions of the family are made by the males of the family and they have little say in it.

In the area of education the sikh community is not against sending their daughters to schools, till it is not taxing upon their packets. However, those who can afford to spend on their education do not hesitate to do so.

1.4.4.1 Problems of Isolation and Marriage:

However, they also face a number of problems of isolation as their parents do not allow them to mix up with their male students so freely. The second problem which is being faced by the sikhs educated girls is that they want to go in for marriage of equal status and equally qualified boys, which is rarely available as most of the rural sikh boys are not much interested in studies. Under such circumstances, when a suitable match is available the parents are to spend a lot on their marriage. This causes a lot of problem and their girls also.

1.4.4.2 Problems of Male Child and Sharing the Property :

Even when our constitution allows equal rights in the property of parents between all male and female children. The fact remains that in Punjab where most of the landed property is owned by the sikhs from the heart of their heart do not want to hand over their land to their daughters. In some cases they go in for litigation which at times develop enmity.

1.4.4.3 Problems of Civilised Behaviour:

Even when Guru Nanak has emphatically laid down that women is to be a praise worthy entity she must be respected in all respects in the social set up. The fact remains that mostly they are not given the same type of respect which they deserve. This problem though minimum in Punjab needs to be weeded out amongst this minority community as its foundations had been laid on this solid foundations.

1.4.5 Problems of Christian Women: It also carries all the types of problems stated above with muslim and sikh minorities and suffer a lot in the male dominated society.

1.4.6 Problems of Scheduled Castes Women: No one can deny that due to Manu Samriti and its exploitation by Brahmines, the scheduled castes had been discriminated and so badly that at times we felt ashamed of it. No doubt Guru Nanak raised a voice against it and cut across the caste systems it only did lay down the trend in favour of these suppressed and despressed sections of the society. In the recent past Mahatma Gandhi gave them the title of Harijans. However, after the independence our constitution gave them the reservations of in almost all types of jobs and educational institutions. When the position of scheduled castes men was so miserable, their women were even more under dark clouds.

In spite of all, what was to be given to them is yet lacking with the female sex. It is a fact that even for the reservations of jobs some relaxations are given to them, a good many of them could get into government and semi government job. There are only a few also get benefits of reservation. They were so placed that they got their benefits for their wards too. The result is that most of the SC girls and women continue to suffer with a bit less discrimination and most of the benefits have been grabbed by the influential families i.e. creamy layer of them. Mostly they go in for odd jobs and live from hand to mouth.

1.4.6.1 Pains of Social Discrimination and Male Domination

Leaving aside those who have grabbed the lion's share of scheduled castes all other women are to go in for minimal jobs of odd types in the rural areas and paid in such a way that could only survive. This fact does not effect the male ego of their husbands so also live the equally bad life. In spite of all this they are to give the lions share of eatables to their husbands and children and themselves live on residuals. The things do not end up here they are to get abuses and beatings in addition to it.

1.4.6.2 Unhygienic Multiple Deliveries

In most of the cases, they live in unhygienic and small houses without much facilities in which they have no means of entertainment with much knowledge of family welfare facilities and often go in for unsafe sexual activities leading to unwanted pregnancies, without much resources of feeding and bringing up children, which speak upon the uncomfortable life for them without having any say in the family formation and then to look after the number of small children. All this make a hell of their life and also have to work hard to make both ends meet. In most of such cases they even children are sent to schools only to get free midday meals and to learn nothing. This facility help them to add to their difficulties as they are not to get promotions on the bases of learning abilities but on group promotions. At time small children are made to go in for paid labour and get spoiled. The Juveline crime is increase making the life of villagers uncomfortable and painful adding difficulties to rural SC women who also get blames for it.

On the whole the problem of SC women in general except some exception, is miserable and needs to improve a lot. One of the factors to improve upon them is to provide educational facilities of all types to them.

1.4.7 Problems of Scheduled Tribe Women

Even when most of the problems being faced by the Scheduled Tribe women are of the same nature those of SC women but their problems are still more complex as most of SC's are well scattered throughout the population of the country and to some extent mix up with other people, the S.T.'s are located in some isolated corners of the country which are generally located in far off difficult areas, without much contact with the other people. They are isolated and live their own

type of customs and traditions. In many cases they refuse all the facilities to be extended to them from the government i.e. opening of schools, hospitals, modern agricultural facilities etc. In some cases like Kinnour District in Himachal Pradesh there are traditions of polyandry i.e. one woman is the wife of all the brothers in the family and is to look after all of them. They are ignorant about any type of modern health and family welfare facilities are to bear all the odds of life. Similarly in some other S.T. areas of the country there is a tradition of polygamy where in many women go in to be the wives of the same person and look after all the family affairs and generally the men folk does little work. Similarly some tribes live on the isolated areas of sea-shores and are isolated from the remaining would some of their problem could be

- (1) Unhygienic and multi-delivery problems
- (2) Illiteracy
- (3) Isolation and less knowledge
- (4) No exposure to the world of modern living
- (5) Less medical and educational facilities
- (6) Maintenance their old and rotten customs and traditions

1.4.8 Conclusion

In gist it can be said that the position of minority women i.e. Muslims, Sikhs, Christians, S.C.s, S.T.s is in no way better than the majority women. In spite of the fact a good many laws have since been formed to save them from the social, sexual, cultural, ethical, discrimination. Only an insignificant improvement has taken place in their status. In fact one of the important mode to improve their lot is to find out ways and means to provide them educational facilities to and also to remove their discriminations. The studies in the world has highlighted that there are no monopoly jobs for the men and women can perform all the jobs with the efficiency of men. This fact is also now being adopted in India too. Their educational facilities have been improved a lot and their employment is being in army, police, administrative services, farming and allied occupations. It can thus be visualized that in the time to come the problems of women of all types and especially the minority communities will improve significantly.

1.4.9 Questions for Self-Evaluation:

- (i) Highlight the problems of Sikh Women regarding education.
- (ii) Describe the problems of Christian Women regarding education.

1.4.10 Suggested Questions:

- (i) Discuss the education of muslim women in detail.
- (ii) Describe the relationship between the education and the pains of social discrimination and male domination.
- (iii) Discuss the problems of scheduled tribe women in detail.

1.4.11 Suggested Books:

1. T.S. Sodhi- Indian Education and its Problems
2. T.S. Sodhi- Adult Education

**FUTURISTIC TRENDS IN WOMEN
EDUCATION**

Lesson No. 1.5

Writer: Dr. Manmeet Oberoi

Structure

- 1.5.1 Objectives
- 1.5.2 Introduction
- 1.5.3 Importance of Women Education
- 1.5.4 Progress of Women Education in India
- 1.5.5 Futuristic Trends in Women Education
- 1.5.6 Summary
- 1.5.7 Glossary
- 1.5.8 Suggested Reading
- 1.5.9 Suggested Questions
- 1.5.10 Self Check Exercise

1.5.1 Objectives :

After going through the present lesson, the student will be able to

- i. Recall the importance of women education
- ii. Give the facts about Women education in India
- iii. Explain the futuristic trends of women education in India
- iv. Discuss the reasons to think about the future trends of women education in India
- v. Explain various employment trends in future.

1.5.2 Introduction

The status of women in India has been subject to many great changes over the past few millennia. With a decline in their status from the ancient to medieval times to the promotion of equal rights by many reformers, the history of women in India has been eventful. In modern India, women have held high offices in India including that of the President, Prime Minister, Speaker of the Lok Sabha and Leader of the Opposition. Women's rights are secured under the Constitution of India — mainly, equality, dignity, and freedom from discrimination; further, India has various statutes governing the rights of women.

As of 2011, the Speaker of the Lok Sabha and the Leader of the Opposition in the Lok Sabha (Lower House of the parliament) were women. However, women in India continue to face numerous problems, including violent victimization through rape, acid throwing, dowry killings and the eve teasing etc.

Women in India now participate fully in areas such as education, sports, politics, media, art and culture, service sectors, science and technology, etc. Indira Gandhi, who served as Prime Minister of India for an aggregate period of fifteen years, is the world's longest serving woman Prime Minister.

The Constitution of India guarantees to all Indian women equality (Article 5), no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), and equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e)), and also allows for women's education. The Government of India declared 2001 as the Year of Women's Empowerment and the National Policy for the Empowerment of Women was passed in 2001.

Our Indian history prominently reflects the stature of women in the society. From Rani Laximibai to Sarojini Naidu, women have proved their capabilities time and again. They were treated at par with men and excelled in various aspects of governance and warfare. However, over the years this gender has faced many hurdles and changing mindset. Yet women all over the world crossed these hurdles and continued to excel in business, politics, science, social work, etc. Irrespective of the fact that the condition of women in India is changing for good, we cannot deny that there is a gamut of things yet to be considered and implemented.

1.5.3 Importance of Women Education

Education is a fundamental right of every human being. It lays the foundation for the development of society. Women are an indispensable part of a society. The future generation's development mainly depends on the education of women. So, education of women is realised to be the most essential part for the society's development. It can help every woman educate her children to be good managers of the family as well as active members of the society.

Females constitute about 50 per cent of India's human resource, but lack of education snatches their chance to be part of the country's progress. Due to this, there is a considerable gap between male and female literacy rates in the country.

A woman plays various roles in her life, at home, in job, as a mother, wife, sister, daughter, worker, citizen and leader. Nineteenth and twentieth century witnessed various reform movements on various issues for women like sati practices, violence, unemployment and child marriage etc. But today the times have changed. With the onset of twenty first century, Government of India declared year 2001 as Women's Empowerment Year and introduced the National Policy for Empowerment of Women, according to which women are equal partners with men. The principal of gender equality is enshrined in the Indian constitution in its preamble, fundamental rights, fundamental duties and directive principles. The constitution not only grants equality to women but also empowers the states to adopt measures of positive discrimination in favor of women.

The importance of education in promoting and sustaining both individual and national development is well known. Not only it is considered a basic human right, it is also acknowledged to influence a variety of individual, social, economic and life outcomes. Education is also considered a vehicle in promoting gender equality on

growth operates both directly (via the expanded number of women with higher levels of education) and indirectly as more educated women devote more resources to promote health, nutrition and education and help close the gender gaps in these outcomes among their children. If education has an empowering effect on women in terms of socio cultural, economic, inter personal, legal, political and psychological domains, investing in education is worthwhile not only from an individual but also from a national perspective.

1.5.4 Progress of Women Education in India

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out. In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children. Conservative cultural attitudes prevent some girls from attending school. The number of literate women among the female population of India was between 2–6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level. Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programmes for midday meals, free books, and uniforms. This welfare thrust raised primary enrolment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centres and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female dropout rates are high.

It is seen that the educated Indian women workforce maintains professionalism; the men outnumber them in most fields and, in some cases, receive higher income for the same positions.

The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's

lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth.

In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24-50% of higher education enrollment, there is still a gender imbalance within higher education. Only one third of science students and 7% of engineering students are women. In comparison, however, over half the students studying education are women.

1.5.5 Futuristic Trends in Women Education

Women Education for Better Future Educational research in the past few decades in the United States has consistently showed that, at most levels of K-12 education, girls perform better than boys. Yet there was a historical inequality at the higher education level due to social pressures and mores that prioritized males both at colleges and universities and in the workplace. The women's liberation movement of the 1970s and the beginning of the information age in the 1980s created the explosive percentage growth of women both in higher education and in the professional workplace.

In North America, women reached parity with men at the college undergraduate level in the late 1980s and in master's degree programs in the late 1990s. Currently, women make up slightly less than 50 percent of students at the PhD level, but they are expected to cross that number in the next several years.

There have been many stories in the media recently about this gender imbalance at the undergraduate level. Today, for every two male students, there are three females entering college. This has produced obvious social issues on campuses. This has affected social behaviour. Why has this happened? Males still are a majority in such fields as engineering, but at liberal arts colleges that do not emphasize engineering, there have actually been concerns that less-qualified males are being admitted to keep the student body from skewing ever more female. Educators and sociologists have many theories—usually a combination of higher drop-out rates of males from high school, girls doing better at standardized tests than boys, a higher participation in gangs and drugs by males, an increased need for recruits for the military in times of war (the military is still predominantly male), and a male absorption with computer and gaming technology.

Future is always uncertain but still one can predict it on the basis of present and past experiences and facts. If we are talking about the future of women education in developing nation like India it is not less encouraging. The way, in which changes have been carried out in women education sector and over all education system, the scenario has changed and will continue to change. At every level of Education system including primary, secondary and higher education community, government and agencies are working hard towards upliftment of

women in education sector. Some of the highlights of trends in women are discussed as following :

Alternative or Innovative Methods :

The traditional model of schooling has been challenged by many researches now a days. At present educationist are working on new models of schooling which will be suitable for all populations of female part of society. Education should be flexible, so that every female can participate in this according to their need and availability.

For example, MOOC are a recent trend in online or distance education. MOOC are going to be more popular in future when it comes to women education. House wife, mothers, working women etc. can participate in education through online system without any obstacle. One of the research conducted by Bayeck (2016) has reported that women outnumbered men in participating in MOOC programmes in their education scenario. It was also reported that female students tend to prefer collaboration in online setting. The data revealed the men versus women MOOC participation ration was 40:60 in the sample. So, it could be said the innovative methods like MOOC are going to be in trend in future in field of women education. It seems easy for mothers and working women to continue their education through online mode.

Stem Education :

Gender differentiation in STEM (Science, Technology, Engineering & Mathematics) are already visible at every stage of education in India female. Education in stem includes child and adult female represented 33% of participation in over all STEM enrolment. Girls appear to lose interest science and maths with age. This decreased interest also affects participation of women in higher studies in same field. These differences can be clearly observed in engineering manufacturing, construction, natural sciences, mathematics, ICT etc. There are many factors that affect women's participation in STEM courses few of them are Biological factors, parental encouragement, socio-economic status, school climate, cultural norms, gender disparities and gender stereotypes etc. UNESCO has reported that gender disparity is due discrimination, biases, social norms and family expectations influence the quality of education women receive and the subject they choose to study. It is also believed that having more women in STEM field is strongly desirable because it would definitely help bring about sustainable development. So, it is expected that more and more women will participate in STEM and will work for science, technology and engineering industry. In women are expected to perform tough jobs as equal to men.

Sustainable Development Goals :

Sustainable development goals, also known as the Global goals, were adopted by all United Nations member states in 2015 as a universal call to action to end problems, protect the earth and ensure that all people enjoy peace and prosperity by 2030. The 17 SDG's are integrated that is, they recognize that action in one area will affect outcomes in others and that development must balance social, economic and environmental sustainability.

Under this women health and well being, education, sanitation along with gender equality have been kept in priority. Sustainable development goal 3 i.e. Good health and well being is designed to ensure health and well being of every individual whereas, goal 4 is about quality education without any discrimination these two goals are working toward wellness of women from health and education aspect.

Apart from this, 5th sustainable development goal is about gender equality. This goal aims at ending all discrimination against women and girls as a basic right and also providing a sustainable future. UNDP has made gender equality central to its work and we have seen remarkable progress in past 20 years. This goal at present working on discrimination at school, job, violence, ensuring full participation in social, economic, political & service fields, equal rights, for the welfare of women. It is strongly expected that these goals will act as wonder and improve the position of women in social, economic and job sector. Women will be more educated, provided with more job opportunities and will be stronger part of the working population till 2030. This will surely improve the status of women education in developing nations.

Global Partnership by UNESCO :

To increase awareness and galvanize new resources for girls & women's education, more innovative partnership for girls are needed with stronger funding, expertise and outreach. For this, UNESCO launched the Global partnership for Girls and women's education, known as "Better life, Better future" in 2011 guided by the belief that educating girls and women can break the cycle of poverty and foster greater social justice. This partnership aims at

1. Increasing learning opportunities for adolescent girls and women.
2. Expand and improve the quality of education.
3. Scale up geographical coverage and replicate good practice.
4. Engage a wider & diverse network of partner.

This partnership is expected to yield better results in field of women education in future.

1.5.6 Summary

Over the years this gender has faced many hurdles and changing mindset. Yet women all over the world crossed these hurdles and continued to excel in business, politics, science, social work, etc. Irrespective of the fact that the condition of women in India is changing for good, we cannot deny that there is a gamut of things yet to be considered and implemented. Education is a fundamental right of every human being. It lays the foundation for the development of society. Women are an indispensable part of a society. The future generation's development mainly depends on the education of women. The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. So, education of women is realised to be the most essential part for the society's development.

The job market of tomorrow should be good for women. There will be more jobs for women in the soft and team skills like communication and collaboration, mentoring, inspiring and building relationships and also in the area of health and education. So, the women will study more and more of the subjects related to these areas.

1.5.7 Glossary

- Futuristic : of or relating to future
 Trends : tendency
 Literacy : The ability to read and write

1.5.8 Suggested Reading

Jenna Goudreau The Future Of Work: A Golden Age For Working Women AUG 24, 2012 @ 8:38 PM **5,676** VIEWS ARTICLE IN FORBES

Friday, 11 October 2013, MAYARANI PRAHARAJ, in *Bhubaneswar (The Daily Pioneer)*

<http://www.oprah.com/world/Gender-and-the-Future-of-Education-Trends-David-Houle#ixzz3l8xvV8Ek>

1.5.9 Suggested Questions

1. Discuss the importance of education for women.
2. What is the position of women education in India?
3. Write in detail the futuristic trends of women education in India.
4. What would be the employment trends for women in future?

1.5.10 Self Check Exercise

1. _____ is a key means of empowering women.
2. Women have much _____ literacy rate than men.
3. Educated women _____ income growth.
4. There will be more jobs for women in _____ skills and _____ skills.

Answer Key

1. Education
 2. Lower
 3. Boost
 4. Soft, Team
-