

Educational Problems of Women in India

Prof. Saroj Yadaorao Lakhadive
saroj20lakhadive@gmail.com
Indira Mahavidyalaya, Kalamb Dist. Yavatmal
9420199479

ABSTRACT

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women

culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence

on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant specially in rural areas and backward communities. Many parents think educating their sons is an asset to the family whereas educating their daughter is a waste of money because she eventually will get married and will with her husband they won't get any monetary benefit from her

directly. Another belief of rural parents is if the daughter studies too much she would have higher demand and would want an educated better half which would mean greater expenses in her marriage. Very often if the parent is willing to educate their daughter the accessibility to a school becomes a

problem and sending the girl away to a town alone is considered unsafe, many

a times if the school is located in the village its infrastructure, the student teacher ratio, no toilets for girls, inaccessibility to textbooks are the issues which come up.

KEYWORDS

Women Empowerment, Middle Social, Dis empowered, Higher Education, Problem, issue

INTRODUCTION

Free and compulsory education to all children between the ages of 6 and 14 is a fundamental right of citizens under the 86th Amendment to the Constitution of India. Yet, the state

of education of women in India is far from 'free' or as totalising and encompassing as the right appears to guarantee. Although the government, through its various

initiatives such as the Sarva Shiksha Abhiyan (aimed at providing primary education especially to girl children from disadvantaged rural areas), attempts to improve the

education of women, the barrier to educating women is not always monetary and within the purview of the state.

Our after-school classes target motivated children who come from the community's most disadvantaged families. Class

topics include English, Computers and social skills. Classes follow modern methods and are supported by western volunteers. In addition to our after-school classes, we employ a full-time teacher in the local government school.

and our western volunteers hold classes twice a week there around English and social skills. We hold regular classes for young women with the aim of not only raising their

educational and skills levels but also of increasing their confidence and helping them find their voice. Vocational training is designed to open up new income possibilities and

bolster income generation in the village. Confidence training aids them in maneuvering their lives and family decisions within a highly patriarchal society.

Women's Education in India

The women have to play a vital role in the reconstruction of the country. When women are taking leading part in politics and when they are becoming the Prime Ministers of the

countries, the significance of the part to be played by them in a democratic set up of India can well be visualized by one and all. It is, therefore, essential that every girl of school

going age must go either to a girls' school or even a boys' school if there is no special school for them in that area. The

National Committee on Women's Education (1959) opined that at the middle and secondary stages more coeducational

institutions should be established subject to the condition of adequate attention being paid to special needs and requirements of girls. Specially in rural areas separate

secondary schools for girls should be provided. In India the number of separate women's college is very few. Providing

school facilities, opening of new schools, bringing schools within easy reach of the children, starting girls' section in

boys' schools, condensed course for adult women etc, and Providing other convenience and inducement. Such as adjustment of school timings and vacation to suit local needs and conditions, free mid-day meals, free medical and health facilities for the school children, establishment of crèches etc. However, some of the urban literate classes have begun to acknowledge that women are a national resource that India cannot squander away in this competitive era of globalization and computer technology.

Barriers to Women's Education

The impact of education on girls is extraordinary. Education sustains human values. It forms the foundation for learning and critical thinking. Education also provides skills for girls to become more

self-reliant and provides them with more opportunities. Thinking into the future, education also provides them with the knowledge to manage health problems. Why do the statistics reflecting women's literacy, their enrolment in

primary, secondary and higher education or their dropout rates read so poorly? What do they tell us about women's access to education? What systemic errors have aided in this and what can be done to remedy the situation? This section highlights some of the barriers to women's education, drawing on previous studies where possible. Some of the

barriers to women's education are sociological, rooted in gender stereotyping and gender segregation, and others are driven by economic concerns and constraints. A

consequence of gender profiling and stereotyping is that women tend to participate more in programmes that relate to their domestic role. In institutions of higher learning,

women are more inclined to enrol in courses traditionally considered more suitable for them such as arts and education, but less in courses related to science and technology. Likewise enrolment in vocational and technical

fields has been male-dominated and providers of nonformal education and training tend to conduct programmes that relate to women's domestic role rather than their productive

role. Families are also far less likely to educate girls than boys, and far more likely to pull them out of school, either to help out at home or for other socially induced normative considerations.

The main problems facing their education are:

1. Development of immorality;
2. Suitable Curriculum for the education of girls;
3. Lack of social consciousness among women;
4. Scarcity of lady teachers;
5. Lack of proper physical facilities;
6. Unwillingness of lady teachers to serve in rural areas;
7. Financial difficulties;
8. Problem of transport;
9. Problem of wastage and stagnation;
10. Problem of co-education;
11. Lack of enthusiasm and interest of the officials in charge of education.

In spite of certain outstanding examples of individual achievement of Indian woman and a definite improvement in their general condition over the last one hundred years, it

remains true that our woman still constitute a large body of under - privileged citizens. Women of course do not form a homogenous group in class or caste terms. Nevertheless,

they face distinctive problems that call for special attention. The Backward Classes Commission set up by the Government of India in 1953 classified women of India as a backward group requiring special attention.

Summary

Educating a girl is one of the best investments her family, community, and country can make. We know that a good quality education can be life-changing for girls, boys, young

women, and men, helping them develop to their full potential and putting them on a path for success in their life. We also

know that educating a girl in particular can kick-start a virtuous circle of development. More educated girls, for example, marry later, have healthier children, earn more,

money that they invest back into their families and communities, and play more active roles in leading their communities and countries. Over the last 25 years, there have been large gains in girls' education, and we as a global

community can congratulate ourselves for the real progress that has been made. This demonstrates that with shared

goals and collective action—among governments, international organizations, civil society, media, and the private sector—we can change the educational prospects for

girls around the world. There are about 80 countries where progress on girls' education has stalled. These countries are not meeting the education Millennium Development Goals.

They are stuck in an education bog—still struggling to enroll all girls and boys in primary school and close the gender gaps between boys and girls at both the primary and

secondary levels. There are an additional 30 countries that have successfully enrolled girls and boys in primary and secondary education but are trapped in low-quality learning.

They are struggling to ensure that girls and boys master foundational skills such as basic literacy, numeracy, and science concepts. Quality learning is important for the future

lives of girls and boys, but it is also an especially important ingredient in the virtuous circle of development that comes from girls' education. Finally, there are another 30 countries where children are successfully enrolled and learning.

REFERENCES:

[1] AISHE (2013-14). All India Survey on Higher Education. Government of India, Ministry of Human Resource Development, Department of Higher

Education, New Delhi.

[2] AISHE (2014-15). All India Survey on Higher Education. Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi.

[3] Khanna, S.K (2009). Higher, Technical and Professional Education in K.Sudha Rao, Educational Policies in India: Analysis and Review of Promise and Performance. The Publication Unit, NIEPA.

[4] MHRD (various years). Annual Reports on Higher Education.

[5] Starcher, D. C. 'Women entrepreneurs: Catalysts for transformation', 1996. Retrieved July 6, 2001: [http:// www.ebbf.org/woman.htm](http://www.ebbf.org/woman.htm)

[6] <http://web.worldbank.org/WBSITE/EXTERNAL/>

TOPICS/EXTGENDER/0,,contentMDK:23392727~pagePK:210058~piPK:210062~theSitePK:336868,00.html