

# Women Education In India: Problem And Prospect

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**Abstract:** Women education is an old wine in new bottle which was in the process of initiation from the Vedic, Buddhist and Brahmanical periods to till date as a process of acceleration through proper implementation. The difference between male and female literacy rate lies but the literacy rate of female is increasing as we see in the census report of 1991, 2001 and 2011. Since after independence different commission, committee, National Education policy (1968 & 1986), POA-1992, Sarva Siksha Abhiyan (2001) to Rastriya Madhyamik shiksha Abhiyan (RMSA-2009) for the development of women folk through education. Here the author of this article list a different problems for women education and prepare different strategies for education of women which should be implemented to solve the problems of women education in India.

**Keywords:** Women education, literacy rate, commission, committee.

## I. INTRODUCTION

The problems of women's education in India are one which attracts our attention. 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. 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 especially in rural areas and backward communities. The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realised. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Though different commissions and committees appointed at times, suggested for solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field. Census report 2011 reveals that 65.46% of female population are literate. This indicates that without the education of women in the full

fledged manner at all levels there will be no national development in grand scale. Taking this into consideration, the author of this article give complete picture on "women education in India: problems and prospect".

## II. WOMEN EDUCATION

Education for women in India is ranging from primary to tertiary level which equally stressed from the stand point of women empowerment. The level of women education leads women empowerment should have been evidenced from the literacy rate of India.

Year	Male	Female	Total
1991	63.86%	39.41%	52.11%
2001	75.85%	54.16%	65.38%
2011	82.14%	65.46%	74.4%

Source: Census report government of India 1991, 2001 and 2011

Table 1: Literacy percentage in India

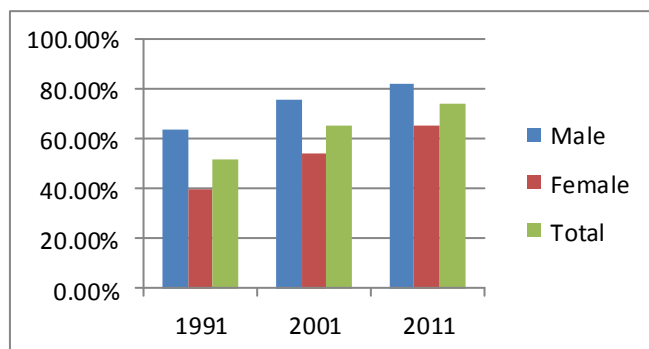


Figure 1: showing the percentage of male, female & total literacy rate in India from Census report government of India 1991, 2001 and 2011

The above table shows that female literacy rate is much lesser in comparisons to male literacy rate in the last three census report of India which has been caused due to the following problems.

### THE PROBLEMS OF WOMEN EDUCATION

The progress of women education is much slower due to the following problems:

- ✓ Curriculum not suitable for the education of girls.
- ✓ Lack of social consciousness among women.
- ✓ Lack of physical facilities like school, hostels, class room for women in educational institution.
- ✓ Poverty of parents.
- ✓ No prescribe text book on tribal language.
- ✓ Poor transport facility.
- ✓ Limited no. Of female teachers in school.
- ✓ Problem of wastage and stagnation.
- ✓ Schools establish in faraway places.
- ✓ Orthodox mind set for female child.
- ✓ Existence of dowry system.
- ✓ Lack of employment and other facilities

These problems will be solved through an effective educational system consisting of educational strategies covering different dimensions of women development which are listed below.

### III. DIMENSIONS OF WOMEN DEVELOPMENT

- ✓ Acquisition of adequate knowledge, information and skills for becoming self sufficient.
- ✓ To make them aware of their rights and duties.
- ✓ Developing a great deal of self confidence
- ✓ Development of ability for taking independent decision and right choice.
- ✓ Involvement of women as a part of National development.
- ✓ Development the ability of critical thinking.

For fulfil the above dimension, the role of education is highly significant for empowering the women folk in every part of their life and activities. The major thrust for empowering the women through education has been laid by National education policy-1986, POA-1992 and Sarva Siksha Abhiyan-2001. The education of girls and women is an integral part of national development. Steps that are being

taken to improve and expand their education will not recede to the background due to lack of finance. It must be remembered that there is still a big gap to be filled between the education of the boys and girls, further; mother is the pivot of family life in India. Our way of life depends on her. Education had to be so designed that the inherent appeal and the value of education win for it the loyalty of the pupils and support of the parents. The awakening among Indian women has been really considerable during recent years. Despite all obstacles and many difficulties women education is advancing steadily. They are making their influence felt in international affairs. Inside the country there is a demand for equal rights. Indeed, it is quite obvious that women's education must catch up with men's education as rapidly as possible and that great gap between the two must be bridged. Apart from being wife and mother, women must play a positive role in the country's planning and progress and she must develop her own talent. She then to achieve her two rolls of wife and mother, and a worker to her country and she can only do this with the mutual co-operation of educational set up of her country. Our girls have all the potential qualities, mental, physical, but these will have to be nourished and cherished until they grow into the full and glorious womanhood. The lack of coordination that existed between the home, the school and the life outside had to be remedied; and a close integration must be secured between the process of education and the social and economic life of the country. Everyone should be trained to make an adequate living and to fill effectively her appropriate place in life. The facilities for education should be adjusted accurately as possible to the actual needs and opportunities which arise. Any wastage of training should not be tolerated in a country as poor as India. Brining the entire above thing for ensuring women empowerment through education, while preparing and implementing curriculum the following things should be given top most priority in organisation of educational program along with strategies for women education.

These are:

- ✓ Specific educational programmes which will accelerate the process of women empowerment.
- ✓ Removal of gender disparity in field of admission of women in any course i.e. vocational, technical, professional etc.

### IV. STRATEGIES FOR EDUCATION OF WOMEN

The following strategies should be under taken for education of women leading to women empowerment.

- ✓ Adult education programme.
- ✓ Distance education
- ✓ National literacy mission for neo-literate girls.
- ✓ Scholarship and stipend facilities for girls.
- ✓ Provision of vocational education
- ✓ Support service for rural girls
- ✓ Technical and vocational training centres for girls.
- ✓ Use of mass media and NGO's for women empowerment.
- ✓ Appointment of more lady teacher in school.

Also stress on recommendation of different commission and committees for women empowerment in India. These are:

- ✓ University education commission(1948-49)

- ✓ National committee on women education (1948)
- ✓ Durga hai Deshmukh committee (1958)
- ✓ Hansa Mehta committee(1962)
- ✓ Vakta vataslam committee(1963)
- ✓ National council for women's education(1964)
- ✓ Kothari commission(1964-66)
- ✓ National Literacy Mission(1988)
- ✓ The NPE-(1968 & 86) and POA-1992
- ✓ National policy for the empowerment of women-2001
- ✓ Sarva Shiksha Abhiyan 2001
- ✓ Rastriya Madhyamik shiksha Abhiyan(2009)
- ✓ National Curriculum Framework-2005
- ✓ National Curriculum Framework for Teacher Education-2009

#### V. CONCLUSION

The author of this article likes to highlight two important things. These are:

- ✓ Proper utilisation of human resources by accepting every individual as an asset.
- ✓ Removal of gender disparity in the admission of any course.

At last we conclude that when the recent educational planning and implementation are given stress on proper

utilization of resource through education in the role of education for women empowerment is a major thrust in this regard. Here we strongly visualize the problems and prospect of women education in India, the lagging of which education for women empowerment still remains an unachievable goal for twenty first century. This goal can be solve if we implemented the educational strategies for women in the light of problem faced by the women in India.

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