

Education and Women Empowerment: An appraisal

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“Strengthening implies moving from a place of authorized weakness to one of intensity”

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Abstract:

It is rightly said that “Education is the most powerful weapon to change the world.” Education can make a man self-confident and self-dependent. Education is an important factor which could shape the community and society as a whole. The society could be developed by imparting education both for males and female. Women should be given free hand to impart education for the fullest development of the personality. There should not be distinction between male and female regarding education, as women are equally responsible with man for bringing social change in society. It is critical to be known about the way that on the off chance that ladies are uneducated, at that point half of the populace will stay uneducated, as lady covers practically 50% of the number of inhabitants in the nation. It is an extremely obvious saying that, if you teach a man, you teach a man specifically but as it might, if you educate a woman, you educate an age.

Nation can only develop when there will be equal 50% contribution from both men and women and hence, women must be educated equally with men for the purpose of this contribution. Lack of education in women will lead to poor socio economic condition of the nation.

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I INTRODUCTION

Women Empowerment and Education

Women Empowerment is now a widely discussed topic in the world. In general terms empowerment implies a continuous process carried on for the objective of achieving equality, liberty and freedom for all. It also involves the task of fortifying women with economic independence, self reliance and positive self esteem in order to make them face difficulties in life as well as society and also helps women to participate in decision making process as well as to contribute in developmental activities of the country.

Empowerment is a term widely used in the context of development particularly taking about women development. Strengthening is a working, multi-dimensional method which ought to enable women to comprehend their full character and powers in all circles of life. It would likewise incredibly survey to information and assets, more prominent self-governance in dynamic, more

noteworthy capacity to design their lives, more noteworthy authority over conditions that impact their lives and free them from shackles forced on them by custom, conviction and practice. It must enable women to discover new possibilities and new options.

The legislature of India has made strengthening of ladies as one of the guideline targets of the Ninth Five Year Plan (1997-2002) and furthermore pronounced 2001 as the time of development efforts of women empowerment in their agenda.

Education is the birth right of every citizen and particularly for women as because education is a main instrument for women empowerment. It can grow awareness among rural women. Women backwardness depends mainly on the percentage of illiteracy. Women are suffering a lot in our society due to ignorance caused by lack of proper education. Lack of education may make absence of self-assurance and confidence among ladies for which ladies are not can take care of their own

concern. Therefore education to women is very much important to make women empower in all aspect of society. It is also very true saying that educating a woman means educating a family continuing its impact on the future generations.

Great educationist Swami Vivekananda said, "Educate your women first and leave them to themselves, then they will tell you what reforms are necessary for them". From this context it can be said that for women empowerment education can play a vital role. The legislature of India has made strengthening of women as one of the guideline targets of the Ninth Five Year Plan (1997-2002).

Development and empowerment of women has been a thrust area in the Five-Year-Plans of the country. From the fifth plan onward the government has taken many initiatives regarding the women issues to make women empower and to develop.

Indian University Education Commission (1947-1948) said that, "There cannot be an educated people without educated women",

II REVIEW OF RELATED LITERATURE

Anna Lungbila P (2020) Empowerment of Maram tribal Women in Manipur through Self help Group.

Chaudhary, Geeta (2014) Empowerment of Women- A Sociological Inquiry

Syed Irphana.H (2003) Higher Education and Empowerment of Muslim Education

Shanthi.P.C (2019) Women Development in Tamil Nadu: A study.

III METHODOLOGY

The domain of this study is in the district of Dibrugarh which is one of the 33 district of Assam.

Method:

For the analysis of the present study primary and secondary sources of data are taken.

Primary source of data are collected by the direct personal interview and field survey.

Secondary sources of data are collected from book, journals, newspaper, internet etc.

Sample :

A total of 100 female members formed the sample of the study.

To select the sample from sample villages, the researchers apply the technique of incidental sampling approaching only those whom the researcher meets.

Tools and technique used for data collections:

1. Interview schedule: In this study, interview is adopted as a tool for data collection in order to gain depth and details responses of the respondents.
2. Personal observation has also been done on rural women of sample villages.
3. Different Journals, magazines, books and internet is also used to get the data.

IV OBJECTIVES OF THE STUDY

- i. To highlights on different types of constitutional provision, and different commissions and committees set up by the government of India.
- ii. To find out the educational status of women in Assam.
- iii. To identify the problems responsible for low rate of accessing education by women in sample villages.
- iv. To provide suggestions for the development of Women Empowerment

CONSTITUTIONAL PROVISION FOR WOMEN

The Constitution of India awards uniformity and opportunity to ladies as well as enables the state and country to embrace the proportions of positive segregation for ladies for adjusting the combined financial condition, instruction and political weaknesses looked by them.

- i. Article 14 Equality under the eye of law for women.
- ii. Article 15(i) The State not to oppress any citizen on grounds just of religion, race, standing, sex, and place of birth or any of them.

- iii. Article 15(iii) the state to make any special provision in favour of women and children.
- iv. Article 16 (1) Provide equal chance for all citizens, men as well as women in issues identifying with business, employment, appointment to any office under the State.
- v. Article 39 (a) The State to coordinate its approach towards making sure about for people similarly the privilege to a satisfactory methods for employment should not distinguish between male and female.
- vi. Article 39 (d) both men and women should get equal pay for equal work.
- vii. Article 39 (A) To promote justice, on a basis of equal opportunity and to promote free legal aid by suitable
- viii. Article 42 the state to make arrangement for making sure about just and altruistic state of work and for maternity alleviation.
- ix. Article 46 the state to advance with exceptional consideration the instructive and monetary interests of the more fragile areas of the individuals and to shield them from social foul play and all types of misuse.
- x. Article 47 the state to raise the level of nutrition and the standard of living of its people.
- xi. Article 51(A) (e) to advance amicability and the soul of basic fraternity among all the individuals of India and to disavow rehearses defamatory to the nobility of women's.
- xii. Article 243 (D) (3) Not short of what 33% of the absolute number of seats to be filled by direct political decision in each Panchayat to be held for ladies and such seats to be assigned by turn to various supporters in a panchayat.
- xiii. Article 243(D) (4) at least 33% of the complete number of workplaces of

chairpersons in the panchayats at each level to be saved for women.

- xiv. Article 243T(3) At the very least 33% of the absolute number of seats to be filled by direct political race in each Panchayat will be saved for women and such seats might be distributed by pivot to various voting public in a Panchayat.
- xv. Article 243T (4) Reservation of working environments of chairpersons in Municipalities for the Scheduled Tribes and ladies in such manner as the administering body of a State may by law give

Commission and Committees

Numbers of commission and committees are set up by the Government of India since independence for the improvement of women education. These are as follows;

1. University Education commission
2. National Committee on Women Education (1958-59) or Durgabai Desmukh Committee
3. National Council for Women Education.
4. Hans Mehta Committee.
5. Bhaktavatsalam Committee (1963) Committee for Girls Education and Public Co-operation.
6. The Kothari Commission (1964-66)
7. National Committee on Women Education.(1974)
8. National Educational Policy.(1986)
9. National Policy on Education Review Committee. (1990)
10. Programme of Action(1992)

Educational Status of women in Assam

To improve the condition of education for women in Assam was actually started due to the efforts of the Baptist Missionaries. The Baptist missionaries first started the school for girls in Assam at Sadia (at present Tinsukia District). Although literacy is a strong potential factor of social awareness and development, yet in Assam, we find that the

position of women in this respect when compared to that of men is poor.

The position of women's education in respect of percentage of literacy at the all India level and in Assam is shown below with the help of the following table.

Year of Census	India		Assam	
	Male	Female	Male	Female
1961	40.4	15.35	44.28	18.62
1971	45.96	21.97	42.96	22.31
1981	56.38	29.76	N.A	N.A
1991	64.13	39.29	62.34	43.74
2001	75.26	53.67	71.28	54.61
2011	82.14	65.46	77.85	66.27

Source: Census of India

* In 1991 census was not done at Jammu and Kashmir where statistics couldn't be directed because of upset condition.

*In Assam at 1981 census was not done.

Literacy rates for the year 1951, 1961 and 1971 censuses identify with populace matured five years or more and the education rates for the year 1981, 1991, 2001 enumeration identify with the seven years or more

The above table shows that the women literacy rate as compared to men literacy rate is low in India and also in Assam. As per the 1961 census the literacy rate of female is 18.62%, in 1971 it is 22.31%, in 1991 43.74%, and in 2001 it is 54.61%. But a general look in to the progress of female education indicates that both in the rural and urban areas of Assam, there is an ascent in the degree of education among the female. The above table shows that the ladies proficiency rate when contrasted with men education rate is low in India and furthermore in Assam. According to the 2011 evaluation, the complete proficiency rate in Assam is 72.19% out of which 77.85% is male education and 66.27% is female proficiency. However, a general look in to the advancement of female training demonstrates that both in the

provincial and urban territories of Assam, there is a rising in the level of instruction among the female.

Women Educational Status in Sample Village;

Table 2

Educational status of Sample women.

Educational Qualification	Female	
	Number	Percentage
Illiterate	54	54%
Under Matriculation	30	30%
H.S.L.C	26	26%
H.S	18	18%
Graduate	13	13%
Post Graduate	2	2%
Other Qualification	08	8%
Total	100	100%

Source: Field Survey

Analysing the sex wise education attainment among sample population it is found that 54% of female are illiterate. 30% of female members are under matriculation, 26% of female members are H.S.L.C passed, 18% H.S Passed, 13% Graduate and it is very sad to say that only 2% of female members obtained post graduate degrees. Out of the 8 percent women educated in the other qualification group, 2 percent are found to be employed in company jobs in PSUs such as OIL by dint of their usual qualifications obtained in ITI colleges, other 6 percent obtaining diploma in ITI trades like knitting, cutting and tailoring as well as beautician are found to be self employed in the local business establishments

Factors Responsible for low rate of assessing Education for Women

1. Gender based imbalance
2. Economic exploitation
3. Occupation of young lady kid in household chores.
4. Low enrolment of young ladies in Schools.
5. Low degree of consistency and high drop out
6. Social backwardness such as custom, traditions etc.

7. Lack of communication in rural areas.
8. Lack of social security measures among the women.

Suggestions for upliftment of Women Education

1. Women strengthening is a basic component for national improvement, as women comprises half of the populace, so India can't be a created one if the necessities and enthusiasm of women are completely considered, whatever approaches are revised or started; the administration needs to think about the enthusiasm of women towards the new strategy activity.
2. Government should take the responsibility to appraise the women through education and for that; education should be embraced through free workshop and classes for women.
3. Basically rural women are still unaware of their own basic rights, so attempts are to be taken by the government to apprise them of their right through campaigning, workshop and mass-media.
4. In request to inspire provincial ladies for education, particularly for advanced education, some grant ought to be reported for country women and the administration ought to guarantee that this instructive grant to benefited by the meriting competitor.
5. Various government and non-governmental agencies should take initiative to meet ladies of rural areas or orchestrate projects of communication with other enabled ladies in the general public to engage other in reverse ladies of the general public.
6. The different organization that are occupied with different field of social work can likewise begin a type of momentary recognition courses or testament courses in country zones and that the ladies in rustic regions get a little degree to enable themselves, numerous undertakings ought to be taken in zones of provincial advancement

with unique accentuation on ventures for ladies. Indeed, even numerous female big names can partake in these projects towards engaging ladies as they are the powerful good example for some to follow.

V CONCLUSION

The education for women is the most integral asset to change the situation of society .Yes; it is true that now-a-days the status of women is changing remarkably. The present scenario of women have little bit changed. Women are showing their excellence in every field like literature, sports, music, science etc. But still women are raped, kidnapped, sexually abused by men. The dowry system, superstitions related to women etc are still prevailing in some parts of India. In rural areas, women are compelled to suffer adversely which is a very pitiful scenario. Women living in rural areas are deprived from accessing good medical facilities, proper sanitation, and western education etc. Women suffer from domestic violence which leads to the degradation of their mental and physical status. Still infanticide is practiced in some parts of India. Therefore, empowerment of women basically women living in rural areas is must.

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